

**Columbia College**  
**Observation and Techniques in Behavior Management (HSPD113)**  
**Lecture 1**  
**Course Outline**

Semester Dates: March 16, 2015 – April 18, 2015

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: Lynn Burnett, M.Ed

Email: [lynnb@columbia.ab.ca](mailto:lynnb@columbia.ab.ca)

Class Time: Saturdays (8:30am – 5:00pm)

Room: 805-114

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 problems. Emphasis is on a systematic approach in order to observe, to explain, predict and improve the well-being of the individual.

**Learning Outcomes:**

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

- Understand the differences between being objective and subjective.
- Demonstrate good observation skills.
- Demonstrate the writing of good observation reports.
- Utilize positive affirmations and visualization to help change behaviors.
- Understand and be able to utilize the encouragement process.
- Understand and utilize listening skills in a "counselling" fashion.
- Be able to write and use "I" statements.
- Use a step by step approach to resolve interpersonal conflicts.
- Use natural and logical consequences as replacements for punishment.
- Use variety of techniques in dealing with attention seeking subjects
- Understand how to avoid and deal with "power-struggles".
- Understand how to motivate discouraged students.
- 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:

Chandler, L. & Dahlquist, C. (2014). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. Toronto, ON: Pearson.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd..

## Recommended Readings and Resources:

*Students may access these sources from the College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>  
Username: cc-library  
Password: welcome

GALE InfoTrac Custom Journals

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

## Further Recommended Readings and Resources:

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd..

## 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 quiz on the assigned readings.
4. Read this syllabus 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
Presentation	Class 8 & 9	20%
Assignment 1	Class 6	30%
Quizzes	Daily (Class 1 – 8)	20%
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%. 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)* 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:

<b>Description</b>	<b>Date</b>
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 dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <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:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [disabilityservices@columbia.ab.ca](mailto:disabilityservices@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 Accommodation Policy and Handbook (ADM-P188)*.

## Student Support:

Students should be aware that Life Coaching, Career and Disability 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"><li>The Importance of Identifying and Addressing Challenging Behavior and Identifying Why Challenging Behavior Occurs</li></ul>	<ul style="list-style-type: none"><li>Chapter 1</li></ul>
2	<ul style="list-style-type: none"><li>Assumptions and Goals of Functional Assessment</li></ul>	<ul style="list-style-type: none"><li>Chapter 2</li></ul>
3	<ul style="list-style-type: none"><li>Assessing the Current Environment</li></ul>	<ul style="list-style-type: none"><li>Chapter 3</li></ul>
4	<ul style="list-style-type: none"><li>Identifying the Function of Challenging and Appropriate Behaviors</li></ul>	<ul style="list-style-type: none"><li>Chapter 4</li></ul>
5	<ul style="list-style-type: none"><li>Selecting Setting Event, Antecedent, and Consequence Strategies and Appropriate Replacement Behaviors</li></ul>	<ul style="list-style-type: none"><li>Chapter 5</li></ul>
6	<ul style="list-style-type: none"><li>Intervention Strategies Related to the Positive Reinforcement Function</li><li>Intervention Strategies Related to the Negative Reinforcement Function</li></ul>	<ul style="list-style-type: none"><li>Chapter 6 &amp; 7</li><li><b>Assignment 1 Due</b></li></ul>
7	<ul style="list-style-type: none"><li>General Intervention Strategies Related to the Sensory Regulation/Sensory Stimulation Function</li><li>Specific Intervention Strategies Related to the Increase and Decrease in Sensory Regulations/Sensory Stimulation Functions</li></ul>	<ul style="list-style-type: none"><li>Chapter 8 &amp; 9</li></ul>
8	<ul style="list-style-type: none"><li>Strategies to Promote Generalization and Maintenance of Behavior and to Prevent the Development and Recurrence of Behavior</li></ul>	<ul style="list-style-type: none"><li>Chapter 10</li><li><b>Student Presentations Due</b></li></ul>
9	<ul style="list-style-type: none"><li>Guidelines for Program Implementation and Consultation</li><li><b>Class Reviews</b></li></ul>	<ul style="list-style-type: none"><li>Chapter 11</li><li><b>Student Presentations Continued</b></li></ul>
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none"><li>N/A</li></ul>

## **Appendix 1**

### **Assignment Outlines**

#### **Assignment #1**

**Value: 30%**

**Due: Class 6**

Each student will be presented with a video or case study portraying a child or youth displaying non-desirable behaviour/s in class 4. You will be required to make an observation presented to you and make appropriate notes of the event and write a case analysis paper. Students will be evaluated according to the rubric attached. In your paper, you are asked to address the following questions:

1. Provide questions you would ask the client presented to you in this exercise. For each question, please provide your rationale based on your learning from the course
2. Discuss in detail: what antecedents and setting events present in the client and environment
3. State what type of behaviors are being displayed by the client, and explain why these behaviours are happening
4. Describe consequences applied in the scenario and consequences you would apply, instead
5. Include four academic references, including the textbook
6. Your paper should contain an *introduction*, sample of a *naturalistic function assessment—ABC observation form* based on your observation (*a sample form can be found on chapter 3 of the textbook*), main body and conclusion.

