BEH 5028

Autism I: Conceptual/Methodological Issues in Applied Behavior Analysis
Credits: 03

Department of Behavior Analysis
The University of North Texas

Fall, 2018

PROFESSOR: Traci M. Cihon, PhD, BCBA-D

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WEB SITE ADDRESS: https://learn.unt.edu/

COURSE TIME: Monday 6:00 pm to 8:50 pm (Location: Wooten 215)

COURSE DESCRIPTION & GOALS

Official Course Description
Describes basic conceptual and methodological issues involved in behavioral treatment of children with autism. Topics studied include theories and controversies regarding etiology and assessment, distinctions between behavioral and alternative approaches to treatment, comparisons of treatment formats, and critical review of curriculum options.

LEARNING ACTIVITIES & EVALUATION

Class Participation & Discussion
Class time will involve in-class case narrative presentations, class discussions based on students’ discussion questions (see below), and input from several guests with extensive experience in one or more of the topics for the course units. Students are expected to read the required readings assigned for each class. Students are expected to participate during each class session. Students should be prepared to provide a brief summary of the material assigned for each week if asked.

Discussion Questions
Students should prepare at least two discussion questions prior to each class session. Discussion questions should be based on the readings, be open-ended, and focus on topics that the student will be interested in discussing further in class. Students should send their discussion questions to the course instructor via email as soon as they are completed for each class session but no later than midnight the Saturday prior to class.
Case Narratives & Presentations
During the first class session students will be given information about a case for which they will be the responsible case manager for the duration of the semester. The information each student is given about their case will vary in an effort to mimic the contingencies one faces when working clinically. Mock cases will vary on a number of aspects including the location in which the “client” is served, the reason for referral for behavior analytic services, age, race, ethnicity, family composition, etc. Cases will be assigned randomly to students. The general idea of this project is that students will be responsible for “coordinating and monitoring” all necessary aspects of this case over the course of the semester just as if they were coordinating and monitoring a case in clinical practice.

Over the course of the semester, students will receive additional information about their case that will require some response in terms of case coordination, monitoring, and adjustments.

Students will be expected to maintain a project narrative in which all of the program coordination, planning, monitoring, and adjustments will be detailed. The expectation is that students will have a weekly entry in their project narrative journal.

In addition to the weekly project narrative, students will present their case in class every other week. Case narrative presentations will need to include enough information that the course instructor, teaching assistant, guests, and non-presenting students can comment on, ask questions, and give feedback on the presenter’s decision-making process. Case narrative presentations should also be considered a time in which the presenting student can ask questions, problem solve, and get feedback and input on their case – much like a team meeting or human rights committee review one might experience in clinical practice.

Students are not expected to develop, in full detail, a document for each and every aspect of their mock case; however, they will be required to develop, in full detail, a number of the case components as detailed below:

Case Narrative Components

Assessment Plan – Students should decide and describe their initial and ongoing assessment plan(s). Some details that might be important to include are:

1) What is the best assessment(s) tool(s) for their case (e.g., ABLLS, VB-MAPP, AFLS, FBA, FA, non-commercially available, etc.?)

2) What is the rationale(s) for the choice; what type of information will they gain that will support program development and ongoing revisions?

3) How will they go about explaining to the parents/guardians/clients the need for the assessment(s) and what the assessment(s) entail?

4) How they will obtain and include the client’s/family’s/guardian’s goals and preferences in selecting the assessment(s)?

5) How they will respond if the client/family/guardian disagrees with the assessment(s) chosen?

6) How they will utilize the information obtain from the assessment to support program development and ongoing revisions.

Scope & Sequence – Students should detail the scope and sequence of their client’s program. Some details that might be important to include are 1) the short-term, intermediate, and long-term
goals and objectives, 2) the skill domains each of the goals and objectives fall into, 3) the model(s) of intervention choice for each goal, objective, skill domain, 4) the evidence base for each of the model(s) of intervention choice, 5) how they plan to decide how to move the client through the sequence, 6) their recommendations in term of the number of hours, in which setting(s), and who will participate, 7) what related service providers or other activities would help their client to meet their goals and objectives, 8) how parent/guardian/caregiver/sibling and client input was obtained in developing the scope and sequence, and 9) how any conflicts between the case manager and the parent/guardian/caregiver/sibling’s and/or client’s perspectives regarding scope and sequence and how these were resolved.

