

| CAPILANO UNIVERSITY COURSE OUTLINE | | |
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| TERM: FALL 2017 | COURSE NO: ABA 345 | |
| INSTRUCTOR: | COURSE NAME: BEHAVIOURAL ASSESSMENT AND POSITIVE BEHAVIOURAL SUPPORT | |
| OFFICE: LOCAL: E-MAIL: | SECTION NO: | CREDITS: 3 |

COURSE FORMAT: Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES:
ABA 342

COURSE OBJECTIVES:

Instructional: With successful completion of the course, the student will be able to:

- 1) Differentiate basic principles of behaviour change
- 2) Construct and evaluate interventions that reflect the features and values of positive behavioural support
- 3) Engage in person-centered assessment and functional assessment of persons with challenging behaviour
- 4) Complete summary hypothesis statements and competing behaviour pathway diagrams
- 5) Design and evaluate multi-component behaviour support plans that are logically-linked to assessment results
- 6) Design and evaluate plans that are both technically sound and contextually-appropriate.

REQUIRED TEXT: O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional assessment and program development for problem behavior: A practical handbook (3rd ed.)*. Stamford, CT: Cengage.

AVAILABLE IN PDF FORMAT VIA MOODLE

- Carr, E., Dunlap, G., Horner, R., Koegel, R., Turnbull, A., Sailor, W., Anderson, J., Albin, R., Koegel, L., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Maag, J. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67, 173-186.
- Iwata, B.A., & Dozier, C. L., (2008). Clinical applications of functional analysis methodology. *Behavior Analysis in Practice*, 1, 3-9.

*Additional electronic readings may be assigned

COURSE CONTENT:

| Week | Content Area: |
|------|---|
| 1 | Introduction to the course Rationale for the elements of a Positive Behavior Support (PBS) framework Review of basic behavioral principles Basic behavioral principles activity in class - Moodle Readings: Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J. L., Albin, R. W., Kern Koegel, L., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. <i>Journal of Positive Behavior Interventions</i> , 4, 4-16. Text Chapter 1 Quiz 1 Basic Behavioral Principles Activity |
| 2 | Functional Behavior Assessment (FBA): Indirect Assessment Developing a Systems Profile; Conducting a Clinical Interview (Functional Assessment Interview) Reading: Text Chapter 2 (pages 14-40) Quiz 2 |
| 3 | Functional Behavior Assessment (FBA): Direct Assessment Conducting a Functional Assessment Observation (FAO) Optional (supplementary) assessments Quiz 3 |
| 4 | Functional Behavior Assessment (FBA): Direct Assessment Conducting Functional Analysis Manipulations Readings: Text Chapter 2 (pages 57-66) Readings: Iwata, B.A., & Dozier, C. L., (2008). Clinical applications of functional analysis methodology. <i>Behavior Analysis in Practice</i> , 1, 3-9. Quiz 4 |
| 5 | From Assessment to Intervention: Building competing behavior pathways diagrams Building a positive behavior support plan Readings: Text Chapters 3 & 4 Quiz 5 |
| 6 | Intervention: Setting event supports Readings: Text Chapter 5 Assignment #1: Functional assessment assignment due Quiz 6 |
| 7 | Intervention: Antecedent supports Readings: none Quiz 7 |
| 8 | Intervention: Teaching desired and alternative replacement behaviors: Part 1 Readings: none Quiz 8 |
| 9 | Intervention: Teaching desired and alternative replacement behaviors: Part 2 Readings: none Quiz 9 |
| 10 | Intervention: Procedures for increasing desired and alternative behaviors Readings: Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in school. <i>Exceptional Children</i> , 67, 173-186. Quiz 10 |
| 11 | Intervention: Procedures for decreasing problem behaviors and for crisis management Readings: none Quiz 11 |
| 12 | Student Presentations Assignment #2 DUE |
| 13 | Student Presentations Assignment #2 DUE Assignment #3 DUE at Instructor's office at 12:00 noon |
| 14 | University Final Exam Period |
| 15 | University Final Exam Period |

ASSIGNMENTS & EVALUATION PROFILE:

| ACTIVITY | POINTS | % of Final Grade |
|--|------------|------------------|
| Quiz 1 | 10 | 5 |
| Quiz 2 | 10 | 5 |
| Quiz 3 | 10 | 5 |
| Quiz 4 | 10 | 5 |
| Quiz 5 | 10 | 5 |
| Quiz 6 | 10 | 5 |
| Quiz 7 | 10 | 5 |
| Quiz 8 | 10 | 5 |
| Quiz 9 | 10 | 5 |
| Quiz 10 | 10 | 5 |
| Quiz 11 | 10 | 5 |
| Assignment 1: Functional Assessment | 30 | 15 |
| Assignment 2: FA/PBS Class Presentation assignment | 20 | 10 |
| Assignment 3: Positive Behavior Support Plan | 40 | 20 |
| TOTAL | 200 points | 100% |

