

Columbia College

Observation and Techniques in Behavior Management (HSPD113)

Lecture 1

Course Outline

Semester Dates: November 13, 2017 to December 16, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Susan Mercer-Thornhill, *MSW, RSW*

Email: susant@COLUMBIA.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-119

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to help students in understanding individuals with behavioral and/or emotional differences. Emphasis is on a systematic approach in order to observe, to explain, predict and improve the well-being of the individuals you will be working with. You will come to understand and use Applied Behaviour Analysis Procedure to help students to understand and manage their behavior.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Explain and utilize applied behavioural analysis theory.
- Understand the difference between objective and subjective goals and observations.
- Be able to identify and explain applied behavioural analysis in practice.
- Understand the difference between objective and subjective goals while applying observation theories.
- Be able to write behavioural objectives as intended outcomes.
- Select, explain, and follow through on systems of data collection as ongoing measurements of behavior.
- Demonstrate proper observation skills.
- Demonstrate the proper writing of different types of observation reports.
- Understand and utilize a behavioural support plan.
- Identify the components of a behavioural objective.
- Understand the concepts of stimulus control and shaping to teach students academic and social behaviours.
- Understand and demonstrate consequence techniques that increase and decrease a desired behavioural outcome.
- Use a step by step approach to aid your future students in behavioural self-management.
- Gain appropriate skills in working in a team, and in a positive and proactive manner.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Alberta, P. & Troutman, A. (2016). *Applied Behaviour Analysis for Teachers (9th ed)*. Boston, ON: Pearson.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide (5th ed.)*. Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Students may also consider using Google Scholar.

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

1. Read chapter 1 from the required course textbook.
2. As part of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a test on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Assignment Class Observation	Class 7	25%
Presentation	Begin at Class 7	15%
Daily Tests	(Class 1 – 8)	20%
Daily Summary Activity	Class 1 – 8	10%
Final Exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">• Roots of Applied Behavior Analysis	<ul style="list-style-type: none">• Chapter 1
2	<ul style="list-style-type: none">• Responsible Use of Applied Behavior Analysis• Preparing Behavioral Objectives	<ul style="list-style-type: none">• Chapters 2 & 3
3	<ul style="list-style-type: none">• Procedures of Collecting Data• Graphing Data• Single-Subject Designs	<ul style="list-style-type: none">• Chapters 4, 5, & 6
4	<ul style="list-style-type: none">• Determining the Function of Behavior	<ul style="list-style-type: none">• Chapter 7
5	<ul style="list-style-type: none">• Arranging Consequences That Increase Behavior• Arranging Consequences That Decrease Behavior	<ul style="list-style-type: none">• Chapters 8 & 9
6	<ul style="list-style-type: none">• Differential Reinforcement: Antecedent Control and Shaping	<ul style="list-style-type: none">• Chapter 10
7	<ul style="list-style-type: none">• Providing for Generalization of Behavior Change• Begin Presentations	<ul style="list-style-type: none">• Chapter 11• Assignment Observation Due
8	<ul style="list-style-type: none">• Teaching Students to Manage Their Own Behavior	<ul style="list-style-type: none">• Chapter 12
9	<ul style="list-style-type: none">• Putting It All Together• Class Reviews	<ul style="list-style-type: none">• Chapter 13
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none">• N/A

Appendix 1 Assignment Outlines

Assignment - Class Observation

Value: 25%

Length: 1200 words

Due: Class 7

You will be doing an in-class observation. You will be required to make an observation presented to you and make appropriate notes of the event. Students will be evaluated according to the appended rubric.

The written assignment will include:

1. Observation Summary details – environmental observations as well as who, where, what, when, how?
2. Description of the observation with a focus on behaviour(s).
3. Record the duration and frequency of the behaviour(s) using a planned reporting form.
4. Conclusions with regards to the goal(s) of misbehaviour, along with a rationale for the conclusions reached
 - a. Support your conclusions with references to the text and at least 3-4 references from sources such as Gale and Google Scholar.

Oral Presentation

Due Date: To begin with Class 7

Weight: 15%

Topic: Consequences that Increase or Reduce Behaviour.

During your practicum, observe a student/group of students where consequences are being used to increase or reduce behavior. Describe to the class the students (without using names) and the situation, the consequences, and the outcome/s. Explain what happened using applied behavior theory. You will be evaluated according to the appended Oral Presentation rubric.

Tests

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded multiple-choice test based on these reading assignments.

Daily Reflective Summary Activity

Due Date: End of each class from class 1 through 8.

Weight: 10% (2.5% per summary assignment)

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a “zero”. Students will be evaluated according to the appended Short Writing Reflective Rubric.

Final Exam

Value: 30%

Due: Class 10

You will be required to write a final multiple choice exam covering classroom and textbook content. The multiple choice exam will have case studies for you to analyze and respond to.

**Appendix 2
Assignment Rubrics**

**Columbia College
Observation Rubric
Last Revised: January 2012**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name	
Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score
Summary of Key Observations	<ul style="list-style-type: none"> • Key observations are carefully identified and presented. • Maintains neutrality in statements. • Excellent organization in summary. • Excellent quantity of information. 	<ul style="list-style-type: none"> • Key observations are mostly well identified and presented. • Most times maintains neutrality in statements. • Most of organization shows a logical progression. • Sufficient quantity of information. 	<ul style="list-style-type: none"> • Some key observations have been made, but there is generally not enough content. • Neutrality in statements is not maintained. • Summary lacks organization. • Quantity of information is inadequate. 	
Analysis and Interpretation	<ul style="list-style-type: none"> • Analysis and interpretation of data has been presented with thoroughness and accuracy. • Perceptive insights. 	<ul style="list-style-type: none"> • Analysis and interpretation of data is satisfactory. • Analysis is well done with a few weak areas. 	<ul style="list-style-type: none"> • Analysis and interpretation of data is minimal. 	
Field notes	<ul style="list-style-type: none"> • Excellent field notes assist in making key observations. • Quantity of field notes demonstrates excellent observation skills. • Demonstrate excellent use of point form notes. 	<ul style="list-style-type: none"> • Satisfactory field notes serve as good source for key observations. • Quantity of field notes demonstrates satisfactory observation skills. • Demonstrates some inconsistency in using point form notes. 	<ul style="list-style-type: none"> • Field notes are somewhat limited in content. • Quantity of field notes is limited. • Demonstrates little knowledge of how to make point form notes. 	

Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> No errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets all requirements for a well written academic response. Meets all requirements of the assignment. 	<ul style="list-style-type: none"> A number of errors in usage, grammar, and mechanics. May be some interference with the readability and quality of the paper. Uses APA citation inconsistently and with some errors. Generally meets most requirements for a satisfactory academic response. Generally meets most requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Meets few requirements for an acceptable academic response. Meets few requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 40:

Facilitator/Evaluator’s Comments:

Columbia College
Oral Presentation Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> • Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> • Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> • Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> • Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> • Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> • Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments: