

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

OCT 02 2002

**RP1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT**

**Fall 2002:** September 9, 2002 to December 4, 2002

**Credits:** 3 (45 hours)

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

**Location:** H211

**Instructor:** Marsha C. Zalik  
**Office:** H230  
**Phone:** 539-2894  
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**Office Hours:** Mondays 10:00 - 12:00  
2:00 - 3:30  
Wednesdays 2:00 - 3:30

Should these time prove inconvenient, students can make appointments or drop in at other times.

**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 will be a vital component of 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, integral to delivery of this course and learners are expected to come to classes prepared, with assigned readings completed, in order to be able to fully benefit from classroom learning activities.

## 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, 5<sup>th</sup> ed., Columbus, Ohio: Charles Merrill Publishing Company.

Pryor, K. (1999) Don't Shoot the Dog. 2<sup>nd</sup> 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 4<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall

Martin, Gary, and Pear, Joseph. (1996) Behaviour Modification: What it Is and How To Do It, 5<sup>th</sup> ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

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

## 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/reinpaig.htm>

**Schedules of Reinforcement**      <http://www.ahs.cqu.edu.au/psysoc/units/53308/1999/readings/Week5.htm>

**What Is Behaviour Analysis**      [http://www.behavior.org/behavior/what\\_is\\_beh\\_an.cfm](http://www.behavior.org/behavior/what_is_beh_an.cfm)

**Writing Behavioural Objectives**      <http://www-hsc.usc.edu/~leno/object.html>

## STUDENT EVALUATION

### 1. Participation and Learning Journals (30%)

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.

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

### 2. Assignments (40%)

There are 4 assignments that require students to apply course theory. Each assignment is worth 10% of your final grade

1. Behavioural principles in real life
2. Anecdotal report and analysis
3. Recording behaviour
4. Self-management (assessment only)

### 3. 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.*