

BEHV 5627

Behavioral Practice in Autism

Summer 2020 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Kenda Morrison, Ph.D., BCBA-D

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Office Hours: Office hours are available for tutoring and will be held via Zoom on Wednesdays from 12-2 p.m. CST. You can access the Zoom office hours meeting by clicking on Office Hours in the Prerequisite Module. All Zoom calls (video and/or voice) will be recorded.

Course Assistance: If you have a question that is not answered in the syllabus or activity instructions, please email us anytime. We love hearing from students, and we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5627@unt.edu.

If you would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you determine the correct answer. Students can expect a response before or during the next business day.

Other Assistance: If you experience problems with Canvas, please select “help” in the Global menu or visit the [UNT help desk](#) or [Canvas Technical Support](#). 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 contact Mariah Hope at 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 emails 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.

Course Description

The purpose of this course is to provide students with an overview of perspectives and commentaries related to behavioral practice for Autism Spectrum Disorders. Through lectures and readings, students will examine the relationship between science and autism, the selection of meaningful goals and effective interventions across the lifespan, and strategies for supporting effective interventions. The themes of this course include scientific evidence, data-based decision making, and collaboration with caregivers and service providers.

Course Structure

This course is fully online; all activities and assessments will be completed in Canvas.

Activities in the course should be completed in the order they are presented within each module.

This course has weekly deadlines. To help students do well on the written assignment 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. This means that each activity, with the exception of written assignments, activities due during the last week of class, and the final exam, 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.

Course Prerequisites or Other Restrictions

BEHV 5610 ABA Foundations, Concepts, and Principles I

BEHV 5612 Meaningful Assessment in Behavioral Practice

BEHV 5613 Culturally Responsive Ethics in Behavioral Practice

BEHV 5616 Effective Communication and Collaboration in Behavioral Practice (only required for MA students)

BEHV 5618 ABA Foundations, Concepts, and Principles II (may be taken concurrently)

BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change (may be taken concurrently)

BEHV 5622 Evidence-Based Practice: Understanding and Using ABA Research (may be taken concurrently)

BACB Course Hours

Content is based on the 5th edition BACB Task list. This course specifically covers the following academic requirements for the BCBA certification exam: 45 hours of Selecting and Implementing Interventions. For more information on the Verified Course Sequence distribution, see the [VCS Grid](#).

Course Objectives

By the end of this course, students will be able to:

- Identify concepts relevant to the behavioral practice of autism
- Integrate and apply information about the behavioral practice of autism
- Recall concepts relevant to the behavioral practice of autism.

Materials

No textbook is required for this course.

Instructional Allocations

This course is a 3 semester credit hours (sch) graduate course. A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and written projects.

Success in an Online Course

Please see the following resources to help you meet expectations and be successful as an online student:

- [Success in an Online Course](#)
- [Technical Requirements and Skills](#)
- [Online Communication Tips](#)
- [Getting Help](#)

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.
- 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.

Resources

At the beginning of the course on Canvas, there is a Resources module. This module contains valuable information for students including the following topics:

- BAO Registration Information
- Drop/Withdrawal Process
- Getting Help
- Requesting a Transcript
- Technology Information and Requirements

Please check this module to see if your question is answered there before contacting the instructor or TA.

Weekly Objectives and Activities

Module	Topic	5 th ed. Task List	Objectives	Component Assessment Activities	Integration and Application Assessments
1	History of the Science of ABA and Autism	H-2, H-8	Describe the historical and contemporary relationship between applied behavior analysis, science, and autism intervention	Study guide questions	Provide an overview of Autism and Applied Behavior Analysis. Address 1) The general scientific field of ABA; 2) The relationship between ABA and autism 3) The role of evidence in behaviorally based intervention; 4) The principles and values that guide the decision making process in ABA
2	The Process of Identifying Evidence-Based Practices	H-2	Describe strategies for evaluating scientific evidence as it applies to behavioral interventions and describe the process for identifying Evidence-Based Practice	Study guide questions	
	Examples of Evidence-Based Practices		Describe examples of techniques considered to be Evidence-Based Practice		
3	Curriculum Overview Curriculum: Considerations for Behavior Reduction	H-2, H-3	Describe an overview of broad curricular considerations across the lifespan	Study guide questions	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.
		H-4, H-5	Describe specific considerations when designing learner experiences for behavior reduction	Study guide questions	
4	Curriculum: Promoting Health Across the Lifespan	H-2, H-3	Describe specific considerations when designing learner experiences for skills that promote physical health	Study guide questions	
Mid-Term Examination					
5	Toddlerhood	H-2, H-3	Describe considerations and examples of choosing skills that individuals with autism should learn in toddlerhood	Study guide questions	
6	Early Childhood	H-2, H-3, H-6, H-7, H-8	Describe considerations and examples of choosing skills that individuals with autism should learn in early childhood	Study guide questions	
7	Middle Childhood	H-2, H-3	Describe considerations and examples of choosing skills that individuals with autism should learn in middle childhood	Study guide questions	
8	Adolescence and Adulthood	H-2, H-3, H-7, H-8, H-9	Describe considerations and examples of choosing skills that individuals with autism should learn in adolescence and adulthood	Study guide questions	
9	Professional Conduct within Systems	H-9	Describe an ethical systems approach to the behavioral treatment of autism	Study guide questions	Provide an overview of collaboration with parents and professionals. Describe guiding principles and specific strategies to best help those you serve. Give examples and descriptions that would provide a framework to support and guide BCBA staff members.
10	Accountability through Measurement	H-1, H-6, H-7, H-8	Describe general considerations and strategies that the behavior analysts might use to evaluate treatment and be accountable to those served by interventions based on applied behavior analysis	Study guide questions	
11	Supporting Families	H-9	Describe general considerations and strategies when supporting families	Study guide questions	
12	Collaborating with Other Disciplines	H-9	Describe helpful considerations and strategies when collaborating with other professionals	Study guide questions	
13	ABA Procedure and Model Examples		Describe examples of common techniques and models considered to be Evidence-Based Practice within the behavioral treatment of autism	Study guide questions	
Final Examination					

