

BEHV 5627

Behavioral Practice in Autism

Fall 2023 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Kenda Morrison, Ph.D., BCBA-D (she/her)

Teaching Assistant: April Linden, MS, BCBA, LBA-TX (she/her)

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Office Hours: Office hours are available for tutoring and will be held on Zoom on a day and time listed on Canvas. 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 Micah 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 activities due during the last week of class and the final exam, will be available for **one week after the deadline specified on the module header**. 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. Working ahead also allows time for you to attend office hours or receive an email reply if you need to ask any questions about an assignment before it is due.

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 (MA students, only)

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 cite videos and readings relevant to the behavioral practice of autism
- Integrate, reflect and apply information about the behavioral practice of autism
- Recall concepts relevant to the behavioral practice of autism.

Materials

In lieu of a textbook, students are required to buy the [Foxy Learning course pack](#) which was specifically designed 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

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.

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

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 Assessments	Composite Assessments
1	Autism and History of Behavior Analysis as a Science	H-2, H-6, H-7, H-8	Describe the historical and contemporary relationship between applied behavior analysis, science, and autism intervention	Study Guides	Weekly Quiz
2	Serving Others as a Competent Behavior Analyst	H-2, H-3, H-6, H-7, H-9	Describe skills displayed by competent behavior analysts, especially as they apply to being compassionate, culturally responsive, and a scientist-practitioner.	Study Guides Foxy Certificate	Weekly Quiz CARE Essay: Plan for Self-Improvement
3	Evidence-Based Practice	H-2, H-3, H-6, H-7,	Describe strategies for evaluating scientific evidence as it applies to behavioral interventions, as well as examples of Evidence-Based Practice	Study Guides Foxy Certificate	Weekly Quiz
4	Accountability through Measurement	H-1, H-2, H-5, 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 Guides Foxy Certificate	Weekly Quiz CARE Essay: Selecting and Monitoring Skills
5	Curriculum Overview	H-1, H-2, H-3, H-4, H-6, H-7, H-8	Describe an overview of broad curricular considerations across the lifespan	Study Guides Foxy Certificate	Weekly Quiz Integration Essay
6	Curriculum: Considerations for Behavior Reduction	H-2, H-3, H-4, H-5, H-6, H-7	Describe specific considerations when designing learner experiences for behavior reduction	Study Guides Foxy Certificate	Weekly Quiz Integration Essay
7	Curriculum: Promoting Health Across the Lifespan	H-2, H-3, H-4, H-5, H-9	Describe specific considerations when designing learner experiences for skills that promote physical health	Study Guides	Weekly Quiz
Mid-Term Examination					
8	Toddlerhood	H-2, H-3, H-9	Describe considerations and examples of choosing skills that individuals with autism should learn in toddlerhood	Study Guides Foxy Certificate	Weekly Quiz CARE Essay: Improving Toddler Interventions
9	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 Guides Foxy Certificate	Weekly Quiz
10	Middle Childhood	H-2, H-3	Describe considerations and examples of choosing skills that individuals with autism should learn in middle childhood	Study Guides Foxy Certificate	Weekly Quiz CARE Essay: Analyze School-Aged Video
11	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 Guides Foxy Certificate	Weekly Quiz
12	Autistic Individuals: Listening Respectfully and Acting Responsively	H-3, H-4, H-9	Describe considerations and examples of ways the behavior analysts can respect and respond to neurodiversity, input from autistic people, and those opposing applied behavior analysis	Study Guides	Weekly Quiz CARE Essay: Considering the Viewpoint of Others
13	Partnering with Families	H-3, H-6, H-7, H-9	Describe general considerations and strategies when partnering with families	Study Guides	Weekly Quiz CARE Essay: Propose Strategies Using Everyday Language
14	Collaborating with Other Disciplines	H-2, H-3, H-6, H-7, H-9	Describe helpful considerations and strategies when collaborating with other professionals	Study Guides	Weekly Quiz
15	Systems	H-3, H-9	Describe an ecological and systems approach to the behavioral treatment of autism	Study Guides	Weekly Quiz
Comprehensive Final Examination					

Course Activities

Module View

To be successful in course activities, please be sure to use the Module view and complete activities in order.

