BEHV 3000
APPLIED BEHAVIOR ANALYSIS AND
AUTISM 1: BASIC TECHNIQUES
Fall 2016

Instructor:
Meranda O'Gorman, M.S.

Office Hours:
Monday 2:30 – 5:00 PM
And by appointment
Room 361 E Chilton Hall
Meranda.Ogorman@unt.edu

Course Meeting Information:
Tuesday & Thursday 9:30 – 10:50 AM
PHYS 104

Course Tutoring:
April Linden
AprilMyers@my.unt.edu

Lab Supervisors:
Ricki Hurtado (Mon/Wed)
Richelle.Hurtado@unt.edu

Annie Basham (Tues/Thurs)
AnnikaBasham@my.unt.edu

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.

SUCCEED AT UNT
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Show Up
> Active involvement allows you to make the most of your experience. Participate, ask questions, and engage in 3000 learning opportunities.

Find Support
> Create study groups with your classmates and contact the course tutor for on-going support.

Take Control
> If you feel as if you need greater support after the first assignment, sign up with the course tutor to better structure and analyze your behavior so you can succeed.

Be Prepared
> Do the readings before class and study before each test.

Get Involved
> Explore areas within behavior analysis by attending BAASA meetings, Friday BARC presentations, and volunteering in DBA labs and service settings.

Be Persistent
> "That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.
> ***Ralph Waldo Emerson*** **(1803 - 1882)"**

BEHV 3000 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

Required Textbook:
1. Maurice, C. (1993). *Let Me Hear Your Voice: A Family's Triumph Over Autism.* New York: Fawcett Columbine.

Additional Materials:

1. Various websites, journal articles and chapters provided by the instructor.

2. National Professional Development Center on ASD (NPDC) and the National Autism Center (NAC)**.** The National Autism Center completed multi-year projects to identify standards in treatments that effectively target the core symptoms of ASD. The resulting reports are the most comprehensive analysis available to date about treatments for children and adolescents with ASD.

STUDENT ACTIVITIES, REQUIREMENTS, AND POINT ALLOCATIONS

Activity	Requirement	Points
Service Learning Selection	Students will need to complete 15 hours of lab work this semester. Students can choose to complete hours at the Kristin Farmer Autism Center in Denton, TX or complete an Alternative Project that includes a book review.	**5 points**
Reading Guides (RG)	Students will complete guided reading summaries over assigned articles via blackboard that are due at 9:30 am the day of class.	**40 points** (9 total; 5 points each; lowest grade dropped)
Quizzes	Quizzes are multiple-choice and short-answer questions. Quizzes will be administered at the start of class.	**50 points** (6 total; 10 points each; lowest grade dropped)
Exams	Exams are short-answer questions that will review material from the most recently completed section. The final exam will only cover material from student presentations.	**225 points** (3 total; 75 points each)
Book Review	To increase students' awareness and understanding of the specific challenges and joy experienced by individuals with ASD and their families, each student is to prepare a book review of *Let Me Hear Your Voice.* Suggested length is approximately 8 pages double-spaced.	**50 points**
Group Treatment Investigation	Students will randomly be assigned to groups with 1 evidence-based or "promising" intervention and 1 non-evidence-based "questionable" intervention. Groups must complete and bring the Group Treatment Preparation Form (see blackboard) to the individual meetings with the instructor. Groups will present findings to the class on assigned presentation dates.	**150 points**

Service Learning Requirement	*Kristin Farmer Autism Center* A limited number of lab hours are available throughout the semester; additional timeslots will **NOT** be added because students failed to begin their hours early enough in the semester. See schedule for available times. Students will submit a reflection of their experience.	*Alternative Project* Students that cannot complete the service learning requirement at KFAC, will complete an alternative project. Students will review the book *Autism's False Prophets*. Suggested length is approximately 10 pages double-spaced.	**45 points**
TOTAL POINTS			**565 points**

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

STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available **November 21** to provide you with an opportunity to evaluate how this course is taught. For the fall 2016 semester you will receive an email on **November 21, 2016 (12:01 a.m.)** from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox.

ABSENCES

If a student must be absent for any reason, s/he should arrange to submit the applicable written assignment early, as no assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. (Note: the option to drop the lowest grade should compensate for any missed assignments).

COURSE SCHEDULE FALL 2016

Date	Topic	Readings	Assignments Due
Aug. 30	**Syllabus and Course Review**		
Sept. 1	**Diagnosis, Prevalence, and Characteristics of ASD**	Thompson. – Chp 1 – Is it Oughtism or Autism?	RG 1 Identify Service Learning Selection
Sept. 6	**History of Autism Diagnosis and Treatment**	Thompson. – Chp 2 – Autism Spectrum Disorders Hyman, S. (2013). New DSM-5 includes changes to autism criteria. *AAP News*	RG 2
Sept. 8	**Applied Behavior Analysis**	Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1,* 191–97.	RG 3
Sept. 13		Continued …	Quiz 1
Sept. 15	**Library Systems**	Ms. Rowe, UNT Librarian, Classroom Visit - How to navigate the UNT Library Website	
Sept. 20	**The Lovaas Study**	Lovaas, O. (1987). Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children. *Journal of Consulting and Clinical Psychology, 55,* 3-9.	Quiz 2 RG 4
Sept. 22		In class video of Lovass	
Sept. 27	**EIBI and Predictors of Outcome**	Sallows, G.O. & Graupner, T. D. (2005). Intensive behavioral treatment for children with autism: Four-year outcome and predictors. *American Journal on Mental Retardation: November, 110,* 417-438.	Quiz 3 RG 5
Sept. 29		Exam 1	

