**ABA & AUTISM II: RESEARCH AND PRACTICE**

BEHV 5029.001

BEHV 4000.001

Place: 313 Wooten Hall

Time: Wednesdays 5:10-8:00

Instructor: Karen Toussaint, Ph.D.

 Department of Behavior Analysis

 360F Chilton Hall

 Phone: 940-369-5371

 E-mail: Karen.toussaint@unt.edu

 Office Hours: Wed: 2:00-4:00 p.m, or by appt.

Teaching Asst: FridaArnald

 Phone: 940-565-2274 (departmental office)

 E-mail: fridaarnalds@gmail.com

 Office Hours: Tuesdays 10-11 Janet Ellis Library (Chilton 393F)

Course Description:

The course focuses on the relation of research and practice in the behavioral treatment of autism.

Course Objectives:

* To identify and describe key features of applied behavior analysis, particularly as it applies to early intervention for children with autism
* To identify key features of science and critical thinking, and how they are relevant to the behavioral treatment of autism
* To identify and describe key issues in curricular design, program development, and evidence-based interventions in autism
* To become familiar with key outcome research in early intensive behavioral interventions for children with autism
* To become familiar with key research on language, social skills, self-help skills, and problem behavior reduction as these areas relate to the behavioral treatment of autism
* To write a behavioral intervention program address a behavioral deficit or excess in a child with autism
* To identify, retrieve, summarize, and evaluate the scientific literature in specific intervention areas
* To present published research in a cohesive, objective, informative, and appealing manner

Course Materials:

* Thompson, T. (2011). Individualized Autism Treatment for Young Children: Belding Discrete Trial and Naturalistic Strategies.
* Additional Readings are found on blackboard.

Course Evaluation**:**

Your grade in the course will be determined by the following:

* 1. **Course-Specific Assignments:**
		1. ***BEHV 5029 only***
			1. Workshop Presentation: BEHV 5029 students will present on the behavioral treatment of a problem behavior associated with ASD (e.g. bedtime problem behavior). The workshop should be approximately1 hour in length and will include relevant handouts and worksheets. The workshop should be geared towards both parents and professionals. See instructor for additional details.
			2. Article Summary and Critique: Summary and Critiques for selected articles. See Article Summary & Critique Guide on blackboard.
		2. ***BEHV 4000 only***
			1. Assignment 1 and 2 – Behavioral Acquisition Program: Students will create a behavioral acquisition program at two points during the semester. The first assignment will involve creating a protocol and a description of the materials you would use to teach a child a skill using a discrete-trial format. The second assignment will involve creating a protocol for a program to teach a skill using naturalistic teaching procedures. The protocol should (a) outline the target skill, (b) describe each step of training involved in teaching the overall skill, and (c) describe the prompting procedure that will be used to teach the skill. See blackboard for additional guidelines.
	2. **Quizzes:** Students will take a total of 9 quizzes throughout the semester that will determine (1) whether students have read and assimilated the week’s reading material and (2) the extent to which students are reviewing/retaining information over the course of the semester. Each quiz will focus on specific information from the previous week.

*The lowest quiz grade is dropped.*

* 1. **Reading Guides:** The instructor will upload a reading guide to the readings at least 5 days prior to the lecture and students will answer the guided reading summariesvia blackboard that are due before the start of class.
	2. **Exams:** Four exams will be administered. Each exam will cover material only for that section of the course. Most questions will require a short-answer response.
		1. BEHV 4000 will take all four exams; BEHV 5029 will take the first three exams.
	3. **Self and Peer Evaluations:** Students will fill out an evaluation form that will provide an assessment for each workshop. Instructor will provide forms prior to each student workshop.
	4. **Class Attendance:** Class attendance is expected. If you are not in class, you will not be able to turn in assignments, take notes, or participate in discussion, in-class activities and other experiential aspects of class.  Only one excused absence will be accepted. Additional absences will result in a lowering of your grade. If you have to miss a class, you are responsible for getting the information from that class from a fellow student.  As a sign of respect for your fellow students and me, you are expected to arrive at class on time and stay throughout the class. Repeated lateness and/or leaving early will also result in a lower grade and is equivalent to an absence. If you cannot meet one of these expectations, please discuss with me ahead of time.
		1. **Two absences** will result in a full grade reduction (e.g., an ‘A’ becomes a ‘B’)
		2. **Three or more absences** will result in a two full grade reductions (e.g., an ‘A’ becomes a ‘C’)
	5. **Grading**
		1. There is NO curve in the class – everyone has the opportunity to earn an A.
		2. I will be happy to discuss your progress anytime during the semester.
		3. You can access your grades on Blackboard.

