



### **Course Description**

#### **CLP2431 | Field Experience in Behavioral Analysis | 3.00 credits**

The student will learn the process and importance of observing, documenting, and interpreting the behavior of individuals with special needs. Students will learn and apply various methods to document behavior and create behavioral treatment plans (20 hours of service learning). Prerequisite(s): EAB 1001.

### **Course Competencies**

**Competency 1:** The student will discuss the purpose and importance of observation and assessment by:

1. Identifying the six major aspects of development: emotional, social, motor, cognitive, language and creative, and discussing the relationship to typical and atypical development.
2. Discussing the rationale and a variety of methods of observation and assessment.
3. Recognizing a variety of assessment tools as a means of documenting human behaviors.
4. Using program assessments to determine the needs of an individual or a group.
5. Developing a portfolio to use in assessments
6. an alternative to testing.

**Competency 2:** The student will construct an appropriately constructed portfolio by:

1. Defining portfolio.
2. Identifying items that belong or do not belong in a portfolio.
3. Stating the importance of confidentiality in sharing the contents of a portfolio.
4. Comparing and contrasting portfolio assessment and testing.
5. Using the portfolio to conference with families.

**Competency 3:** The student will identify types of observation, recording, and methods of documentation by:

1. Identifying self-care skills and ways to help individuals achieve independence.
2. Discussing physical development and how it relates to total development.
3. Analyzing separation and adjustment issues.
4. Supporting social development in peer and adult interactions.
5. Using conversations to document speech and language development.
6. Relating attention span and cognitive development.
7. Discussing, assessing, and observing emotional development.
8. Engaging individuals in activities that promote creativity.
9. Discussing how those observational
10. instruments can be used for multiple areas of developmental assessment.

**Competency 4:** The student will assess areas of development through the use of observational instruments by:

1. Observing physical development using checklists.
2. Observing social development using running records.
3. Observing emotional development using frequency counts.
4. Utilizing conversations to document speech and language development.
5. Evaluating cognitive development using standardized tests.
6. Analyzing creativity by reviewing work samples.
7. Selecting an appropriate observational tool that is aligned with curriculum goals....

**Competency 5:** The student will record objective observations of behavior, settings, and conditions by:

1. Using anecdotal records to document the development of self-care.
2. Using program assessments to determine individual or group needs.

3. Using documentation for suspicions of abuse.
4. Observing attention span through the use of time samples.
5. Analyzing separation and adjustment by using the class list log.
6. Using rating scales to assess development.

**Competency 6:** The student will interpret assessment records and design individual learning plan by:

1. Analyzing data from observation and assessments to assist in the development of individual educational plans.
2. Using data to create a yearly plan to observe and record individual behaviors.
3. Encouraging family conferencing to build partnership between home and school/workplace.
4. Protecting the rights of the human by respecting confidentiality including accuracy, objectivity, labeling, sharing with the family, and intended purposes.

**Learning Outcomes:**

1. Communication
2. Critical Thinking
3. Cultural / Global Perspective
4. Environmental Responsibility
5. Ethical Issues
6. Information Literacy
7. Numbers / Data
8. Social Responsibility