

## BEHV 5250: Issues in the Behavioral Treatment of Autism Fall 2020 Course Syllabus

### Course Description

This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach students techniques in the behavioral treatment of autism (see other courses in our catalog), but rather to provide a professional context for understanding the history, content, and complexities of behavioral interventions. A majority of the information discussed falls under the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have training and experience in behavior analysis.

The course addresses three main topics: 1) Autism Interventions and Science, 2) Design and Application of Interventions, and 3) Intervention Supports. Within each topic, guest lecturers will speak on some aspect of the topic. Readings will complement, contrast, extend or emphasize the lectures. Student activities include viewing lectures, reading articles and chapters, and answering study questions. Finally, students will integrate each of the main topics into a series of three essays.

### Course Prerequisites

BEHV 5130 Basic Behavioral Principles

BEHV 5150 Techniques

BEVH 5170 Research Applications

### Instructor Information

Kenda Morrison, Ph.D., BCBA-D is the course designer, moderator and instructor. Kio Kazaoka is the course Teaching Assistant. To learn more about your instructor, please see the Home page in your course. All correspondence should be sent to [behv5250@unt.edu](mailto:behv5250@unt.edu). ***Include your EUID, the Week number, and the activity name in the subject field of your email when you are asking about a specific activity.*** Students can expect a response by the next business day.

### Assistance

If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at [behv5250@unt.edu](mailto:behv5250@unt.edu). Include your EUID and the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen. If you believe Canvas is experiencing an outage, please go to the [Canvas Status page](#) to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please email [behvDlinfo@unt.edu](mailto:behvDlinfo@unt.edu). We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving email from all "@unt.edu" addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

## Autism Course Objectives and Learning Competencies

Module	Topic	Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1	History of Behavior Analysis and Autism	B-2, I-1, FK 1, 3, 4	Describe the historical and contemporary relationship between applied behavior analysis and autism intervention	Study questions over lectures and readings	Provide an overview of Autism and Applied Behavior Analysis. Address four specific areas: 1) The general scientific field of ABA; 2) The relationship between ABA and autism, in particular; 3) The role of evidence in behaviorally-based autism intervention; 4) The principles and values that guide decision making process in ABA
2	Science of ABA and Autism	B-2, 4, 7, I-3, 4, 6, 7, J-8,	Describe strategies for evaluating scientific evidence as it applies to behavioral interventions	Study questions over lectures and readings	
3	Evidence-Based Practice	B-2, J-2, FK-4	Describe the process for identifying Evidence-Based Practice	Study questions over lectures and readings	
4	Evidence-Based Practice: Examples	B-2, J-2, FK-4	Describe examples of techniques considered to be Evidence-Based Practice	Study questions over lectures and readings	
5	Curriculum Overview	B-2, D-1, D-2, D-3, F-7, G-6, 8, I-6, J-5, 8, 10, 13, K-8, 9	Describe an overview of curricular considerations across the lifespan	Study questions over lectures and readings	Consider the life of individuals with autism from 18 months to adulthood. Describe the general approaches to curriculum and intervention, changes over the lifespan, and skills and procedures that are important during each period.
6	Curriculum: Considerations	B-2	Describe specific considerations when designing learner experiences	Study questions over lectures and readings	
7	Toddlerhood	B-2, D-4, D-5, I-6, F-6, G-6, I-7, J-5	Describe considerations and examples of choosing skills that individuals with autism should learn in toddlerhood.	Study questions over lectures and readings	
8	Early Childhood	B-2, D-3, H-2, I-6 FK-34	Describe considerations and examples of choosing skills that individuals with autism should learn in early childhood.	Study questions over lectures and readings	
9	Middle Childhood	B-2, B-2, I-6	Describe considerations and examples of choosing skills that individuals with autism should learn in middle childhood.	Study questions over lectures and readings	
10	Adolescence and Adulthood	B-2, D-2, D-3, D-6, D-7, I-6, K-9, K-10	Describe considerations and examples of choosing skills that individuals with autism should learn in adolescence and adulthood.	Study questions over lectures and readings	
11	Professional Conduct within Systems	G-6, G-7, I-3, J-2, J-6, J-7, J-8, K-2, K-7, K-8, K-9	Describe an ethical systems approach to the behavioral treatment of autism	Study questions over lectures and readings	Provide an overview of collaboration with parents and professionals. Describe guiding principles and specific strategies you should use to best help those you serve. Give examples and descriptions that would provide a framework to support and guide BCBA staff members.
12	Accountability through Measurement	A-1, A-2, A-3, A-4, A-6, A-8, A-9, A-12, G-6, H-1, 2, 3, I-3, 6, J-2, 15, K-1, K-3, K-4, K-5, FK-47	Describe general considerations and strategies that the behavior analysts might use to be evaluate treatment and be accountable to those served by interventions based on applied behavior analysis.	Study questions over lectures and readings	
13	Supporting Families	G-6, J-6, 8, 11, K-3, K-2, K-5, K-6, K-8, K-9	Describe general considerations and strategies that the behavior analysts might find helpful when supporting families.	Study questions over lectures and readings	
14	Collaborating with Other Disciplines	G-2, 6	Describe helpful considerations and strategies when collaborating with other professionals	Study questions over lectures and readings	
15	ABA Procedure and Model Examples	B-2, D-8, J-2, FK-4	Describe examples of techniques considered to be Evidence-Based Practice	Study questions over lectures and readings	
Final Integration Paper					

