

Chapter 1 : Exercises in Functional Analysis by Constantin Costara

It is a collection of more than exercises in Functional Analysis, meant to help a student understand much better the basic facts which are usually presented in an introductory course in Functional Analysis.

A 4-year-old who coughs during meals at home due to attention positive reinforcement
The Case of the Delusional Statements: A year-old male who engages in delusional statements at his vocational rehabilitation site due to attention positive reinforcement
A Case in the Classroom: A year-old female who manipulates and pulls her hair due to automatic reinforcement
Note: The Case of the Cough! Brief functional analysis and treatment of a vocal tic. *Journal of Applied Behavior Analysis*, 31, Vivian, a 4-year-old typically developing girl who presented with a 4 month occurrence of a vocal tic in the form of repeated coughing. Just before originally exhibiting the cough, she had a respiratory infection that had since cleared up. She had been seen by her pediatrician who did not find a medical cause for her behavior. Her coughing generally only occurred during meals. When does the behavior occur? What are your reactions to the coughing behavior? What other times or places that the cough occurs? Does it occur when you are out? Is it only certain foods? Does it occur with one parent or both? Do certain things occur during the day associated with its occurrence or nonoccurrence
e. Functional analysis was conducted using a multielement research design with the following conditions which were 5 min in duration. Results
From Watson, T. Instructions Assign your group members one of the following roles: Client, therapist, director who monitors and provides feedback to the other two performers and queries the audience Act out the above functional analysis by conducting the procedures for each of the conditions at least once. What is the maintaining variable for the problem behavior? Given these results, design an intervention plan for this client. Functional analysis and treatment of the delusional statements of a man with multiple disabilities: *Journal of Applied Behavior Analysis*, 43, Client Description and Background: Jones, a year-old man who lived in an inpatient forensic facility who engaged in delusional statements that negatively affected his relationships with peers. Following an injury, Mr. Jones was diagnosed with traumatic brain injury for which he received Geodon and Depakote daily. His communications did not include any delusional statements prior to his car accident that occurred when he was 16 years old. Based on staff and family interviews, delusional statements were defined as utterances, separated from the previous one by 3 s, that were had no relationship to what was currently happening or being discussed
e. Functional analysis was conducted using a multielement research design with the following conditions which were 12 min in duration. Immediately after a delusional statement by Mr. A vocational task presented that involved sorting similar items, counting them, and placing them in plastic bags. Jones engaged in a delusional statement then 10 s of escape from demands was provided. Correct responses, prompted or unprompted, to demands resulted in delivery of praise. Assign your group members one of the following roles: A Case in the Classroom
Moore, J. An analysis of aversive stimuli in classroom demand contexts. *Journal of Applied Behavior Analysis*, 36, Edgar had been referred for yelling in class. When he attended school in a different state the previous year, Edgar received a special education ruling of severely emotionally disturbed. Functional analysis was conducted using a multielement research design with the following conditions which were 10 min in duration. All demans were presented in worksheet form. A sequential vocal, gestural, and physical
i. The teacher ignored the child except to deliver attention in the form of a statement of disapproval or concern
e. Results
From Moore, J. Functional analysis and treatment of verbal perseverations displayed by an adult with autism. Vince attended a sheltered workshop on a daily basis and this is where the majority of his problem behavior was exhibited. When interacting with others, his conversation included perseveration on specific topics. One occurrence of an utterance was distinguished from another of the same if there was no speech for at least 3 s. Common perseverative topics included talk about sirens, alarms, dentist or doctor appointments. Following verbal perseverations 10 s of attention immediately was given by the therapist. This attention included both acknowledgment statements
e. There are none here. A work task such as filing or sorting paper was given to Vince. Following verbal perseveration, the task was immediately removed by the therapist for 30 s who looked away and did not interact with Vince. If an incorrect or no response occurred then the instruction was