Additional Information**:**

1. **Special Needs:** The Department of Behavior Analysis, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making accommodations for students with disabilities. Please present your written accommodation request to your instructor during the first week of class.
2. **Academic Integrity:** The highest standards of academic integrity are expected from all students. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. Cheating is intentionally using or attempting to use unauthorized materials, information or study aids. Instances of academic dishonesty will result in the appropriate consequences under institutional guidelines.

**BEHV 5028 - Grade Breakdown**

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| --- | --- |
| Article Summary & CritiqueAssignment #1 & 2 | 10 points(5 points each) |
| Quizzes 1-8 2 points each; lowest grade dropped | 14 points |
| Reading Guide 1-131 points each; lowest grade dropped | 12 points |
| Mock Workshop | 15 points |
| Exams 1-315 points each | 45 points |
| Peer Evaluations | 4 points |
| **Total Points Possible** | 100 |

**BEHV 4000 - Grade Breakdown**

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| --- | --- |
| Behavior Intervention Protocol - DTI Assignment 1 | 5 points |
| Behavior Intervention Protocol - Naturalistic Assignment 2 | 5 points |
| Quizzes 1-82 points each; lowest grade dropped | 14 points |
| Reading Guide 1-131 points each; lowest grade dropped | 12 points |
| Exams 1-415 points each | 60 points |
| Peer Evaluations | 4 points |
| **Total Points Possible** | 100 |
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| --- | --- |
| **Points Required** | **Grade** |
| 89.5 -100 | A |
| 79.5-89.4 | B |
| 69.5-79.4 | C |
| 59.5 – 69.4 | D |
| 0-59.4 | F |

***Tentative Schedule***

The following is a *tentative* class schedule. Dates may change and some topics may be covered in more depth than listed, while others may be covered in less depth.

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| --- | --- | --- |
| **Date** | **Topic & Readings** | **Assignments** |
| 1/15/14Week 1 | **Introductions and Syllabus Review** |  |
| 1/22/14Week 2 | **Autism: Diagnosis and Characteristics*** Thompson, T. (2011). Chapters 1-3 in *Individualized Autism Interventions for Young Children.*
* Thompson, T. (2013). Autism Research and Services for Young Children: History, Progress and Challenges. *Journal of Applied Research in Intellectual Disabilities, 26,* 81–107.
	+ In-class video: http://kennedykrieger.org/patient-care/patient-care-centers/center-autism-and-related-disorders/outreach-training/early-signs-of-autism-video-tutorial
 | **RG1** |
| 1/29/14Week 3  | **EIBI: Intervention Outcome*** Thompson, T. (2011). Chapter 4: Predicting Intervention Outcome in Individualized. *Autism Interventions for Young Children.*
* Smith, T. Mruzek, D. W. & Peyton, R.T/ (2008). A Study in Perseverance: The Emergence of EIBI. In Cipani, E. (*Ed.*), *Triumphs in Early Autism Treatment.* Springer Publishing Company.
* Sallows, G.O. & Graupner, T.D. (2005). Intensive behavioral treatment for children with autism: Four-Year outcome and Predictors. *American Journal of Mental Retardation, 110,* 417- 438.
 | **RG2****Quiz 1** |
| 2/5/14Week 4 | **Evidence Based Practice*** Thompson, T. (2011). Chapter 5: Evidence Based Practice. *Individualized Autism Interventions for Young Children*
* Walsh, M. B. (2011). The top 10 reasons children with autism deserve ABA. *Behavior Analysis in Practice, 4,* 72-79.
* Wolery & Garfinkle (2002). Measures in Intervention Research with Young Children who have Autism. *Journal of Autism and Developmental Disorders, 32, 463- 478.*
 | **RG3****Quiz 2** |
| 2/12/14Week 5 | **Early Intervention Dimensions*** Thompson, T. (2011). Chapter 6: Early Intervention Dimensions
* Howard, J.S. Sparkman, C.R., Cohen, H.G., Green, G., & Stanislaw, H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities, 26,* 359-383*.*
* Green, G. (2001). Behavior analytic instruction for learners with autism:

