

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES

RP1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT

Fall 2003: September 4, 2003 to December 9, 2003

Credits: 3 (45 hours)

Section and Times:

Section A2

Mondays and Wednesdays
8:30 – 9:50

Section R2

Tuesdays and Thursdays
10:30 a.m. - 11:50 a.m.

Location:

Section A2 – L123

Section R2 – B302

Instructor: Marsha C. Zalik

Office: H230

Phone: 539-2894

Email: mzalik@gprc.ab.ca

Office Hours: Tuesday and Thursday 2:30 – 4:30 p.m.
Friday 12:00 – 1:00 p.m.

While I prefer seeing students during scheduled office hours, I understand that there are times when these hours are not convenient. In this case, students are welcome to make

appointments outside of my office hours. Students are also welcome to just drop in. If I can make time to see you right then, I will. If I can't, we will schedule an appointment at a mutually convenient time.

Many student concerns and questions can be handled by email. I encourage you to use this medium to contact me.

This course will have its own email site and I do my best to check it twice daily.

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

This is a Web-enhanced course with extensive utilization of WebCT.

WebCT is a computer platform designed for the delivery of courses. A Web-enhanced course uses the web to supplement classroom instruction. You will need to use WebCT for

- Some of the assigned readings
- Assignment guidelines
- Handouts
- Lesson plans outlining what was covered in class so that learners who had been absent can learn what they missed.
- Some lecture notes
- Exemplary examples of assignments from previous years

WebCT will also provide us with a course email system. It is the most efficient way to contact me as I check course email at least once during the day and usually again in the evening.

There is a discussion area where I will sometimes ask you to post Learning Journal work and, if the class desires, I can set up chat rooms as well.

Training will be provided in the use of WebCT. You are encouraged to use it often and to recognize it as an opportunity to increase both access to course material and your computer literacy.

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, in order to be able to fully participate and 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.

Unit 1

- Introduction to a Behavioural View of Learning
- Purpose of Assessment
- Describing behaviour

Unit 2

- Characteristics of behavioural assessment
- Behavioural Assessment Methods
 - Interviews
 - Checklists
 - Rating scales
 - Self-report inventories
 - Naturalistic Observation
- Defining Behaviour
- Naturalistic Observation
 - Incident reports
 - Anecdotal reports

- Outcome recording
- Event recording

Unit 3

- Naturalistic Observation, cont.
 - Interval recording
 - Time sampling
 - Duration recording
 - Latency recording
- Data reliability and validity
- Single Subject Designs
 - Comparison (AB) design
 - Reversal design
 - Multiple baseline design
 - Changing Criterion design
- Summarizing data
 - graphing data
 - Baseline
 - Behavioural Objectives

REQUIRED TEXTS:

L. Keith Miller. (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

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 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.

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

1. Participation and Homework Exercises (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 exercises and answer questions both from the textbook and the instructor. Occasionally you will be asked to write brief reflections about the application of course material to your own life experiences.

2. Assignments (40%)

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

- Observation: Running Record 10%
- Anecdotal report and analysis 10%
- Recording behaviour 10%
- Self-management (assessment only) 10%

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.

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. 10: Your Learning Style

This workshop provides you with an opportunity to ask questions of returning students in small group settings. You'll also learn about your personal learning style and corresponding strategies for classroom success.

Sept. 24: Learning Effectively

Just how do you decide what's important enough to write down? You'll learn how to take effective notes.

Are you worried about how to find time for all that reading? You'll develop reading strategies that will increase your reading efficiency and decrease your reading time.

Oct. 8: Let Go Of Test Anxiety

Increase your marks by learning successful exam writing and studying techniques.

Oct. 22: Too Stressed for Success?

Bet you wish this session had been held a month ago. Alas. Better late than never.

This session will focus on successful time and stress management techniques. Believe it or not, you can.

Nov. 5: Career Direction

Explore various career and education options. Learn of the various career services in Grande Prairie.

Nov. 19: Healthy and Successful

Learn how to increase your physical, mental, and emotional health. Learn about the various health services available to students.

Dec. 4: Christmas Crunch

Get tips on budgeting for Christmas and finding Christmas employment. Learn to make an affordable and practical Christmas craft.. Get information about charitable options such as the Salvation Army and the food bank.

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. Other extensions will not be considered.

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.

4. **WebCT:** WebCT will increase your access to course materials, your instructor, and your classmates. You are encouraged to use it often.

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 -

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 36 and 37 of the college calendar.

1. 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 mark of 75% would be awarded 70% one day past the deadline, 65% two days past the deadline, and so on.

2. 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. Other requests for extensions will NOT be considered.

3. 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 indicating

1. Course name, number, and section
2. Instructor's name
3. Assignment name
4. Due data (and date submitted is the assignment is late)
5. Your name and student number

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

4. 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, otherwise a grade a 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.

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.

5. Assignment Requirements.

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 indicating

- a. Course name, number, and section
- b. Instructor's name
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- d. Due data (and date submitted is the assignment is late)
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Late Assignments.

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N.O.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. Other requests for extensions will NOT be considered.

6. 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, otherwise a grade a 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.

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.

7. **Absences.**

Should a student need to be absent from a class, it is the student's responsibility to obtain material missed from classmates and from WebCT. If you need further explanation after having reviewed this material, the instructor will be available to you.

8. **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. 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.

9. **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 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. We can always talk after class if you need to "unload".