represented and the therapist modeled the correct behavior. If an incorrect or no response occurred to the level 1, then a level 2 prompt or physical assistance was provided for him to complete the correct response. Vince was in room alone. Immediately following verbal preservation Vince was provided with 30 s of access to preferred activities writing about sirens, fire drills, etc. Results From Rehfeldt and Chambers Dwyer-Moore and Dixon Functional analysis and treatment of problem behavior of elderly adults in long-term care. She lived in a large bed residential care facility. No consequences were provided for any behavior other than the identified target behavior, which resulted in the experimenter approaching and providing approximately 5 to 10 s of social attention. Attention was similar to that noted from naturalistic observations of staff-resident interactions e. No response or incorrect responses resulted in least-to-most prompts. Client, therapist, and director who monitors and provides feedback to the other two performers Act out the above functional analysis by conducting the procedures for each of the conditions at least once. Functional analysis and treatment of elopement across two school settings. Elopement from the classroom. Define this behavior so that it can be measured and observed reliably. Functional analysis was conducted using a multielement research design with the following 5-min conditions: Joe had free access to toys. If he did not respond to the demand within 5 s, the therapist provided a gestural or model prompt indicating the correct response. If he still did not respond, the therapist used a physical prompt. Following elopement, the therapist retrieved him using a minimal amount of physical contact e. Note that 2 settings were another variable examined in this study, but for the purposes of demonstration and role play only 1 setting will be considered. A functional analysis of hair pulling. Journal of Applied Behavior Analysis, 32, She was able to ambulate, follow simple instructions, and communicate with single words. Due to a childhood stroke, Kris walked with a limp and could not open her left hand. Consequently, she pulled and manipulated her scalp hair with only her right hand. Her mother reported that Kris had pulled scalp hair since approximately age 3 and that the behavior would occasionally remit for periods up to a month. According to her mother, Kris usually pulled scalp hair while watching television and in bed. After pulling a hair, she rolled it between her thumb and index finger, rubbed the hair on her lips, and then chewed on the hair while pulling it with her fingers. Her mother reported that periods of increased baldness seemed to be correlated with constipation, which may indicate that Kris was ingesting hairs. Kris did not appear to ingest hair during either phase of this investigation. Hair manipulation was defined as rolling of pulled hair between any fingers, gazing at pulled hair, and any contact of hair with the lips or mouth. Functional analysis was conducted using a multielement research design with the following conditions: Kris and a therapist were seated side by side in the room. Kris was given a video to watch on the television while the therapist shuffled papers and wrote in a notebook. No interaction took place between them unless Kris pulled hair. The therapist presented a task from her prevocational curriculum that involved taking single pieces of different colored paper off 4 piles in a sequential order and placing the collated papers into a specified envelope. Kris was shown the correct sequence for the papers and then prompted every 20 to 30 s in a 3-step sequence verbal prompt; verbal prompt and pointing; verbal prompt, pointing, plus manual guidance to stack the papers accordingly. Praise was provided for 2 to 3 s contingent upon completing the correct paper sequence and filling the envelope.

Chapter 2 : Exercises in Functional Analysis - Constantin Costara, Dumitru Popa, D. Popa - Google Livros

"The present book is one of the few books available with problems in functional analysis. the authors have done a good job in crediting the original sources of the problems. The layout and the exposition of the book is very good.

Chapter 3 : KIT - Department of Mathematics - Functional Analysis (Winter Semester /13)

is a collection of more than exercises Functional Analysis, meant to help a student understand much better the basic facts which are usually presented in an introductory course in Functional Analysis.

Chapter 4 : Two exercises in functional analysis. - Mathematics Stack Exchange

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The exercises are also meant to test the reader's understanding of the text material, and to enhance the skill in doing calculations. This book is written with these three things in mind. It is a collection of more than exercises in Functional Analysis, meant to help a student's understanding of results and notions for a student in mathematics.

Chapter 5 : Exercises in functional analysis (Book,) [blog.quintoapp.com]

Exercise in Brezis' Functional Analysis Open and closed sets, functional analysis. 1. Understanding a proposition in Zeidler's book on functional analysis. 1.

Chapter 6 : Exercises in Functional Analysis

This book of exercises in functional analysis contains almost exercises (all with complete solutions), providing supplementary examples, counter-examples and applications for the basic notions usually presented in an introductory course in functional analysis.

Chapter 7 : Exercises to Functional Analysis

Functional Analysis I Solutions to Exercises James C. Robinson. Contents 1 Examples I page 1 2 Examples II 5 3 Examples III 9 4 Examples IV 15 iii. 1 Examples I 1.

Chapter 8 : Exercise in Brezis' Functional Analysis - Mathematics Stack Exchange

1 Exercises - Functional Analysis blog.quintoapp.comter, Czech Technical University Hahn-Banach Theorem 1. Let $X = \hat{l}^{\infty}$ and define a function $p(\hat{l}^{\infty} n) = \limsup \hat{l}^{\infty} n$ on X . Show that p is a sublinear functional.

Chapter 9 : Exercises in Functional Analysis - Constantin Costara, Dumitru Popa, D. Popa - Google Books

4 Applied Functional Analysis Exercises 4 Exercises to Lecture 3 Lecture 3 as I gave it covers the whole of LN Chapter 6 and Appendix B. You can therefore solve each of the exercises in LN