

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

**RP1102 BEHAVIOURAL AND FUNCTIONAL ASSESSMENT**

**Fall 2006:** September 7, 2006 to December 8, 2006  
**Credits:** 3 (45 hours)  
**Time:** Tuesday and Thursday  
8:30 to 9:50

**Location:** L123

**Instructor:** Marsha C. Zalik  
**Office:** H132  
**Phone:** TBA  
**Email:** InstZalik@hotmail.com

**Office Hours:** Tuesday 3:00 to 4:30  
Thursday 12:00 to 1:00  
Other times: by appointment

Many student concerns and questions can be handled by email. You are encouraged to use this medium to contact me. The email address above is reserved for student use only. Student email is checked a minimum of once per weekday and once during the weekend.

**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 **Blackboard**.

A Web-enhanced course uses the web to supplement classroom instruction. You will need to use **Blackboard** for

- Some of the assigned readings
- Handouts (Paper copies will not be provided.)
- Class Agendas and Class Schedules outlining what is covered in each class.
- Some lecture notes
- Links to sites on the World Wide Web
- Learning journals
- Discussions

- Assignment guidelines
- Assignment submission
- Occasional assignment examples

Training will be provided in the use of **Blackboard** during the first week of classes. It is **imperative** that you attend this session.

**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 36 and 37 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 Blackboard and 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, 7<sup>th</sup> ed., Columbus, Ohio: Charles Merrill Publishing Company.

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

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 Blackboard, 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.

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 4<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall

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.

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

### **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 Blackboard. 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 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](http://www.behavior.org/behavior/what_is_beh_an.cfm)

## **STUDENT EVALUATION**

### **1. Learning Journals and Blackboard Discussions**

In preparation for class, learners will often be asked to complete exercises and answer questions both from the textbook and from the instructor or to write brief reflections about the application of course material to personal life experiences. Discussion questions may be posted requiring learners to post their own ideas, read and post responses to classmates' and/or instructor's. These short exercises will form students' Learning Journals and will be submitted to the instructor electronically.

### **2. Assignments**

The following assignment require you to apply course theory. Most are quite short. Two of them are somewhat longer

- Defining behaviour

- Incident reports
- Anecdotal report
- A/B/C analysis of anecdotal report
- Numeric data recording
- Graphing
- Putting it all together

### **3. Tests**

There will be a test at the end of each unit.  
*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. **Blackboard:** WebCT will increase your access to course materials, your instructor, and your classmates. You are encouraged to use it often.

5. **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 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 and student number

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 one third of a grade per day. For instance, an assignment given graded B will be assigned B- if submitted one day late and C if it is two days late.

**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. When submitting

an N.Q.A. coupon, indicate both the assignment due date and the date the assignment is submitted

**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. 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.

<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

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