

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

HS1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT

Fall 2007: September 10, 2007 to December 12, 2007
Credits: 3 (45 hours)
Time: Monday & Wednesday
10:00 - 11:20 a.m.

Location: J203

Instructor: Tanya Ray
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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, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

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 **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

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 arrive on time. Late arrivals are disruptive to classes. If you do arrive late, minimize your disruption of the class by sitting in the first available seat next to the door, taking out your materials quietly and getting to work. Do not disrupt the class by making your way to your usual seat or by asking classmates what you have missed. It disrupts the classes learning as attention is shifted from class content to addressing your needs. 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. If you need further explanation after having reviewed this material, the instructor will be available to you.

Students' grades will be reduced by one third of a grade for every five hours or part of five hours missed. (e.g. 'B' would be reduced to 'B-') to a maximum of one full grade (e.g. 'B+' would be reduced to 'C+')

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
- Single Subject Designs
 - Comparison (AB) design
 - Reversal design
 - Multiple baseline design
 - Changing Criterion design
- Baseline
- Behavioural Objectives

REQUIRED TEXTS:

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

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

READING ASSIGNMENTS

Reading assignments are specified in the course schedules. Readings not found in the textbook will be on reserve in the Library 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.

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. Some of the material on the web is written by parents, for parents of children with autism. 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/>

This is a fabulous site! The glossary of terms is particularly well done. It's a great place to look if you are having difficulty understanding a definition or explanation of a behavioural term in your assigned reading.

There is a link to an introductory tutorial, links to resources for people with autism and their families and a multitude of other interesting information.

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://epsych.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!

- The third test will be during final exam week.

STUDENT SUPPORT

1. **The Writing Centre** is available to assist students with written assignments.
2. The following **Student Success Workshops**, presented by the Student Mentor Program are available to all GPRC students on a drop in basis. The workshops are held from 11:45 to 12:45 in room D208. Students are encouraged to take advantage of these opportunities.

Sept. 19: You Mean Studying the Night Before Isn't Good Enough!?!

Learn some helpful study hints and ways to avoid procrastination. Make the most of your study time and put the stress of cramming behind you!

Sept. 26: Basic Living Skills in Grande Prairie

This workshop provides some helpful hints on how to survive in Grande Prairie. Find out when you can get discounts on groceries, learn the bus system and find out all the resources that are available to you in this great city.

Oct. 3: ...But That Is My Thesis Statement

How can you make your thesis statement more effective? Come to this workshop and learn how! We will look at the fundamentals of constructing an essay and the art of building a strong thesis statement!

Oct. 10: How To Document Using MLA

Yes, everybody's favourite past time...citing your sources! This workshop will run through the basics of citing in Modern Language Association format. Collect some helpful handouts to guide your through the semester!

October 17: How to Document Using APA

Yes, everybody's favourite past time...citing your sources! This workshop will run through the basics of citing in American Psychological Association format. Collect some helpful handouts to guide your through the semester!

October 24: Finding What You Want, When You Want It

This workshop focuses on Effective Research Methods. Learn how to use your college library to provide you with all the resources you need to write that great paper!

October 31: Should This Be a Comma Or A Semi-Colon??

This workshop focuses on the basic rules that should be followed when using commas, semi-colons and colons. Your instructors will be impressed!

November 7: 24 Hours In A Day Is Just Not Enough!

Sometimes it feels like there just isn't enough time in the day. This Time Management workshop will provide helpful hints on how to make your time work for you!

November 14: Sentence Sense

Learn how to structure a sentence and avoid run-ons and fragments! These helpful hints may be just the boost you need to make your essay better than ever!

November 21: *GASP* A Presentation...Anything But That!

Speaking in front of a group can be a dreadful experience for some. This workshop provides helpful hints on how to do an effective oral presentation. Learn some strategies and tips on how to present your ideas and information efficiently.

November 28: The Buck Starts Here - Really!

GPRC has over \$250,000 available to students in the form of awards, bursaries, and scholarships and this session is the, "Dummies Guide to Free Money." The first award deadline is December 1st so attend this session and get ready to cash in!

December 5: Letting Go of Test Anxiety

Stressed out about tests and examinations? Not sure how to study effectively? Attend this workshop and increase your GPA by learning successful exam writing techniques. You will learn ways to prepare yourself so you can think clearly and ace an exam.

3. **N.Q.A.** (No Questions Asked) coupons worth 5 days of extensions on assignments will be distributed early in the semester. Students are advised to use these coupons wisely, as once they are used up your assignment will lose marks at a rate of 5% per day.

When submitting a late assignment indicate both due date and date submitted on the cover page and attach you NQA coupon. Unused coupons may be redeemed at the end of the semester. 1% will be awarded for every 2 unused N.Q.A. days. Keep your coupons safe. Replacement coupons will not be available.

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, if hard copies are to be submitted, they must be printed on only one side of the page and have at least one inch margins. These requirements enable the instructor to return assignments in a timely manner and to provide students with meaningful written feedback.

All assignments, whether submitted electronically (through email) or in hard copy, 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.

N.Q.A. Coupons

Each student will be provided with a "No Questions Asked" coupon worth five days of extensions on assignments. Students are advised to use these coupons wisely. When submitting an N.Q.A. coupon, indicate both the assignment due date and the date the assignment is submitted

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

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

Grade		Descriptor
A + A		Excellent
A - B+		First Class Standing
B B -		Good
C + C C -		Satisfactory
D + D		Poor
F		Failure

In order to obtain credit for this course, students must achieve a grade of C -