

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF HUMAN SERVICES**  
**HS 1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT**

Fall 2004

September 7, 2004 to December 10, 2004

**CLASS TIME:**

**LOCATION:**

**Section A2**

Monday	8:30 a.m. - 9:50 a.m.	H223
Wednesday	8:30 a.m. - 9:50 a.m.	

**Section R2**

Tuesday	10:00 a.m. - 11:20 a.m.	B302
Thursday	10:00 a.m. - 11:20 a.m.	

**CREDITS:**            3 (45 hours)

**INSTRUCTOR:**            Rita Stonell, BCR  
Office:                        H230  
Phone:                        (w) 539-2894  
                                      (h) 538-3253  
Email:                        rstonell@gprc.ab.ca  
Office Hours:                Monday & Wednesday 10:00 a.m. to 12:00 p.m.  
                                      or by appointment    or    just drop by.

**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 HS 1102 will be applied in HS 1202 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 consist of lectures, discussions, and practical exercises.

## **COURSE OBJECTIVES**

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
3. Observation and Documentation
4. Assessment Methods
  - a. Standardized and Criterion referenced tests
  - b. Checklists and Rating Scales
  - c. Interviews
  - d. Individualized Inventories
    - \* task analysis
    - \* ecological inventories
  - d. Naturalistic Observation
5. Behavioural Assessment
  - a. characteristics of behavioural assessment
  - b. incident reports
  - c. anecdotal reports
  - d. defining behaviour
  - e. behavioural measurement
    - \* permanent product (outcome) recording
    - \* event recording
    - \* interval recording
    - \* time sampling
    - \* duration recording
    - \* latency recording
  - f. summarizing data
    - \* data conversion
    - \* graphs
  - g. data reliability
  - h. baseline
6. Functional Assessment and Analysis (an introduction)
  - a. Purpose of functional assessment
  - b. Characteristics of functional assessment
7. Ecological Inventory
8. Behavioural Objectives

## **REQUIRED READING**

Alberta, Paul A. and Troutman, Anne C. (2001), Applied Behaviour Analysis for Teachers, 6th ed., Columbus, Ohio: Charles Merrill Publishing Company

## **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 Behavioural 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 books you may find helpful.

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

Chandler, Lynette, K. and Dahlquist, Carol, M., (2002) Functional Assessment: Strategies To Prevent and Remediate Challenging Behavior in School Settings, Upper Saddle River, New Jersey: Prentice Hall

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

Hinsburger, David (1996) “Behaviour Self”: Using Behavioural Concepts to Understand and Work with People with Developmental Disabilities, Sherbrooke, Quebec: Diverse City Press Inc.

Martin, Gary, and Pear, Joseph. (2002) Behaviour Modification: what it is and How To Do It, 7<sup>th</sup> ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

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

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

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

Thorpe, G.L. and Olson, S.L. (1997) Behavior therapy: concepts, Procedures, and Applications,

2<sup>nd</sup> ed. Toronto: Allyn and Bacon

## **STUDENT EVALUATION**

### I. Assignments – 70%

1.	Documentation	5%	
2.	Incident Reports		5%
3.	Operational Definitions	5%	
4.	Anecdotal Report and Analysis	10%	
5.	Recording and Summarizing Behaviour	15%	
6.	Ecological Inventory		10%
7.	Self-Management Assessment	20%	

Note: Detailed assignment guidelines will be distributed in class.

### II. Tests - 30%

There will be two (2) tests each worth 15%. One at mid term, of all the concepts covered in class to that point, and one at the end of the course covering concepts taken after the midterm.

There will not be a comprehensive final exam.

## **GRADES**

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

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

To obtain credit for this course students must achieve a grade of C-.

## **STUDENT SUPPORT**

The Writing Centre is available to assist students with written assignments.

NQA (No Questions Asked) coupons will be distributed early in the semester. These coupons may be used for 1-5 days extension on assignments. Unused coupons may be redeemed at the end of the semester for a maximum bonus of 2% on the final grade.

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.

## **RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM**

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the college calendar.

### **Assignment Requirements**

1. Students are responsible to submit assignments on or before the date they are due. Late assignments (not accompanied with an NQA coupon – see *Student Support* above) 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.
2. Assignments must be received by 4:00 p.m. on the day on which they are due.
3. Unless stated otherwise, assignments must be typed, double spaced, and have at least one inch margins. They must be printed on only one side of the page. These requirements enable the instructor to provide students with meaningful feedback.

A cover page must be attached to each assignment indicating

- course name, and number
- instructor's name
- assignment name
- due date and the actual date it is submitted if it is late
- your name

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

*It is also recommended that you back up your electronic copies as you are working on assignments.*

### **Tests**

Any student not able to write a test on the date scheduled must speak with the instructor BEFORE the test and provide the reasons for not writing at that time, otherwise a grade of zero will be assigned. The instructor reserves the right to determine if the absence will be excused. Should it be agreed to excuse the absence, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.

### **Attendance**

Attendance is not compulsory, however, students are strongly advised to attend regularly. An attendance record will be kept and students will be held accountable for missed content and in-class announcements.

### **Late arrival**

Late arrivals are disruptive to the class. If you must arrive late, take the first seat available closest to the door. Get information about material missed from your classmates at breaks or after class. Please avoid asking neighbours during class for information you missed. It disrupts that person's learning as they shift their attention from current class content to addressing your needs.

### **Learning environment**

The classroom learning environment is created by joint effort between students and the instructor. 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 that many of your classmates need the same clarification. Your questions will enhance your learning and the learning of others. Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.

**HS1102 - A2 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT**  
**TENTATIVE CLASS SCHEDULE – FALL 2004**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS &amp; DUE DATES</b>
W Sept. 8	Course Overview  Behavioural Approach		
M Sept 13	Behavioural Approach  Assessment Methods	Text: chapter 1 & 2	
W Sept 15	Assessment Methods		
M Sept 20	Documentation	Documentation Handout	
W Sept 22	Documentation & Incident reports	Documentation Handout	<b>Documentation Assignment Due</b>  <b>Incident Report Assignment Due</b>
M Sept 27	<b>Behavioural Assessment</b> - Characteristics of Behavioural Assessments  - Describing Behaviour		<i>Have decision made on a personal behavior you wish to assess for purposes of the <b>Self Management</b> Assignment</i>
W Sept 29	- Describing Behavior: Operational Definitions		<b>Operational Definitions Assignment Due</b>
M Oct 4	- Choosing a recording Method: overview of methods  - Anecdotal Reporting	Text: Ch 4 Pg.93 - 100  Pg. 100-103	
W Oct 6	- Anecdotal reporting and analysis	Text: Ch. 4 Pg. 100-103	<b>Anecdotal Report and Analysis Assignment due</b>
M Oct 11	<b>Thanksgiving</b>		
W Oct 13	- Recording Methods: Permanent Product & Event	Text: Ch 4 Pg. 103-117	
M Oct 18	- Recording Methods: Interval and Time Sampling	Text: Ch. 4 Pg. 117-128	

W Oct 20	- Recording Methods: Duration and Latency	Text: Ch 4 Pg. 128-130	<i>Choose recording method you will use to assess behaviour for you <b>Self Management</b> Assignment.</i>
M Oct 25	- Review of recording methods - operational definitions for recording methods - Reliability of data	Text: Ch. 4  Pg. 132-134	Recording Methods Assignment Due  <i>Re: <b>Self Management</b> assignment - Ensure your operational definition of the behavior matches the recording method you will be using.</i>
W Oct 27	<b>MID TERM EXAM</b>		<b>MID TERM EXAM</b>
M Nov 1	Review Mid Term  - Self Management Assignment – group discussion  - Baseline		The following parts of the Self Management Assignment are due in preparation for class discussion: operational definition of behaviour being assessed; rational for why you want to assess it; and a minimum of three days data.
W Nov 3	Baseline: Summarizing and Graphing Data	Text Ch 4, <u>Ch 5</u> , Ch 6 Ch 5 – Pg 141-162	
M Nov 8	Summarizing and Graphing Data	Text: Ch 5 Pg 141-162	
M Nov 10	Ecological Inventory	Handout - TBA	
M Nov 15	Ecological Inventory		
W Nov 17	Functional Assessment	Text: Ch 10 Pg. 369- 397	<b>Ecological Inventory Assignment Due</b>
M Nov 22	Functional Assessment		<i>Re: Self Management Assignment – Data collection should be completed, summarized, graphed and analyzed with recommendations based on data.</i>
W Nov 24	Behavioural Objectives	Text: Ch 3 Pg 59-91	
M Nov 29	Behavioural Objectives	Text: Ch 3 Pg. 59-91	<i>Re Self Management Assignment – Behavioural Objective written for behavior change</i>
W Dec 1	Self Management Assignment – Group discussion		<b>Self Management Assignment Due</b>
M Dec 6	Putting it all together		
W Dec 8	<b>Exam</b>		
W Dec 8	Review Exam, feedback on course		