## A Note Regarding the Course Content and Format

We have chosen the content and the arrangement of materials and activities for specific reasons related to the current state of treatment in autism, the varying levels of experience of our students, and the wealth of expertise we have access to through our distinguished lecture series.

First and foremost, the world of autism intervention is complex and filled with controversy. Competent interventionists should be aware of the range of information (and misinformation) available, the degree of evidence supporting (or not supporting) various treatment options, and that even among advanced and knowledgeable professionals, there are differing vantage points and perspectives. Our desire was to create a course that would survey the landscape of information, evidence, and perspectives.

Second, students taking this on-line class will enter with a wide range of skills and experience and work in diverse settings. We hope to have chosen lectures and readings that have generality across those skills and settings. We also hope that the flexible response format will allow students to respond at their level of functioning and interest.

Finally, we have chosen this format with the understanding that any information covered in this class will be integrated and considered in the context of treatment settings where there is BCBA supervision. We have deliberately chosen not to include discussion threads or interactive exercises for two reasons. First, one course cannot teach the repertoire of general procedures and highly specific skills one needs to tailor intervention to specific children with autism. Supervised hands-on training and continuous learning from individuals with advanced behavior-analytic repertoires is required. Second, while role-playing and discussions help students explore concepts and increase understanding, they also allow opportunities for students to learn misinformation and/or incomplete or erroneous application of procedures. This can be especially dangerous for children with autism, for whom time and resources are precious. In applying what you learn in this course to individual cases, supervision or mentoring by a qualified behavior analyst is an ethical requirement. Although constant monitoring and comprehensive feedback are beyond the scope of this course, they are not beyond the scope of mentored experiences.

## Required Textbook

No textbook is required for this course. Please see the end of the syllabus for additional instructional content.

## Course Activities

### Readings, Lectures, and Study Guides

Each module contains lectures, journal articles, and book chapters selected by the course instructor. There are also “student choice” readings in each module. All readings, instructor-selected and student choice, are listed at the end of this syllabus and can be found in the Course Menu. Each lecture and reading has a corresponding set of study guide questions. Each study guide consists mainly of multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings and lectures when answering the questions.*

Study Guide questions may have **multiple correct answers**. For each item, Canvas assigns points by dividing a point by the number of correct answers and then assigning partial credit for each correct answer chosen and subtracting partial credit for each incorrect answer. For instance, if a question has five possible answers, but only three are correct, each correct answer chosen is worth .33 points. If a student selects an incorrect answer, .33 points are deducted from the total earned. Using this example, if a student chooses two of the three correct answers and one of the incorrect answers, a total of .33 points would be awarded for this item. This reflects .66 points earned for selecting two of the three correct answers and -.33 for selecting one of the incorrect answers.

Canvas will record the highest score of your three attempts, with the exception of choice readings which allow two attempts.

**Lectures** – Lectures are given by noted professionals in autism treatment. These lectures address some

portion of the content for the module and are meant to compliment the readings. You will watch each of the lectures and answer the study guide questions.

**Instructor-Selected Readings** – Each module contains a list of journal articles or book chapters selected by the course instructors. These are required readings. You will read each article and answer the study guide questions.

**Student Choice Readings** – Some modules contain a "choice" list of journal articles and book chapters. You will choose one reading from each designated choice list and answer the study guide questions for that reading. You can also choose to read additional readings from each grouping, if you like. If you complete more than one study guide, Canvas will record the highest of your attempts.