Oct. 4	**How to Teach**	Maurice, Green, Luce (1996). Teaching New Skill to Young Children with Autism. In <u>Behavioral Intervention for Young Children with Autism</u>. (pp. 181-193). Austin, Tx: Pro-ed.	Quiz 4 RG 6
Oct. 6		Continued …	
Oct. 11	**Naturalistic Teaching**	Fenske, E.C., Krantz, P.J., McClannahan, L.E. (2001). Incidental Teaching Strategies: A Not Discrete Trial Teaching Procedure. In Making a Difference (pp. 75-82) Austin, Tx: Pro-ed.	Quiz 5 RG 7
Oct. 13	**Evaluating the Evidence**	Green, G. (1996). Evaluating Claims about Treatments for Autism? In <u>Behavioral Intervention for Young Children with Autism</u>. (pp. 15-28). Austin, Tx: Pro-ed.	RG 8
Oct. 18	**Single Subject Research**	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. Continuation of Single Subject Design, *Exceptional Children, 71,* 165-179.	Quiz 6 RG 9
Oct. 20		Continued …	
Oct. 25	**Sample Presentation**	Sample Instructor Presentation	
Oct. 27		Exam 2	

Nov. 1	**Group Investigation Meetings**	**No Lecture:** Group Investigation Project Meetings
		
		     Group 1: 9:30 AM
		     Group 2: 9:50 AM
		     Group 3: 10:10 AM
		     Group 4: 10:30 AM
		Bring treatment investigation guide completed
			Groups meet in 361 E Chilton

Nov. 3	**Group Investigation Meetings**	<u>**No Lecture:**</u> Group Investigation Project Meetings
		
		     Group 5: 9:30 AM
		     Group 6: 9:50 AM
		     Group 7: 10:10 AM
		     Group 8: 10:30 AM
		Bring treatment investigation guide completed
			Groups meet in 361 E Chilton

Nov. 8	**Group Investigation Meetings**	<u>**No Lecture:**</u> Group Investigation Project Meetings
		
		     Group 9: 9:30 AM
		     Group 10: 9:50 AM
		     Group 11: 10:10 AM
		Bring treatment investigation guide completed
			Groups meet in 361 E Chilton

Nov. 10	**Book Discussion**	In-class discussion of *Let Me Hear Your Voice*	Book Review DUE to BB by 9:30 AM
Nov. 15	**Group Presentations**	Groups 1 & 2	
Nov. 17	**Group Presentations**	Groups 3 & 4	
Nov. 22	**No Class**		
Nov. 24	**No Class**	Thanksgiving Break	
Nov. 29	**Group Presentations**	Groups 5 & 6	Service Learning DUE to BB by 9:30 AM
Dec. 1	**Group Presentations**	Groups 7 & 8	
Dec. 6	**Group Presentations**	Groups 9 & 10	
Dec. 8	**Group Presentation & Final Review**	Group 11 Final Review	
Dec. 15 (Thurs)	**Final**	**8:00 am – 10:00 am**	

LAB EXPERIENCE SCHEDULE FALL 2016

Activity 1 – Observation and Diagnostic Description

9/12/16 (Monday)	12:30pm – 3:30 pm
9/14/16 (Wednesday)	12:30pm – 3:30 pm
9/20/16 (Tuesday)	11:30pm – 2:30 pm
9/22/16 (Thursday)	11:30pm – 2:30 pm

Activity 2 – Discrete Trial Instruction

9/26/16 (Monday)	12:30pm – 3:30 pm
9/28/16 (Wednesday)	12:30pm – 3:30 pm
10/4/16 (Tuesday)	11:30pm – 2:30 pm
10/6/16 (Thursday)	11:30pm – 2:30 pm

Activity 3 – Naturalistic Teaching

10/10/16 (Monday)	12:30pm – 3:30 pm
10/12/16 (Wednesday)	12:30pm – 3:30 pm
10/18/16 (Tuesday)	11:30pm – 2:30 pm
10/20/16 (Thursday)	11:30pm – 2:30 pm

Activity 4 – Preference & Reinforcers

10/24/16 (Monday)	12:30pm – 3:30 pm
10/26/16 (Wednesday)	12:30pm – 3:30 pm
11/1/16 (Tuesday)	11:30pm – 2:30 pm
11/3/16 (Thursday)	11:30pm – 2:30 pm

Activity 5 – TBA

11/7/16 (Monday)	12:30pm – 3:30 pm
11/9/16 (Wednesday)	12:30pm – 3:30 pm
11/15/16 (Tuesday)	11:30pm – 2:30 pm
11/17/16 (Thursday)	11:30pm – 2:30 pm