

BEHV 3000
APPLIED BEHAVIOR ANALYSIS AND AUTISM I: BASIC TECHNIQUES
CLASS SYLLABUS
FALL 2012
4 Credit Hours

Instructor

Karen A. Toussaint, Ph.D., BCBA-D
Room 361F Chilton Hall
Karen.toussaint@unt.edu

Office Hours: Tues 11-1 2
Thurs 1-2

Course Meeting Information

Tuesday & Thursday 9:00- 10:50 AM
Wooten Hall, room 119
Course Labs: See description on page 4
Tutoring: 361E Chilton, See schedule on the door

ADA Statement

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Please present your written request to me before the 3rd class meeting.

Course Objectives

Overall, this course aims to introduce and extend student knowledge of basic issues and teaching techniques involved in the behavioral treatment of children with autism. Specific objectives include:

1. To describe the behavioral characteristics of children with autism.
2. To describe the science of Applied Behavior Analysis (ABA) and the history of ABA in the treatment of individuals with autism.
3. To describe and discuss evidence-based practice and how it relates to the treatment of children with autism, especially in early childhood.
4. To describe selected research including both comprehensive and targeted research.
5. To describe behavior analytic program models and compare/contrast these models to each other as well as to other approaches outside the field.
6. To describe, discuss, and demonstrate competence in implementing varied teaching strategies under simulation conditions. This includes providing a rationale for utilizing a specific teaching strategy based on the behavioral characteristics and history of a particular child and demonstrating, in role-play, formats and component skills.
7. To experience and describe an actual behavioral intervention setting that serves young children with autism.

Readings & Instructional Materials

1. Harris, S.L., & Weiss, M.J. (2007). *Right From the Start: Behavioral Treatment for Young Children with Autism*. Bethesda, MD: Woodbine House.
2. Autism Training Solutions Online Media (13 module training package, \$80 text fee)
3. Various websites, journal articles and chapters provided by the instructor.

4. The National Standards Project (free)<http://www.nationalautismcenter.org/nsp/reports.php>

Student Activities/Requirements

- 1 point** **Bio sheet (see sample at the end of syllabus)**
- 10 points** **Assignments /Reading Guides** (11 reading guides, 1 point each, lowest grade dropped)
- The instructor will upload a guide to the readings at least one week before the lecture.
 - Students will answer the guided reading summaries via blackboard.
 - To receive credit, the email must be received before class begins on the day of the assigned class readings. NO EXCEPTIONS.
 - The lowest reading summary grade will be dropped.
- 10 points** **Review Quizzes** (11 quizzes, 1 point each, lowest grade dropped):
There are eleven quizzes. Quizzes are short-answer questions that will cover material from the most recently completed topic. For example, Quiz #1 will cover information presented on Topic #1. Quizzes will be administered at the start of class.
The lowest quiz grade will be dropped.
- 20 points** **ATS Curriculum Training (web based)**
Students will view short video clips demonstrating various techniques in autism intervention. Each student will complete a web-based pre/post test. To receive 20 points students must pass all modules at the mastery (88% level). We will review the ATS examples in class along with other videos of behaviorally based techniques.
- 15 points** **Treatment Investigation** (Group Project)
Students will select 1 evidence-based or promising intervention and 1 “questionable” intervention. A list of topics is included in the syllabus. Students will sign up for a date and a topic. Students will read primary sources, evaluate existing research, and present to the class the research basis and factors related to the adoption or refutation of the treatment. Students should work in groups of 2-4 people. One point grade is given to the group. The presentation should be approximately 45 minutes long. A copy of the PowerPoint slides and a summary must be turned in on the day of presentation to receive full credit. As a starting point, see:
ASAT website: <http://www.asatonline.org/>
NAC website: www.nationalautismcenter.org/about/national.php
Autism Watch: <http://www.autism-watch.org/>
- 15 points** **Group Investigation Project Summaries**
(15 group presentations, 1 point each for 14 groups, 1 point for personal evaluation of your own group’s presentation). At the end of each presentation, students will turn in a completed summary form provided by the instructor.
- 14 points** **Final Exam**
The final exam will evaluate students’ understanding of material presented in lectures, movies, demonstrations and readings. Exam items will assess knowledge of terms related to the field, but will heavily assess applications of this knowledge and conceptual understanding. The exam will consist entirely of short-answer questions.
- 15 points** **Course Labs**
Students are required to log 15 hours of applied exposure and experience (see table on the next page). These hours can be obtained through a combination of activities. Due 12/4/12.