#### **Presentation**

**Value: 20%**

**Due: Class 8 & 9**

Each student will make a 10- to 15-minute PowerPoint presentation on his or her experiences gained during the observation activity of the Final Project, and be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric.

#### **Quizzes**

**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 quiz based on these reading assignments.

#### **Final Exam (Project)**

**Value: 30%**

**Due: Class 10**

For this project you are asked to select a subject/s. This may be a child, a youth, or an adult. Through systematic observation and record-keeping, the student will demonstrate their ability to make a valid, reliable and effective observation and accurately report that observation. Select a period of time to make this observation with a minimum of 0.5 hours either in one sitting or over a number of observation periods.

The written project 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. Make reference to the text and minimum of 3 academic journal articles to support your conclusions. APA structure is required.
5. Students are to hand in their notes, along with their Summary. The subject's name is not to be used in the written assignment. He/she can be called Subject X or Y or a pseudonym (made up name) may be selected. Please note, you need not know the subject if you are making an observation in a public area such as at the library, the mall, etc.

**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	
<b>Summary of Key Observations</b>	<ul style="list-style-type: none"> <li>Key observations are carefully identified and presented.</li> <li>Maintains neutrality in statements.</li> <li>Excellent organization in summary.</li> <li>Excellent quantity of information.</li> </ul>	<ul style="list-style-type: none"> <li>Key observations are mostly well identified and presented.</li> <li>Most times maintains neutrality in statements.</li> <li>Most of organization shows a logical progression.</li> <li>Sufficient quantity of information.</li> </ul>	<ul style="list-style-type: none"> <li>Some key observations have been made, but there is generally not enough content.</li> <li>Neutrality in statements is not maintained.</li> <li>Summary lacks organization.</li> <li>Quantity of information is inadequate.</li> </ul>		
<b>Analysis and Interpretation</b>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data has been presented with thoroughness and accuracy.</li> <li>Perceptive insights.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data is satisfactory.</li> <li>Analysis is well done with a few weak areas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation of data is minimal.</li> </ul>		
<b>Field notes</b>	<ul style="list-style-type: none"> <li>Excellent field notes assist in making key observations.</li> <li>Quantity of field notes demonstrates excellent observation skills.</li> <li>Demonstrate excellent use of point form notes.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory field notes serve as good source for key observations.</li> <li>Quantity of field notes demonstrates satisfactory observation skills.</li> <li>Demonstrates some inconsistency in using point form notes.</li> </ul>	<ul style="list-style-type: none"> <li>Field notes are somewhat limited in content.</li> <li>Quantity of field notes is limited.</li> <li>Demonstrates little knowledge of how to make point form notes.</li> </ul>		



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

**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
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the audience.</li> <li>Organizes content logically, making entire presentation easy to follow.</li> <li>Builds main points through carefully selected and original examples/ references.</li> <li>Has effective transition between sections.</li> <li>Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates introduction that is original, clearly focused and gets the attention of the audience.</li> <li>Organizes content logically, making most of the presentation easy to follow.</li> <li>Builds main points through carefully selected examples/ references.</li> <li>Has a transition between most sections.</li> <li>Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Doesn't engage the audience's interest.</li> <li>Content appears disorganized, without logic and consistency.</li> <li>Builds a few main points with details, but most ideas are unsupported.</li> <li>Few to no transitions are evident.</li> <li>Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation shows little to no logical organization.</li> <li>Content is difficult to follow.</li> <li>Not a thoughtful presentation.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research to back all main points.</li> <li>Gives a complete explanation of all key points.</li> <li>Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research. To back most points.</li> <li>Gives an explanation of most key points.</li> <li>Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that not enough research has been done to support the content.</li> <li>Gives an incomplete explanation of key points.</li> <li>Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates little to no research.</li> <li>Gives a limited explanation of a few points.</li> <li>Uses little to no examples/ references.</li> </ul>	

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

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**