## Integration Assessments

The integration assignments are designed to help the student pull together the information from each module into a meaningful applied context. Directions, a rubric, checklist, and template are provided for each integration essay. Review the integration assignment materials BEFORE you start the readings and lectures for each module. This will orient you to the expectations for each assignment and help you attend properly to the information in the lectures and readings.

Using the activity instructions, you will upload integration assignments to Turnitin within the corresponding Canvas activity for evaluation and credit. Grading will begin on the due date. Grades will be posted to the course page within *two weeks* after the due date. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, supporting citations and references for responses, and the clarity of the answer. Students must work independently and use their own thoughts and words. **Please note that Integration assignments do not have a grace period. These assignments will not be accepted after the specified deadlines.**

## Course Etiquette

*Collaboration and civility are core values in the practice of behavior analysis.*

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that, we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite, and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior-analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.
- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

## Academic Integrity

*Honesty is a core value in the practice of behavior analysis.*

Progress depends on honesty in data collection, reporting and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

TurnItIn will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an “F” in the course. If you plagiarized in more than one course, you will be dropped from the program.

You are responsible for reading and understanding [Academic Integrity Policy](#) and the [UNT Student Academic Integrity Policy](#)

## Student Feedback

Feedback will be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

## Course Calendar and Timelines

The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day. Please use these resources to make a notation of all deadlines in your personal calendar.

- **Please complete the first module of the course, Preparatory Activities – which includes the Student Attestation and the Syllabus quiz – during the first week of the semester.** You must complete this module in order to unlock the rest of the modules in the course.
- **THIS COURSE HAS WEEKLY DEADLINES.** To help students do well on the written assignments and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline, **with the exception of the written Integration assignments and activities that are due at the end of the course.** This means that each activity, except the written Integration assignments and activities due at the end of the course, will be available for one week after the deadline on the calendar. After the one-week grace period ends, the activity will be deactivated, and students will no longer be able to earn any points on these activities. There will be **no exceptions.** Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events.
- Students must submit all written Integration assignments by the deadline; **these assignments do not have a grace period.** That includes the following assignments
  - **September 21** Integration 1 – Autism intervention and Science
  - **November 2** Integration 2 – The Design and Application of the Intervention
  - **November 30** Integration 3 – Supporting Interventions
- **Students must complete the entire course by the course deadline.** Again, it is best to work ahead of schedule whenever possible in case of emergencies or other events that might make it difficult to meet a deadline.

## Course Grades

The grading system and feedback are designed to set you up for success if you complete the activities in order and as instructed. A grade of “B” or better is required in this course in order to proceed to the next course and to fulfill the requirements for the UNT Certificate in Applied Behavior Analysis.

- **No credit is given for late assignments.**
- You will have *immediate* feedback on all on-line activities and will have feedback *within two weeks* on the written Integration assignments.
- Each activity indicates the number of points that can be earned within the activity. These points are indicated underneath each activity.
- The Grades link on the left side of your Course Menu will provide you with information about your score for each activity and your grade in the class. Select “Calculate based only on graded assignments” if you would like to see how well you have performed on assignments which have been completed and graded. Or, deselect this option to see your current overall grade in the class.

- We recommend using the first option (selecting “Calculate based only on graded assignments”) for the majority of the course as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, **we recommend that you deselect that option and look at your overall grade in the course** as this will help you to determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
- Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a 0 in the grade book. If the assignment is then completed during the grace period, your grade will be updated to reflect what you scored on the assignment.
- Grades for the course are based on the percentage of possible points that a student earns. Total points are what ultimately determine your grade.
  - **A = 92-100%**
  - **B = 85-91.9%**
  - C = 77-84.9%
  - F = below 77%

## Course Credit

Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. A grade of “B” or better is required before proceeding to the next course and to fulfill the requirements for the UNT Certificate in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements.

## Course Design

Shahla Alai-Rosales, Ph.D., BCBA-D and Kenda Morrison, Ph.D., BCBA-D, designed this course. Additionally, Sigrid Glenn, Ph.D., designed several activities. Amanda Besner, B.A. assisted with assessment questions. Our outstanding staff conducts testing and reliability on course activities.

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All activities in the course are copyrighted by UNT Behavior Analysis Online and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

## Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, *ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters during an arranged appointment time to protect the privacy of the student. For additional information see the [Office of Disability Accommodation website](#). You may also contact them by phone at 940.565.4323.