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 fill-in-the-blank and 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.

Instructor-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 choose to complete more than one study guide, Canvas will record the highest of your attempts.

Weekly Quizzes

At the conclusion of each module, students will complete a quiz over the content covered that week. Quizzes may include multiple choice, matching, true/false, and/or fill-in-the-blank items. **Students may not look at any course or other materials during quizzes. During the summer semester, some weeks will have two quizzes.**

Essays

Students will write both integration essays and CARE essays. Specific instructions for each written assignment will be under the activity in the Canvas Module.

Directions should be reviewed BEFORE beginning each module. This will orient students to the expectations for each assignment and help them properly attend to the information in the lectures and readings. To do well, please complete all previous course menu activities before submitting an essay.

- Integration essays are designed to help students pull information together from a module into a meaningful applied context.
- CARE essays are designed to improve compassion, analytical skills, responsiveness, and/or effectiveness through reflection and/or application.

Comprehensive Examinations

Mid-Term and Final examinations will include multiple choice, true/false, matching, and/or fill-in-the-blank questions over all content previously covered in the course. **Students may not look at any course or other materials during examinations.**

All feedback provided within this course assumes that scenarios in the course and provided by the student are hypothetical. No feedback should be taken as clinical advice or consultation.

Evaluation

Grading

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

The primary purpose of study guide and practice activities is to help you learn the content. You will receive immediate feedback on these. To identify areas where you need to study more, you will briefly be able to see the answers you got wrong immediately after taking weekly quizzes. Exams are purely for assessment purposes. To protect academic integrity, you will not receive any feedback on exams.

You will have immediate feedback on all activities, except essays. Grading for essays will begin on the due date. Students will receive feedback within two weeks of the regular or grace period deadline, whichever they used. The **one** lowest score earned on **integration** essays will be dropped. This means that students can elect to not submit one essay, but we strongly encourage students to drop the last essay, if any, since this can be a complex skill to learn.

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 navigating 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:

- 10% Video Study Guides
- 10% Foxy Learning Video Certificates
- 10% Instructor-Assigned Reading Study Guides
- 2% Choice Study Guides
- 15% CARE Essays
- 6% Integration Essays
- 20% Weekly Quizzes
- 12% Mid-Term Examination
- 15% 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 near the end of the semester.

Course Policies

Assignment Policy

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

Each essay is due on the date specified in the module header, but a grace period has been programmed so that you can submit your essays up to a week late in case of emergency. Because a grace period is allowed, please note that credit will not be given for assignments completed after the grace period.

September 5	CARE Essay: Reflect and Plan for Self-Improvement
September 18	CARE Essay: Selecting and Monitoring Skills
September 25	Integration Essay: Curriculum Overview
October 2	Integration Essay: Behavior Reduction
October 16	CARE Essay: Improving Intervention for Toddlers
October 30	CARE Essay: Analyze School-Aged Video
November 13	CARE Essay: Considering the Viewpoint of Others
November 20	CARE Essay: Using Everyday Language

Activities in the last week of the course will be due by **December 7th at 11:59pm CT**. **There are no grace periods for these activities.**

The final exam is due December 13th 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 any course or other materials during quizzes or examinations.**

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.

BAO Academic Integrity Policy

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.

Artificial Intelligence (AI) Policy

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that our students will likely use it during their careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

Acceptable use. It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete.
- AI models have built-in biases since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

Unacceptable use. It is never acceptable to submit projects or any written work that is partially or fully generated by text-generating software. Turnitin scans for content generated by AI; such content will be considered plagiarism and subject to the consequences specified in the Academic Integrity Policy. An additional risk is submitting content that is irrelevant to the assigned topics or lacks citations. This also can lead to a substantial deduction of points.

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

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.

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://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>).

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

Kenda Morrison, Ph.D., BCBA-D and April Linden, MS, BCBA, LBA-TX designed this course.

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.

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