



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – FALL 2015**

**HS1102 – Behavioral and Functional Assessment 3(3-0-0) 45HRS**

**INSTRUCTOR:** Cassandra Kostuk      **PHONE:** 780-539-2041  
**OFFICE:** H203      **E-MAIL:** ckostuk@gprc.ab.ca

**OFFICE HOURS:** Thursdays, 10 a.m. – 1p.m. or by appointment

**LOCATION/ TIME:** Room B305, Tuesdays/Thursdays @8:30 – 9:50 A.M.

**DELIVERY MODE(S):** Classes will consist of lectures, discussions, group work, games, and practical exercises.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Alberto, Paul A. and Troutman, Anne C. (2009), Applied Behavior Analysis for Teachers, 9th ed., Columbus, Ohio: Charles Merrill Publishing Company.

**CALENDAR DESCRIPTION:**

Students are introduced to the field of Applied Behaviour Analysis and to the wide variety of situations in which a behavioural approach can be useful. The course provides students with knowledge and practice of basic assessment skills essential to a behavioural approach.

## **COURSE OBJECTIVES:**

This course intends to provide students with:

- An introduction to the field of Applied Behaviour Analysis
- An opportunity to explore the wide variety of situations in which a behavioural approach can be useful in supporting students in the classroom
- The knowledge and practice of basic assessment skills essential to a behavioural approach.

## **LEARNING OUTCOMES:**

Upon completion of the course students will demonstrate written and/or practical competencies in the topic areas listed below.

1. Introduction to a Behavioural View of Learning
2. Purpose of Assessment - What is it and why do we do it?
3. Behavioural Assessment Methods
4. Data Collection
5. Data Analysis - validity and reliability
6. Baseline
7. Behavioural Objectives
8. Single Subject Designs (If time allows)

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Reading (Textbook)
Sept 3	Course Overview Roots of Applied Behavioural Analysis Part1	Chapter 1
Sept 8	Roots of Applied Behavioural Analysis Part 2 Function of Behaviour Characteristics of Behavioural Assessments Purpose of Assessments – Why?	Chapter 7 (pgs 171-178)
Sept 10	Behaviour Assessment Methods: Indirect Strategies <ul style="list-style-type: none"> <li>- Interview</li> <li>- Checklists</li> <li>- Rating Scales</li> <li>- Self-report Inventories</li> </ul>	Chapter 7 (pages 179-184)
Sept 15	Behaviour Assessment Methods continued	Chapter 7 (pages 179-184)
Sept 17	Describing Behaviour	
Sept 22	Defining Behaviour: Operational Definitions	Chapter 3 (pages 45-49)
Sept 24	Defining Behaviour: Operational Definitions  Review	Chapter 3 (pages 45-49)
Sept 29	Quiz #1	
Oct 1	Behaviour Assessment Methods: (Direct Strategies) Procedures for Collecting Data <ul style="list-style-type: none"> <li>• Dimensions of Behaviour</li> <li>• Anecdotal Reporting &amp; ABC Analysis</li> </ul>	Chapter 7 – pg 185 Chapter 4 –pgs 67-74

Oct 6	Procedures for Collecting Data <ul style="list-style-type: none"> <li>Anecdotal Reporting &amp; ABC Analysis</li> </ul>	Chapter 4 –pgs 71-74
Oct 8	Incident Reports	
Oct 13	Choosing a recording method Behavioural Dimensions Recording Methods: Permanent Product & Event	Ch 3 – pgs 55-59 Ch 4 – pgs 75-84
Oct 15	Recording Methods: Interval and Time Sampling	Ch 4 – pgs 84-95
Oct 20	Recording and Methods: Duration and Latency	Ch 4 – pgs 95-97
Oct 22	Review of recording methods	
Oct 27	Operational definitions for recording methods	Handout
Oct 29	Reliability of data	Ch 4 – pgs 101-102
Nov 3	Self Management Assignment- Group Discussion Data Conversion Review	Ch 5
Nov 5	Quiz #2 Data conversion cont. Summarizing Data Tables & Graphs	Ch5
Nov 10	Summarizing Data: Tables & Graphs Variables	Ch5
Nov 12	Fall Break No Class	
Nov 17	Baseline	Ch 6
Nov 19	Baseline	Ch 6
Nov 24	Baseline	Ch 6
Nov 26	Self-Management Assignment – Group Discussion Behavioural Objectives	Ch 3

Dec 1	Behavioural Objectives	Ch 3
Dec 3	Review	
Dec 8	Quiz #3	

### **EVALUATIONS:**

In Class Tasks: 10%

Quiz #1: 10%

Quiz #2: 10%

Quiz #3: 10%

Assignments: 60% (Assignment package to be handed out and discussed the second week of class) ALL assignments must be submitted to pass this course.

### **LATE ASSIGNMENTS:**

- 1) Late assignments will only be accepted if prior arrangements have been made with the instructor in writing, at least one week prior to the assignment due date.
- 2) Late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.
- 3) Should a student be allowed to re-submit an assignment a grade of 60 % is the highest grade the student can receive.

### **GRADING CRITERIA:**

Please note: A minimum grade of C- is required to pass this course.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

***UNIVERSITY TRANSFER (If applicable):***

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

Please refer to the Alberta Transfer guide for current transfer agreements:

[www.transferalberta.ca](http://www.transferalberta.ca)

## **STUDENT RESPONSIBILITIES:**

Refer to the College Policy on Student Rights and Responsibilities at [www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES)

## **USE OF MOBILE DEVICES, LAPTOPS AND OTHER ELECTRONIC DEVICES DURING CLASS**

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices during class. If there is a specific reason you need to have your mobile device turned on in class you may request permission in writing (i.e. sick child).

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the College Student Misconduct: Academic and Non-Academic Policy at [www.gprc.ab.ca/d/STUDENTMISCONDUCT](http://www.gprc.ab.ca/d/STUDENTMISCONDUCT)

\*\*Note: all Academic and Administrative policies are available at [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)