

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION
"MAKING A DIFFERENCE"

SEP-07-2001

RP1101 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT

Fall 2001: September 5, 2001 to December 7, 2001

Credits: 3 (45 hours)

Times: Mondays and Wednesdays
8:30 a.m. - 9:50 a.m.

Location: E305

Instructor: Marsha C. Zalik

Office: H230

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Office Hours: Monday 1:00 - 3:30

Wednesday 1:30 - 4:00

Students can make appointments and drop in at other times as well.

COURSE DESCRIPTION

This course consists of three modules which together provide students with knowledge and practice of basic pre-intervention (assessment) skills essential to a behavioural approach to individualized program planning. You will learn to conduct behavioural assessments and will be provided with a basic overview of Applied Behaviour Analysis.

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.

COURSE OBJECTIVES

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

Module 1

- I. Introduction to a Behavioural View of Learning
- II. Purpose of Assessment
- III. Behavioural Assessment Methods
 1. Describing behaviour
 2. Types of behavioural assessment
 - Self-report inventories
 - Checklists & rating scales
 - Self-recording
 - Naturalistic observation

Module 2

- I. Data Collection
 1. Incidence reports (ABC analysis)
 2. Anecdotal reports
 3. Defining behaviour
 4. Behavioural measurement
 - permanent product recording
 - event recording
 - interval recording
 - time sampling
 - duration recording
 - latency recording

Module 3

- I. Data analysis
 1. Reliability
 2. Summarizing data
 - data conversion
 - graphing

II. Baseline

III. Behavioural Objectives

REQUIRED TEXTS:

Alberto, Paul A. and Troutman, Anne C. (1999) Applied Behaviour Analysis for Teachers, 5th ed., Columbus, Ohio: Charles Merrill Publishing Company.

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

Other assigned readings:

Texts will be supplemented by other assigned readings which will be available either on WebCT, on the World Wide Web, or on reserve in the library.

REFERENCE TEXTS:

There are many texts written on Applied Behaviour Analysis. Many are available in the library. Sometimes it's helpful to look up a context 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 some of the books you may find helpful.

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

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. (1996) Behaviour Modification: What it Is and How To Do It, 5th ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

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

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. You will find these links and others on WebCT.

Each site has links to numerous others. You are encouraged to spend some time surfing and exploring. Much 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.

Note: If you find a site that is particularly helpful to you, it would be appreciated if you would email the url to the instructor.

- Cambridge Center for Behavioral Studies** <http://www.behavior.org/>
The glossary of terms on this site 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.
- 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 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/reinpa.html>
- Schedules of Reinforcement** <http://www.ahs.equ.edu.au/psysoc/units/53308/1999/readings/Week5.htm>
- What Is Behaviour Analysis** http://www.behavior.org/behavior/what_is_beh_an.cfm
- Writing Behavioural Objectives** <http://www-hsc.usc.edu/~lenc/objct.html>

STUDENT EVALUATION

1. Participation (25%)

This course will emphasize use of active learning strategies. Active learning has been shown to be more effective than lecture in promoting learning. However, an active learning classroom cannot work unless students participate fully. Students' success in this course will, therefore, depend to a large degree on the extent to which they participate on an ongoing basis throughout the semester.

Evaluation of participation will be based on a variety of indicators including attendance, preparation for classes, contributions to in-class group work, contributions to class discussion, etc. The details (criteria) of how participation will be assessed will be worked out collaboratively by students and the instructor in the first class of the semester.

2. Learning Journals (15%)

In preparation for class, students will often be asked to complete short exercises, answer questions, and provide brief reflections in their learning journals.

3. Assignments (30%)

There are 3 assignments that require students to apply course theory. Each assignment is worth 10% of your final grade.

1. Anecdotal report and analysis
2. Recording behaviour
3. Self-management (assessment only)

4. Tests (30%)

There will be a test at the end of each module.
Each test is worth 10% of your final grade.
This course has no final exam.