Course Activities

Study Guides

Each module contains videos, journal articles, and/or book chapters. These readings and/or videos have a corresponding Study Guide which consists of multiple-choice questions. These activities are designed to be a roadmap through the material, directing the students' attention to key important information in the material. Students may refer to the assigned material when answering Study Guide 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.

Assigned Study Guides are included in each module. These cover readings and videos and are required of all students.

Student-Choice Readings appear in some modules. Students are provided with multiple articles over a topic and can choose the article for which they read and answer Study Guide questions within that grouping. 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 Assignments

Integration assignments are designed to help students pull together the information from each module into a meaningful applied context. Directions, a rubric, checklist, and template are provided for each integration essay. Integration assignment materials should be reviewed **BEFORE** beginning the module. This will orient students to the expectations for each assignment and help them properly attend to the information in the lectures and readings.

Please complete all previous course menu activities before submitting an integration assignment to earn the best possible grade. Specific instructions for each written assignment will be under the specific activity in the Canvas Module.

Comprehensive Examinations

Mid-Term and Final examinations will ask objective questions over all content previously covered in the course. **Students may not look at other course materials during examinations.**

Evaluation

Grading

A grade of 'B' or better is required for this class.

You will have immediate feedback on all activities, with the exception of written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks.

Each activity on Canvas indicates the number of points that can be earned within the activity. The Grades link in your Course Menu will provide you with information about your score for each activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0. If the assignment is then completed during the grace period, the grade will be updated to reflect the highest score earned on the activity.

For more information on how to navigate the Grades page on Canvas, please see the [Canvas Student Guide](#).

Grades are based on the percentage of possible points that a student earns:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- F = below 70%

Coursework will be weighted as follows:

- 25% Video Study Guides
- 20% Reading Study Guides (assigned and choice readings)
- 30% Integration Assignments
- 10% Mid-Term Examination
- 15% Cumulative Final Examination

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available from July 31st until August 6th.

Course Policies

Assignment Policy

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, the first week of the semester. You must complete this module in order to unlock the rest of the modules in the course.

Students must submit the Integration Assignments by the following deadlines; there are no grace periods on these assignments, so please notate the due dates in your calendar.

- **May 25** **Integration 1 – Autism Intervention and Science due**
- **July 6:** **Integration 2 – The Design and Application of the Intervention**
- **August 3:** **Integration 3 – Supporting Interventions**

Activities in the last week of the course will be due by August 6 at 11:59pm CT. There are no grace periods for these activities.

The final exam is due August 7 at 11:59pm CT. There is no grace period for the final exam.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor, email any assignments they are trying to submit, and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

Examinations must be completed on a laptop or desktop computer using a webcam as exams require the use of Respondus Lockdown Browser and Respondus monitor. **Students may not look at other course materials during examinations.**

Late Work

No credit is given for late assignments.

Attendance Policy

This course is fully online; all activities and assessments will be completed in Canvas. No attendance at any specific day or time is required.

Syllabus Change Policy

The instructor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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 in this course 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.

The Integration assignments will be submitted through Turnitin on Canvas. Turnitin is a program that 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 plagiarize 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](#).

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Access to Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Sources

Course Designer

Shahla Ala'i, Ph.D., BCBA-D and Kenda Morrison, Ph.D., BCBA-D designed this course. Additionally, Sigrid Glenn, Ph.D. designed several activities. Our outstanding staff conducts testing and reliability on course activities.

Copyright Information

All activities, lectures, and PowerPoints in the course are copyrighted by UNT 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.

References

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