## Course Reading and Lecture List

- Ala'i-Rosales, S. (2006). *The science and art of autism interventions: Designing programs with evidence and compassion* [Video]. Available from <https://media.bao.unt.edu/5250A/lectures/Rosales/>
- Ala'i-Rosales, S. (2006). *Ethical and professional conduct in behavior analysis and autism interventions* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR13a>
- Ala'i-Rosales, S., Cermak, S., & Gudmundsdottir, K. (2013). Sunny Starts: DANCE instruction for parents and toddlers with ASD. In A. Bondy & M. J. Weiss (Eds.), *Teaching social skills to people with autism* (pp. 25-43). Bethesda, MD: Woodbine House.
- Ala'i-Rosales, S. & Zeug, N. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3(2), 4-5. <https://doi.org/10.1007/BF03391766>
- Ala'i-Rosales, S., Zeug, N. M., & Baynham, T. Y. (2008). The development of interests in children with autism: A method to establish baselines for analyses and evaluation. *Behavioral Development Bulletin*, 14(1), 77-83. <https://doi.org/10.1037/h0100502>
- Anderson, E. L. (Producer) & Aller, R. (Director). (1988). *Behavioral treatment of autistic children, pt. 1* [Video]. United States: Focus International. Available from <http://media.bao.unt.edu/5250A/lectures/Lovaas/videoplayback-2.mp4>
- Anderson, E. L. (Producer) & Aller, R. (Director). (1988). *Behavioral treatment of autistic children, pt. 2* [Video]. United States: Focus International. Available from <http://media.bao.unt.edu/5250A/lectures/Lovaas/videoplayback.mp4>
- Anderson, S. R., & Romanczyk, R. G. (1999). Early intervention for young children with autism: Continuum-based behavioral models. *Journal of the Association for Persons with Severe Handicaps*, 24, 162-173. <https://doi.org/10.2511/rpsd.24.3.162>
- Autism Special Interest Group of the Association for Behavior Analysis International. (2013). *Consumer Guidelines*. Retrieved from <https://www.asatonline.org/pdf/sig.pdf>
- Brodhead, M. T. (2015). Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8, 70-78. <https://doi.org/10.1007/s40617-015-0042-7>
- Brown, L., Branston-McClean, M. B., Baumgart, D., Vincent, L., Falvey, M., & Schroeder, J. (1979). Using the characteristics of current and subsequent least restrictive environments in the development of curricular content for severely handicapped students. *Research and Practice for Persons with Severe Disabilities*, 4, 407-424. <https://doi.org/10.1177/154079697900400408>
- Bruinsma, Y., Koegel, R. L., & Koegel, L. K. (2004). Joint attention and children with autism: A review of the literature. *Mental Retardation and Developmental Disabilities*, 10, 169-175. <https://doi.org/10.1002/mrdd.20036>
- Carr, J. E. (2012). *Understudied intervention procedures in the early behavioral treatment of autism* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR11>
- Celeberti, D. A., Alessandri, M., Fong, P. L., & Weiss, M. J. (1993). A history of the behavioral treatment of autism. *The Behavior Therapist*, 16, 127-131.
- DiCarlo, C. E., & Reid, D. H. (2004). Increasing pretend toy play of toddlers with disabilities in an inclusive setting. *Journal*

*of Applied Behavior Analysis*, 37, 197-208. <https://doi.org/10.1901/jaba.2004.37-197>

Doan, D., & Toussaint, K. A. (2016). A parent-oriented approach to rapid toilet training. *International Electronic Journal of Elementary Education*, 9, 473-486. Retrieved from <https://www.iejee.com/index.php/IEJEE>

Dunlap, G., Kern, L., & Worcester, J. (2001). ABA and academic instruction. *Focus on Autism and Other Developmental Disabilities*, 16, 129-136. <https://doi.org/10.1177/108835760101600209>

Dunlap, G., & Robbins, F. R. (1991). Current perspectives in service delivery for young children with autism. *Comprehensive Mental Health Care*, 1(3), 177-194.

Dyer, K., & Peck, C. A. (1987). Current perspectives on social/communication curricula for students with autism and severe handicaps. *Education & Treatment of Children*, 10, 338-351.

