



Teacher Training On Behaviour Modification For Learners

Presented by the Department of Educational Psychology, University of Pretoria

Behaviour modification refers to the techniques used to try and decrease or increase a particular type of behaviour or reaction. There is extensive literature on behaviour modification strategies and programs. According to John and Thomas (2019:418) behaviour modification refers to the shaping of individual behaviour by identifying undesirable responses and specifying constructive behaviour. In South Africa, there is a proliferation of media reports on unhealthy behavioural patterns observed from school learners. These unhealthy behavioural patterns range from bullying to killings among the learners in schools, communities, homes and other areas of developments that have been reported in many social media platforms from different provinces in South Africa.

Self-regulation is one of the highly effective techniques in behaviour modification as learners are expected to regulate behaviour and thus exhibit acceptable behaviour in various contexts of their lives. To maximise the potential efficacy of interventions, it is necessary to understand behaviour and behaviour change and to have a theoretical understanding of behaviour change. Theoretical knowledge and understanding of behaviour change enables one to have the accumulated knowledge and the mechanisms of action.

Course Leader



Motlalepule Ruth Mampane is an Associate Professor and Head of Educational Psychology Department, University of Pretoria. Her research focus is on Inclusive Education, learning diversity, adverse learning environments, resilience on families and adolescence. Her scholarly contributions are centred on the influences of context and developmental processes on adolescent and family resilience against multiple adversities that South African families are exposed to. Her research is unique in highlighting family resilience in the resource-constrained context of South African townships and cultural influences on family resilience. On international scholarship, she received a postdoctoral award to the University of Michigan (Ann-Abor), African Presidential Scholar (UMAPS) for the period August 2010 – February 2011. She received NRF funding (2013-14/ 2018-2020) focusing on the Determinants of family resilience. The department of Educational Psychology is involved in multiple training engagements with Business Enterprises including the following Projects: training of psychologists registered counsellors and teachers on behaviour and various forms of disability. Mampane's research focus includes postgraduate supervision of masters and doctoral students' on areas of Educational Psychology and Inclusive Education. Her international collaborations also aim to present multiple case studies on resilience, learning diversity and adversity experienced by families and youths.

NEXT PAGE 

Shifting knowledge to insight



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Course content

Day One

- Overview of theories on behaviour modification and their implication in supporting behavioural changes in learners
- Overview on learning theories, understanding on how learning occurs and how it relates to behaviour in the classroom
- Case study examples on well-known behaviour theories that are aligned to teaching and learning e.g. operant condition learning theory and self-efficacy learning theory
- Self-regulation as an essential skill that teachers need to understand to manage disruptive emotions and impulses in class

Day Two

- Understanding child development and its implications to behaviour
- Developmental stages of children focusing on physical, cognitive, social, moral and emotional aspects and how they relate to behaviour
- How emotional experiences impact negatively on learners' behaviour
- Identification of unhealthy behavioural patterns

Day 3

- Strategies that are essential to modify problem behaviour and to enhance healthy behaviour
- Defining behaviour modification
- Assessing behaviour and understanding when to intervene (when is behaviour modification required?)
- Defining and understanding why behaviour modification is required looking at Inclusive Education Policies on supporting learning and behaviour modification

Day 4

- Intervention strategies of behaviour modification
- Techniques to apply cognitive behaviour modification
- Techniques to apply operant conditioning behaviour modification.
- SIAS Policy on learner support and behaviour modification
- Techniques to apply classical behaviour modification
- Applying Inclusive Education (and SIAS) policy on behaviour modification.

Day 5

- Practical implementation of behaviour modification strategies
- Case study discussion and use of intervention strategies
- Positive strategies versus corporal punishment
- Classroom management techniques

Learning outcomes

After successfully completing this course, you will be able to:

- Demonstrate and understand theories of behaviour modification and their relevance to teaching and learning
- Assess and define problem behaviour in children
- Differentiate between healthy and unhealthy behaviour in children
- Differentiate between punishment, discipline and behaviour modification
- Understand and differentiate between rewarding and sanctioning behaviour
- Know the significance of self-regulation in advancing healthy behaviour in children
- Design and apply support strategies to enhance healthy behaviour
- Know when to refer a child with problem behaviour to specialist
- Understand the aetiology of behaviour and its significance to human development
- Know how to apply SIAS policy to identify, support and intervene on problem behaviour.

Who should enrol?

This course is ideal if you are a teacher, lecturer, psychologist, registered counsellor, parents / adults with children or the Departments of Education for teachers' knowledge development.

Course fees

Course fees must be paid in full 14 days prior to course start dates. Proof of payment can be submitted to enrolments@enterprises.up.ac.za.

Admission requirements

Prospective delegates should at least have relevant work experience, prior knowledge or relevant qualifications needed to enrol.

Accreditation and certification

Enterprises University of Pretoria (Pty) Ltd is wholly owned by the University of Pretoria. The University is registered as a multipurpose, public training provider in the higher education and training band. Delegates who successfully complete a course and comply with the related assessment criteria are awarded certificates by the University in recognition of their professional skills development.

Registration and enquiries

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