**HS1102 – R2 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT**  
**TENTATIVE CLASS SCHEDULE – FALL 2004**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS &amp; DUE DATES</b>
T Sept. 7	Course Overview  Behavioural Approach		
TH Sept 9	Behavioural Approach  Assessment Methods	Text: chapter 1 & 2	
T Sept 14	Assessment Methods		
TH Sept 16	Documentation	Documentation Handout	
T Sept 21	Documentation & Incident reports	Documentation Handout	<b>Documentation Assignment Due</b>  <b>Incident Report Assignment Due</b>
TH Sept 23	<b>Behavioural Assessment</b> - Characteristics of Behavioural Assessments  - Describing Behaviour		<i>Have decision made on a personal behavior you wish to assess for purposes of the <b>Self Management</b> Assignment</i>
T Sept 28	- Describing Behavior: Operational Definitions		<b>Operational Definitions Assignment Due</b>
TH Sept 30	- Choosing a recording Method: overview of methods  - Anecdotal Reporting	Text: Ch 4 Pg.93 - 100  Pg. 100-103	
T Oct 5	- Anecdotal reporting and analysis	Text: Ch. 4 Pg. 100-103	<b>Anecdotal Report and Analysis Assignment due</b>
TH Oct 7	- Recording Methods: Permanent Product & Event	Text: Ch 4 Pg. 103-117	
T Oct 12	- Recording Methods: Interval and Time Sampling	Text: Ch. 4 Pg. 117-128	

TH Oct 14	- Recording Methods: Duration and Latency	Text: Ch 4 Pg. 128-130	<i>Choose recording method you will use to assess behaviour for you <b>Self Management</b> Assignment.</i>
T Oct 19	- Review of recording methods - operational definitions for recording methods - Reliability of data	Text: Ch. 4  Pg. 132-134	<b>Recording Methods Assignment Due</b>  <i>Re: <b>Self Management</b> assignment - Ensure your operational definition of the behavior matches the recording method you will be using.</i>
TH Oct 21	<b>MID TERM EXAM</b>		<b>MID TERM EXAM</b>
T Oct 26	Review Mid Term  - Self Management Assignment – group discussion  - Baseline		The <b>following parts of the Self Management Assignment are due</b> (in preparation for class discussion): operational definition of behaviour being assessed; rationale for why you want to assess it; and a minimum of three days data.
TH Oct 28	Baseline: Summarizing and Graphing Data	Text Ch 4, <u>Ch 5</u> , Ch 6  Ch 5 – Pg 141-162	
T Nov 2	Summarizing and Graphing Data	Text: Ch 5 Pg 141-162	
TH Nov 4	Ecological Inventory	Handout – TBA	
T Nov 9	Ecological Inventory		
TH Nov 11	Remembrance Day		
T Nov 16	Functional Assessment	Text: Ch 10 Pg. 369- 397	<b>Ecological Inventory Assignment Due</b>
TH Nov 18	Functional Assessment		<i>Re: <b>Self Management</b> Assignment – Data collection should be completed, summarized, graphed and analyzed with recommendations based on data.</i>
T Nov 23	Behavioural Objectives	Text: Ch 3 Pg 59-91	
TH Nov 25	Behavioural Objectives	Text: Ch 3 Pg. 59-91	<i>Re: <b>Self Management</b> Assignment – Behavioural Objective written for behavior change</i>
T Nov 30	Self Management Assignment – Group discussion		<b>Self Management Assignment Due</b>
TH Dec 2	Putting it all together		
T Dec 7	<b>EXAM</b>		<b>EXAM</b>
TH Dec 9	Review Exam, feedback on course		