

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES**

HS1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT

Fall 2007: January 10th to March 27th, 2008

Credits: 3 (45 hours)

Time: Thursday
8:30 - 11:30 a.m.

Location: Elluminate
Blackboard (through GPRC website)

Instructor: Tanya Ray

Office: E401 - 14

Phone: 539-2754 or home (538-1269 - before 10:00 p.m.)

Email: tray@gprc.ab.ca & through blackboard

Office Hours: TBA

Many student concerns and questions can be handled by email. You are encouraged to use this medium to contact me.

COURSE DESCRIPTION

This course introduces students to the field of Applied Behaviour Analysis. The wide variety of situations in which a behavioural approach can be useful is discussed. The course then provides students with knowledge and practice of basic assessment skills essential to a behavioural approach. Skills developed in RP1102 will be applied in RP1202 where students learn to take a behavioural approach to helping people develop skills and competencies that will enhance their quality of life.

CLASS FORMAT

Classes will use a variety of formats. There will be small group work through both Elluminate and blackboard, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

One third of the course time will be on blackboard. Readings or discussion questions will be assigned with discussions occurring in regards to these reading. Learning Activities/mini assignments will also be part of this. More details to come.

Student participation in learning activities is vital to this course. According to Edgar Dale's (University of Texas) research, we tend to remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and 90% of what we both say and do.

Strategies promoting active learning are, therefore, critical to this course. Learners must come to classes on Elluminate **prepared**, with assigned readings and exercises thoughtfully completed, and **on time** in order to be able to fully participate and benefit from classroom learning activities.

CLASSROOM CLIMATE (Elluminate is our classroom)

The development and maintenance of a **classroom climate** conducive to learning is a shared responsibility. Each and every learner along with the instructor contributes. If we work together we can make our classes enjoyable and productive. Stay on topic. Avoid personal and private conversations. Ask for clarification whenever you need it. Often you'll find many of your classmates need the same clarification. Your questions will enhance your learning and the learning of others. Hard as it may be, teach yourself to leave problems and issues not related to the course at the classroom door.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 43 - 46 of the college calendar.

It is your responsibility to log in on time.

Questions asked of the instructor that would have been unnecessary had you arrived on time will not be answered during classes. Learners will be responsible for using course materials to find the information they need.

It is your responsibility to attend all classes. The importance of **attendance** cannot be overemphasized. Learners cannot benefit from active learning strategies if they are not present and the class is denied the participation and input of one of their valued peers. If you must be absent from a class, it is your responsibility to obtain missed material from classmates or from information placed on Blackboard. If you need further explanation after having reviewed this material, the instructor will be available to you.

COURSE OBJECTIVES

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

Unit 1

- Introduction to a Behavioural View of Learning
- Purpose of Assessment
- Describing behaviour
- Defining Behaviour
- Characteristics of behavioural assessments
- Behavioural Assessment Methods
 - Interviews
 - Checklists
 - Rating scales
 - Self-report inventories
 - Naturalistic Observation

Unit 2

- Antecedent and consequence identification
- Nonsystematic recording
 - Anecdotal reports
- Systematic recording
 - Incident reports
 - Numeric recording
 - Outcome recording
 - Event recording
 - Interval recording
 - Time sampling
 - Duration recording
 - Latency recording

Unit 3

- Data validity and reliability
- Summarizing data
 - Tables
 - Graphs
- Behavioural Objectives
- Baseline
- Single Subject Designs
 - Comparison (AB) design
 - Reversal design
 - Multiple baseline design
 - Changing Criterion design

REQUIRED TEXTS:

Alberto, Paul A. and Troutman, Anne C. (2006) Applied Behaviour Analysis for Teachers, 7th ed., Columbus, Ohio: Charles Merrill Publishing Company.

(If you are using an older version of this text book, it is up to you to find the corresponding page numbers, as I will teach from the 7th edition).

READING ASSIGNMENTS

Reading assignments are specified in the course schedules. Readings not found in the textbook will be given through blackboard or provided in class.

REFERENCE TEXTS:

There are many texts written on Applied Behaviour Analysis. Many are available in the library and from the instructor. Sometimes it's helpful to look up a concept with which you are having difficulty in another book. Another author may explain it in a way which you find more helpful. Here is a list of just a few of the books you may find helpful.