100

Total Points

Grading Scale:

A= 100-90, B=89-80, C=79-70, D=69-60, F= 59 or below

Extra Credit

Extra credit will be randomly offered throughout the semester to students engaging in professional behavior. Professionalism: timely attendance, turning off cell phones, and class participation. Professionalism will be 'checked' four times during the semester. This will provide a total of four extra credit points.

These extra credit opportunities cannot be made up if missed unless a university-approved excuse is provided with documentation.

There are no other opportunities to earn extra credit in this course.

Make-up Quizzes:

If you miss a quiz due to a university-sanctioned event or medical emergency (see policy number 18.5.2.1 for medical excuses), you must produce documentation verifying the excused absence with **48 hours** of the missed quiz.

All make-up quizzes will be on 11/6/12.

Course Lab Activities	Points & Information
I. Service-Learning Volunteer Lab	
Behavior intervention programs in the DFW Metroplex, A directory of programs will be distributed in class.	<u>1 point per hour</u> Must be in a site with BCBA supervision. Must have site approval. Must have documentation log with site supervisor signature to receive credit. Even if it is your place of employment, the hours must be NON-PAID service hours.
II. Website Investigation Activity	
ACT EARLY www.cdc.gov/ncbddd/actearly/index.html (milestones & autism sections)	<u>5 points each</u> Five page paper with a summary and review of information included on the website (accuracy, usefulness).
The National Professional Development Center on Autism Spectrum Disorders - AIM http://www.autisminternetmodules.org/mod_list.php	
Rethink Autism http://www.rethinkautism.com/professional/intro.aspx	
Autism Speaks: http://www.autismspeaks.org/	
NAC: www.nationalautismcenter.org/about/national.php	
ASAT: http://www.asatonline.org/	
FEAT: http://www.feat.org/	
III. Book and Movie Reports	
Schreibman, L. (2005). <i>The science & fiction of autism</i> . Cambridge, Mass.: Harvard University Press. Maurice, C. (1993). <i>Let me hear your voice: A family's triumph over autism</i> . New York: Random House.	<u>10 each book</u> Obtain from library or purchase. Each a five page paper that a summary and critique based on information covered in class.
IV. Propose alternative activity to instructor by 10/3/11	

BEHV 3000 Fall 2012
Course Schedule and Readings

- 8/30/12** **Introduction, Syllabus Review and Course Expectations**
- 9/4/12** **Topic 1: ABA and Autism**
Celeberti, D. Alessandri, M. Fong, & Weiss, M. J. (1993). A history of the behavioral treatment of autism. *Focus on Autism, May*, 127-131. (provided in content area on blackboard)
- Reading Assignment 1 Due:
 - Bio due
- 9/6/12** **Topic 1 Continued: *Lovaas 1987 documentary***
- 9/11/12** **Topic 2: The Importance of Evidence in Early Intervention**
Horner, R.H., Carr, E.G., Halle, J. McGee, G., Odom, N., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165-179. (on blackboard)
- Quiz 1
 - Reading Assignment 2 Due:
- 9/13/12** **Topic 2 continued**
- 9/18/12** **Topic 3: What is EIBI?**
Right from the Start, Introduction to EIBI in Autism (p. 1-25) and Chapter 2: Does EIBI Work? (p. 27-46)
- Quiz 2
 - Reading Assignment 3 Due:
- 9/20/12** **Topic 4: Models and Settings**
Right from the Start, Models for Serving Children and Parents_(p. 47-66) and_Home-based, Center-based and School-based Programs (p. 66-87)
- Quiz 3
 - Reading Assignment 4 Due:

9/25/12 No class - course labs and ATS begin (email lab choices to instructor)
9/27/12 No class - course labs and ATS begin

10/2/12 **Topic 5: Curriculum & Instruction**
Right from the Start, Chapter 5: What to Teach and How to Teach it (p. 89-126)

- [Quiz 4](#)
- [Reading Assignment 5 Due:](#)
- **ATS Module on Teaching New Behavior (2.0 hrs)**

10/4/12 **Topic 6: Quality Indicators**
Right from the Start, Chapter 6: Choosing a Program (p. 127-164)

- [Quiz 5](#)
- [Reading Assignment 6 Due](#)
- **ATS Module on Ethics and Clients Rights (1.0 hrs)**

10/9/12 **Topic 7: Discrete Trial: Overview (Rethink Autism)**
Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on autism and other developmental disabilities*, 16, 86-92.

- [Quiz 6](#)
- [Reading Summary 7 Due:](#)
- **ATS Module on Discrete Trial Instruction Part 1 (2.0 hrs)**

10/11/12 **Topic 8: Discrete Trial: Procedures**
Leaf, R., & McEachin, J. (1999). *A Work In Progress*, pages 131-148. New York: DRL Books
NSP overview

- [Quiz 7](#)
- [Reading Summary 8 Due:](#)
- **ATS Module on Discrete Trial Instruction Part 2 (2.0 hours)**

10/16/12 **NO LECTURE: Group Investigation Project Meetings**

Group 1: 10:00	Group 2 10:15
Group 3: 10:30	Group 4: 10:45

Group 5: 11:00

10/18/12 **NO LECTURE: Group Investigation Project Meetings**

Group 6: 10:00

Group 7: 10:15

Group 8: 10:30

Group 9: 10:45

Group 10: 11:00

10/23/12 **NO LECTURE: Group Investigation Project Meetings**

Group 11: 10:00

Group 12: 10:15

Group 13: 10:30

Group 14: 10:45

Group 15: 11:00

10/25/12 **Topic 9: Naturalistic Teaching: Overview (Ingersoll DVD)**

Stahmer, AC & Ingersoll, B. (Inclusive Programming for Toddlers with Autism Spectrum Disorders: Outcomes From the Children's Toddler School Journal of Positive Behavior Interventions. Volume 6, Number 2, Spring 2004, pages 67–8 (on blackboard)

- Quiz #8
- Reading Assignment 9 Due:
- **ATS Modules on Introduction to Verbal Behavior (1.0 hours)**
- **Mand Training (2.0 hours)**

10/30/12 **Topic 10: Naturalistic Teaching: Procedures**

Koegel, R.L., Openden, D., Fredeen, R., & Koegel, L.K., (2006). The Basics of Pivotal Response Treatment. In *Pivotal Response Treatments for Autism*, Chapter 1. Baltimore: Paul H. Brookes

- Quiz #9
- Reading Assignment 10 Due:
- **ATS Module on Naturalistic Teaching Strategies (2.0 hours)**

11/1/12 **Topic 11: Precision Teaching**

Kubina, R.M., Morrison, R., & Lee, D.L. (2002). Benefits of adding precision teaching to behavioral interventions for students with autism. *Behavioral Interventions*, 17, 233-246. (on blackboard)

- Quiz #10
- Reading Assignment 11 Due:

11/6/12 **Make up Class Day**
Additional Presentation Meetings with Instructor
Submit ATS Certificate of Completion
Email to instructor at karen.toussaint@unt.edu by 5:00 pm

11/8/12 Quiz #11
Activity: Group Investigation Project Presentations
 Group 1: _____
 Group 2: _____

11/13/12 Activity: Group Investigation Project Presentations
 Group 3: _____
 Group 4: _____

11/15/12 Activity: Group Investigation Project Presentations
 Group 5: _____
 Group 6: _____

11/20/12 Activity: Group Investigation Project Presentations
 Group 7: _____
 Group 8: _____

11/22/12 **NO CLASS – Thanksgiving Break**

11/27/12 Activity: Group Investigation Project Presentations
 Group 9: _____
 Group 10: _____

11/29/12 Activity: Group Investigation Project Presentations
 Group 11: _____
 Group 12: _____

12/4/12

Activity: Group Investigation Project Presentations

Group 13: _____

Group 14: _____

12/6/12

Activity: Group Investigation Project Presentations

Group 15: _____

Review for Final

Course Lab Activities Due.

- Please turn in original forms with signatures in class.
- Email any electronic submissions to instructor at karen.toussaint@unt.edu by 9:00 a.m.

Week of Dec 8th Final Exam

BEHV 3000 APPLIED BEHAVIOR ANALYSIS AND AUTISM I: BASIC TECHNIQUES

**Documentation Form
Service-Learning Volunteer Lab**

Student _____

Site _____ Phone Contact _____

Supervisor Approval _____ Date _____

Instructor Approval _____ Date _____

Hours	Date	Time	Describe type of activity (e.g. tour, observe imitation program, take data on initiations, assist with outing, prepare instructional stimuli, assist with sibling training, etc)	Supervisor Signature
<i>1</i>				
<i>2</i>				
<i>3</i>				
<i>4</i>				
<i>5</i>				
<i>6</i>				
<i>7</i>				
<i>8</i>				
<i>9</i>				
<i>10</i>				
<i>11</i>				
<i>12</i>				
<i>13</i>				
<i>14</i>				
<i>15</i>				

Autism Training Solutions – University Package

This semester, you will need to purchase Autism Training Solutions online media program to take this course.

This online textbook can be purchased at the following website:

<http://www.autismtrainingsolutions.com/autism-training-plans/12-hour-training-plan>

Your Group Code will only be accepted from this web page.

Simply -

- 1) Select the 12-Hour Package (\$80)
- 2) Create a new account
- 3) Enter your personal details
- 4) Create your username and password
- 5) Enter your Group Code – **e2yv81vh**
- 6) Enter payment details

If you have any questions, please review the Orientation materials or call ATS directly at (808) 237-5123 ext. 103.

Group Presentation Topics

Established & Promising interventions

1. Antecedent Package
2. Behavioral Package
3. Comprehensive Behavioral Treatment for Young Children
4. Joint Attention Interventions
5. Modeling/Video Modeling
6. Naturalistic teaching Strategies
7. Peer Training Package
8. Pivotal Resposne Treatment
9. Schedules
10. Self management
11. Story Based Intervention Package

12. TEACCH
13. PECS
14. LEAP
15. Denver Health Sciences Program

Questionable Interventions

1. Facilitated Communication (<-refuted intervention)
2. Floor Time
3. Relationship Development Intervention
4. Sensory-Based Treatments (Auditory Integration Training, Sensory Integration Therapy)
5. Pharmacological Treatments (e.g., Risperidone)
6. Nutritional Treatments (e.g., Secretin, Vitamins)
7. Special Diets (e.g., Gluten-free and casein-free diets)
8. Animal Therapies (e.g., Dolphin-Assisted Therapy)
9. Holding Therapy
10. Rapid Prompting
11. Neurological Reprogramming
12. Music and Art Therapies
13. Chelation Therapy
14. Hyperbaric Oxygen Therapy
15. Biofeedback Therapies

Biography Example

Karen A. Toussaint, Ph.D., BCBA-D



About me: I am married and have two children, Vincent, 6, and Adelyn, 6 months. I live in Denton, Texas. I grew up in Louisiana and earned my undergraduate and graduate degrees from Louisiana State University. My favorite hobbies are reading and spending time with my family.

Professional: I teach in the Department of Behavior Analysis. I teach classes in autism and applied behavior analysis. I conduct research at the UNT Kristin Farmer Autism Center. My research focuses on interventions for young children with autism.



My short-term goals for this course: My goal at the end of this course is to provide students with information about behavioral interventions for individuals with autism. At the end of this course, students should be able to describe various teaching and intervention procedures used when working with individuals with autism.

Long-term professional goals: My goal is to obtain tenure and produce quality research in the field of autism.