Advances in stimulus control technology. *Focus on Autism and Other**Developmental Disabilities, 16,* 72-85.* + In Class Video: http://www.youtube.com/watch?v=iyCx-OLzgJw
 | **RG4****Exam 1** |
| 2/19/14Week 6 | **Considerations in Data Collection*** Hojnoski, R., Gischlar, & Missall (2009). Improving Child Outcomes with data-based decision making: Collecting Data. *Young Exceptional Children. 32-44.*
* Najdowski, A.C., et al. (2009). Comparison of data-collection methods in a behavioral intervention program for children with pervasive developmental disorders: A replication. *Journal of Applied Behavior Analysis, 42,* 827-832.
* Lerman, C.D., Ditlinger, L.H.,Fentress, G., Lanagan, T. (2011). A comparison of methods for collecting data on performance during discrete trial teaching. *Behavior Analysis in Practice*, *4,* 53-62.\*
 | **RG5****Quiz 3****\*BEHV 5029****Article Critique & Summary#1** |
| 2/26/14Week 7 |  **Discrete Trial Intervention*** Thompson, T. (2011). Discrete Trial Intervention for Children with Limited Social and Language Skills and Intellectual Delays– Chapter 7
* Smith, T. (2001). Discrete Trial Training in the Treatment of Autism. *Focus on Autism and other Developmental Disabilities, 16,* 86-92.
* McElrath, & Axelrod (2006). Behavioral Intervention for Autism: A Distinction between Two Behavior Analytic Approaches. *The Behavior Analyst Today,* 242-252.
 | **RG6****Quiz 4** |
| 3/5/14Week 8 | **Incidental Teaching Interventions*** Thompson, T. (2011). Incidental Interventions for Children with Moderate Autism Symptoms and Typical Intellectual Functioning - Chapter 8
* Charlop-Christy. (2008). How to Do Incidental Teaching. Austin, Tx: PRO-ED.
 | **RG7****Exam 2****BEHV 4000 – BAP DTI Due** |
| 3/12/14Week 9 |  |  |
| 3/19/14Week 10 | **Blended Interventions – Part I*** Thompson, T. (2011). Blended Interventions for Younger Children with Uneven Skills and Masked Restrictive Repetitive Behavior – Chapter 9.
* Dib, N. & Sturmey, P. (2007). Reducing Student Stereotypy by Improving Teachers’ Implementation of Discrete-Trial Teaching, *Journal of Applied Behavior Analysis, 40,* 339-343.
* Mace, F., Belfiore, P. (1990). Behavioral Momentum in the Treatment of Escape-Motivated Stereotypy. *Journal of Applied Behavior Analysis, 23,* 507-514.\*
 | **RG8****Quiz 5****BEHV 4000 - BAP NLP DUE****\*BEHV 5029****Article Critique & Summary#2** |
| 3/26/14Week 11 | **Group Meetings – No Class** | **No Class** |
|  4/2/14Week 12 | **Blended Interventions – Part II*** Thompson, T. (2011). Blended Interventions for Children with Moderate Symptoms and Intellectual Delay – Part II – Chapter 10.
* Lalli, Zanolli, Wohn, (1994). Using Extinction to Promote Response Variability in Toy Play. *Journal of Applied Behavior Analysis, 27, 735-736.*
* MacDuff, G.S., Krantz, P.J., McClannahan, L.E. (1993). Teaching children with autism to use photographic activity schedules: Maintenance and Generalization of Complex Response Chains, *Journal of Applied Behavior Analysis, 26,* 89-97.
 | **RG9****Quiz 5** |
| 4/9/14Week 14 | **Problem Behavior** * Fisher, W., Piaaza, C.C., Alterson, C.J., Kuhn, D.E. (1999). Interresponse Relations Among Aberrant Behavior Displayed by Persons with Autism and Developmental Disabilities. In Gehezzi, P.M., Williams, W.L, & Carr, J.E. (Eds.), *Autism: Behavior Analytic Persepctives (113-136).*
* Wilder, D.A. Discussion of Fisher, Piazza, Alterson, & Kuhn (1999). Interresponse Relations Among Aberrant Behavior Displayed by Persons with Autism and Developmental Disabilities. In Gehezzi, P.M., Williams, W.L, & Carr, J.E. (Eds.), *Autism: Behavior Analytic Perspectives (137-138).*
 | **RG10****Exam 3**Student Workshop1 |
| 4/16/14Week 14 | **Bedtime Problems*** Jin, C.S., Hanley, G.P., Beaulieu, L. (2013). An Individualized and Comprehenisve Approach to Treating Sleep Problems in Young Children. *Journal of Applied Behavior Analysis, 46,* 161-180.
 | **RG11****Quiz 6**Student Workshop2 |
| 4/23/14Week 15 | **Feeding Problems*** Cooper, L.J., Wacker et al. (1995). Use of component analyses to identify active variables in treatment packages for children with feeding disorders. *Journal of Applied Behavior Analysis,* 28, 139-153.
 | **RG12****Quiz7**Student Workshop3 |
| 4/30/14Week 16 | **Toileting Problems*** LeBlanc, L. A., Carr, J. E., Crossett, S. E., Bennett, C. M., & Detweiler, D. D. (2005). Intensive outpatient behavioral treatment of primary urinary incontinence of children with autism. *Focus on Autism and Other Developmental Disabilities, 20,* 98–105.
 | **RG13****Quiz 8**Student Workshop4 |
| 5/7/14Week 17 | **Exam 4 – BEHV 4000 only** | **Exam 4** |