Ballack, Alan S. and Hersen, Michael (1985) Dictionary of Behaviour Therapy Techniques, New York: Pergamon Press

Cooper, John O., Heron, Timothy E., and Heward, William L. (1987) Applied Behavior Analysis, Upper Saddle River, New Jersey: Prentice Hall

Malott, R.W., Malott, M.E., and Trojan, E.A. Elementary Principles of Behaviour 4th ed. Upper Saddle River, New Jersey: Prentice Hall

Martin, Gary, and Pear, Joseph. (2002) Behaviour Modification: What it Is and How To Do It, 7th ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

Miller, L. Keith. (1997) Principles of Everyday Behaviour Analysis. 3rd ed., Scarborough, Ont.: Nelson: Brooks/Cole

Pryor, K. (1999) Don't Shoot the Dog. 2nd ed., Toronto: Bantam

Spiegler, Michael D., and Guevremont, David C. (1993) Contemporary Behavior Therapy, 2nd ed., Pacific Grove, California: Brooks/Cole Publishing Company

Thorpe, G.L. and Olson, S.L. (1997) Behavior Therapy: Concepts, Procedures, and Applications, 2nd ed. Toronto: Allyn and Bacon

USEFUL WEB SITES

There is a vast amount of Applied Behaviour Analysis material on the web. Below are listed just a few of the sites you might find useful. Use of some of these sites and others may be required for journal, discussion, and/or assignments.

Each site has links to numerous others. You are encouraged to spend some time surfing and exploring. Often there are explanations of concepts we are covering in this course. You may find they help your understanding of course material. They will certainly provide you with a better understanding of the application of the concepts we cover.

Note: If while surfing through behaviourism sites you find one (or more) that are particularly helpful, interesting, or fun, it would be appreciated if you would email the url to the instructor.

Cambridge Center for Behavioral Studies

<http://www.behavior.org/>

Athabasca University Behavioural Resources

<http://psych.athabascau.ca/html/aupr/ba.shtml>

B.F. Skinner Foundation

<http://www.bfskinner.org>

There is a tutorial on this site. You must register at the site to access it.

Teaching Fuzz

<http://epsyech.msstate.edu/adaptive/Fuzz/fuzzApplet.html>

This is an animation that lets you practice the use of reinforcement and punishment as you teach "Fuzz" to do what you want him to do. It's fun!

Positive Reinforcement Tutorial

<http://psych.athabascau.ca/html/prtut/reinpair.htm>

What Is Behaviour Analysis

http://www.behavior.org/behavior/what_is_beh_an.cfm

STUDENT EVALUATION

I. Assignments - 70%

Defining behavior	(5%)
Anecdotal report	(5%)
A/B/C analysis of anecdotal report	(5%)
Incident reports	(10%)
Numeric data recording/Recording & Summarizing Behavior	(15%)
Graphing	(10%)
Putting it all together (Self-Management Assignment)	(20%)

Note: Detailed assignment guidelines will be distributed in class.

II. Tests - 30%

There will be two (3) tests worth 30% cumulatively. These tests will not be cumulative; however concepts learned in each unit are built upon in the next. To be flexible I will distribute the marks as follows:

Best test score = 15%

2nd best test score = 10%

3rd best test score = 5%

What this does is allow you a second chance of redeeming yourself! After all - everyone has bad days!

STUDENT SUPPORT

1. **The Writing Centre** is available to assist students with written assignments.
2. **Late Days** - You will be allowed 5 late days which you can use throughout the semester on assignments. When submitting a late assignment indicate both due date and date submitted on the cover page, indicating how many late days you are using. I will then mark it down. If you do not do this, it will be considered late.
note: Weekends, holidays and school days are ALL counted when calculating penalties for late assignments and / or N.Q.A. extensions.

If you are having difficulty understanding a particular concept or have any other concerns regarding the course please do not hesitate to discuss this as soon as possible with the instructor.

ASSIGNMENT REQUIREMENTS

Assignments must be typed on a word processor with a spell check function. They must be double spaced and submitted to the instructor through Blackboard.

All assignments must have a cover page with the following information.

- a. Course name, number, and section
- b. Instructor's name
- c. Assignment name
- d. Due data (and date submitted if the assignment is late)
- e. Your name

You are required to keep either a hard copy or an electronic copy of everything you submit.

Late Assignments

Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of 5% per day. For instance, an assignment given a grade of 75% would be awarded 70% one day past the deadline, 65% two days past the deadline, and so on.

TESTS

Any student not able to write a **test** on the date scheduled must speak with the instructor **BEFORE** the test providing the reasons for not writing at that time. The instructor reserves the right to determine if the absence will be excused. Should it be agreed to excuse the absence, an alternate date and time will be set. A grade of 'F' will be assigned for the test if the absence is unexcused or if the student fails to write on the alternate date.

Note:

Only ONE alternate writing time will be scheduled regardless of the number of students involved. Every effort will be made to schedule to alternate writing at a mutually convenient time.

GRADES

Assignments and final grades will be based on the following 4-point grading system: A letter grade of "D" is required to pass this course.

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80- 84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49