GRADING PROFILE:

| | | | |
|----------------|---------------|---------------|--------------|
| A+ = 90 - 100% | B+ = 77 - 79% | C+ = 67 - 69% | D = 50 - 59% |
| A = 85 - 89 | B = 73 - 76 | C = 63 - 66 | F = 0 - 49 |
| A- = 80 - 84 | B- = 70 - 72 | C- = 60 - 62 | |

OPERATIONAL DETAILS:

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are published each term as part of the Registration Guide, and they are always available on the University website.

Attendance:

Students are responsible for all announcements made in class and for all material on the course outline. Weekly Moodle quizzes will cover class content.

Although Instructors may discuss only portions of a chapter in class, students are responsible for studying all of each chapter listed on the course outline.

Appropriate university level behaviour is expected (see the University Calendar). It is expected that all 'cell phones and pagers be turned off or in silent mode.

Cheating and Plagiarism:

The ABA-Autism department adheres to the definition of cheating and plagiarism found in the Study Policy Handbook which students are responsible for obtaining. Cheating and plagiarism may result in a grade of zero, either for the assignment or the entire course.

Missed Exams:

Make-up exams are given only in exceptional circumstances and with prior notice to the Instructor. A penalty of up to 20% will be levied on those make-up exams when granted.

Submissions for waiver of late penalties for exceptional circumstances may be presented, in writing, with the appropriate documentation, to the ABA-Autism.

- Late Assignments:** Due assignments are indicated in the course schedule.
- All assignments must be submitted directly to the Instructor at the beginning of the class period. Late assignments will be penalized 5% per day. No assignments will be accepted after one week, except under exceptional circumstances (e.g., death in the family, etc.).
- Incomplete Grads:** An incomplete grade will be given only in exceptional circumstances, and require the approval of the ABA-Autism department rather than your Instructor.
- English Usage:** University level writing skills are required in all assignments. American Psychology Association (APA) writing guidelines, including the use of non-sexist language, must be followed. All assignments must be original and must be used for this course only. Keep copies of all drafts, including copies on disk labelled "Draft1," "Draft2," etc. Hand in the original which must be typed. For written assignments, you may be required to go to the Writing Centre as part of a revision process.
- Confidentiality:** The ABA-Autism department adheres to professional standards of ethics and confidentiality. Personal information that you give to an Instructor would not normally be shared with anyone outside the department without your authorization. However, there are a few exceptional circumstances in which an Instructor may be required by law to disclose information about you, e.g. if there is an indication that a minor (under the age of 19) is being abused sexually or physically, or neglected; or, disclosure of information is made necessary for legal proceedings; and certain other circumstances about which you may inquire.
- Electronic Devices:** **During Exams:** No personal electronic devices (cell phones, tablets, laptops, pagers, calculators, electronic dictionaries, etc.) may be used during an examination without prior approval from the Instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.
- During Class:** No personal electronic devices (cell phones, tablets, laptops) may be used during class. Cell phones must be turned off and put away. Handout packages and assigned readings, purchased through the bookstore and/or provided electronically must be brought to class. Students observed using an electronic device during class will automatically lose their attendance/participation points for the class.
- Emergency Procedures:** Please read the emergency procedures posted on the wall of the classroom.

Readings

Class activities and lectures will be designed under the assumption that students have completed the assigned textbook chapter and article readings for each day prior to class. Students should bring the class readings to each class for discussion.

Weekly Topic Quizzes (11 x 10 points & one of the 4th hour activities)

Eleven (11) take home quizzes will be given via Moodle during the course. Quizzes will be open following class and must be completed prior to the next class meeting. They will assess basic knowledge and application of material covered in the readings and lectures. Quizzes will generally consist of 5 to 10 true-false questions, multiple choice questions, short-answer questions, and/or problem solving exercises. Students are asked to work on the quiz alone (e.g., not with another student in the class). Questions will only cover topics from the current week and are not cumulative.

Assignments (3 major x 30/20/40 points & 4th hour activities)

Students will be expected to integrate the course information by completing a functional assessment and a behavioral support plan for an individual of their choice, including presenting their proposed plans for peer and Instructor feedback. Details will be provided on the first class day. **Students are expected to type and proofread the completed assignments before submitting them. Handwritten assignments will NOT be accepted.**