Eikeseth, S. (2012). *Interventions with school age children with autism* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR8>

Eikeseth, S., & Nasset, R. (2003). Behavioral treatment of children with phonological disorder: The efficacy of vocal imitation and sufficient-response-exemplar training. *Journal of Applied Behavior Analysis*, 36, 325-337. <https://doi.org/10.1901/jaba.2003.36-325>

Eikeseth, S., Smith, T., & Eldevik, E. J. (2002). Intensive behavioral treatment at school for 4-to-7-year-old children with autism. *Behavior Modification*, 26, 49-68. <https://doi.org/10.1177/0145445502026001004>

Eldevick, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S. (2009). Meta-analysis of early intensive behavioral intervention for children with autism. *Journal of Clinical Child and Adolescent Psychology*, 38, 439-450. <https://doi.org/10.1080/15374410902851739>

Ellis, E. M., Ala'i-Rosales, S. S., Glenn, S. S., Rosales-Ruiz, J., & Greenspoon, J. (2006). The effects of graduated exposure, modeling, and contingent social attention on tolerance to skin care products with two children with autism. *Research in Developmental Disabilities*, 27, 585-598. <https://doi.org/10.1016/j.ridd.2005.05.009>

Fabrizio, M. A. (2002, May). *Applied behavior analysis and autism treatment: Accurate and effective dissemination of information*. Paper presented as an invited address at the 28<sup>th</sup> annual convention of the Association for Behavior Analysis, Toronto, Ontario, Canada.

Fabrizio, M. A. (2012). *Accountability through measurement in autism intervention* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR10>

Fabrizio, M. A., & Moors, A. L. (2003). Evaluating mastery: Measuring instructional outcomes for children with autism. *European Journal of Behavior Analysis*, 4, 23-36. <https://doi.org/10.1080/15021149.2003.11434213>

Gena, A. (2016). *Establishing behavioral repertoires of skills associated with the development of theory of mind* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=Au-AG>

Gena, A. (2016). *Systematic behavior analysis: Designing comprehensive, most effective, and efficient therapeutic interventions* [Video]. Available from <https://media.bao.unt.edu/ce/gena1/>

Gena, A. (2016). *Systematic behavior analysis: Designing comprehensive, most effective, and efficient therapeutic interventions, part 2* [Video]. Available from <https://media.bao.unt.edu/ce/gena2/>

Gerenser, J. (2012). *ABA and SLP: Bridging the gap* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR13c>



- Gerhardt, P. F. (2012). *Bridges to adulthood for learners with autism spectrum disorders: Targeting skills for the next environment* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR9a>
- Gerhardt, P. F. (2012). *Bridges to adulthood for learners with autism spectrum disorders: Targeting skills for the next environment, part 2* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR9b>
- Goldstein, H., & Cisar, C.L. (1992). Promoting interaction during sociodramatic play: Teaching scripts to typical preschoolers and classmates with disabilities. *Journal of Applied Behavior Analysis*, 25, 265-280. <https://doi.org/10.1901/jaba.1992.25-265>
- Green, C. W., Gardner, S. M., & Reid, D. H. (1997). Increasing indices of happiness among people with profound multiple disabilities: A program replication and component analysis. *Journal of Applied Behavior Analysis*, 30, 217-228. <https://doi.org/10.1901/jaba.1997.30-217>
- Green, G. (2008). *Evidence-based practice in autism treatment* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR3a>
- Green, G. (2008). *Evidence-based practice in autism treatment, part 2* [Video]. Retrieved from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR3b>
- Green, G. (2016). *Behavior analytic and eclectic interventions* [Video]. Available from <https://media.bao.unt.edu/ce/green/>
- Haring, T. G., & Breen, C. G. (1992). A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities. *Journal of Applied Behavior Analysis*, 25, 319-333. <https://doi.org/10.1901/jaba.1992.25-319>
- Harris, S. L., & Weiss, M. J. (1998). Models for serving children and parents. In S. L. Harris & M. J. Weiss (Eds.), *Right from the start behavioral intervention for young children with autism: A guide for parents and professionals* (pp. 43-60). Bethesda, MD: Woodbine House.
- Hastings, R. P. (2003). Behavioral adjustment of siblings of children with autism engaged in applied behavior analysis early intervention programs: The moderating role of social support. *Journal of Autism and Developmental Disorders*, 33, 141-150. <https://doi.org/10.1023/A:1022983209004>
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- Herbert, J. D., Sharp, I. R., & Gaudiano, B. A. (2002). Separating fact from fiction in the etiology and treatment of autism. *The Scientific Review of Mental Health Practices*, 1, 25-45. Retrieved from <https://www.srmhp.org>
- Hine, K. M., Major, S., Stanley, R., & Mosso, C. (2012). *Family care treatment: Supporting rural families of children with challenging behavior* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=AuR12b>
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