If your client requires a behavior support/intervention plan (based on your assessment “findings”) in lieu of writing a separate behavior support/intervention plan, you can simply briefly describe the goals and objectives and components of that here.

Sample Protocol – Students should select one of the short-term goals/objectives to build out a protocol they would give to a staff member (likely the level of a Registered Behavior Technician) or caregiver (though this variable will depend on the case specific details) or client (in the case of self-monitoring goals) to supplement the implementation of the program and associated data collection. Sample protocols should include 1) an objective, complete, and measurable definition of the target behavior, 2) a task analysis of the necessary behaviors of the implementer, 3) clear guidelines for when to move forward and backward through the necessary steps, 4) examples and non-examples of correct, incorrect, and prompted (if appropriate) responses, 5) an evaluation and remediation plan to revise the protocol and/or ask for assistance and how to determine when/if this is necessary, and 6) an associated data sheet and progress monitoring form with instructions (also see below in Sample Data Sheet)

Sample Data Sheet - Students should create a data sheet to monitor the behavior(s) targeted in their sample protocol. The data sheet should detail how the data should be collected (e.g., by continuous measurement [frequency or duration] or discontinuous measurement [whole interval recording, partial interval record, momentary time sampling], or if permanent product recording will be used. Their data sheet and corresponding instructions should also include details as to how the data should be graphed and how data-based decisions will be made. Students should also include the rationale for their selections.

Caregiver Support Plan - Students will describe the important nature of establishing and maintaining good relationships with the caregivers (e.g., parents, guardians, relatives) and how they will accomplish this program component. Students should explain the role the caregivers play in the overall program and plan for the client. What are the expectations for the caregivers? What are the goals for the caregivers? What support will caregivers need to accomplish these goals? How with the caregivers progress toward these goals be monitored? How will caregivers give input into this plan, monitoring the effectiveness of the plan, and have input into revising the plan? How will you ensure that open, transparent communication occurs? What barriers might impact success in this area? How will you overcome them?

Program Effectiveness Evaluation - Students should monitor their overall program effectiveness. This might include, at the molecular level, analyzing their sample graphs (based on the Sample Protocol and Sample Data Sheet developed) and/or expound upon their notes from their Case Narrative. At the molar level, students should develop a system for monitoring the overall effectiveness of their programming (i.e., the Scope and Sequence). Students should describe the outcomes of each decision made throughout the semester and how they determined if the outcome aligned with or caused revision to the overall Scope and Sequence of the program. Students’ descriptions might include:
1) Is the client and/or caregiver reaching their goal(s)?

2) How efficient is the instruction? For example, did the model of intervention selected produce the behavior change in a timely fashion? Might another intervention model have provided more efficient outcomes? Why or why not?

3) Was generalization of the skill with other people, in other environments, and with other stimuli demonstrated? How was generalization programmed for and assessed?

4) Were the targeted skills maintained? Did this require additional support from the interventionists or were the skills maintained through natural contingencies of reinforcement? How do you know?

5) What changes were made? What informed these decisions? How do you know they were necessary? Did they improve the trajectory of the program overall?

6) What is the plan for moving beyond the current stage of intervention?

7) What has the overall impact been on the family and the client? How did you monitor the social validity of the program? How did you ensure the caregiver(s) and the client had a voice in the overall Program Effectiveness Evaluation?

COURSE GRADES
Discussion Questions = 13 opportunities @ 10 pts each (5 points per question) = 130 points
Case Narratives (written) = 13 entries @ 10 pts each = 130 points
Case Narrative Presentations = 3 @ 20 pts each = 60 points
Final Case Narrative Presentation = 1 @ 90 pts = 90 points
Case Narrative Components = 6 @ 40 pts each = 240 points
Total Points = 650 points

GRADE EQUIVALENTS (% of 650 points earned):
A: 90% to 100%  B: 80% to 89%  C: 70% to 79%  F: 69% or less

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at http://www.unt.edu/oda/apply/index.html. Also, you may visit the Office of Disability Access in the Sage Hall (room 167), call them at (940) 565-4323, or e-mail at Apply.ODA@unt.edu.

POLICIES
No individual exceptions can be made to the syllabus.
Re-grades: If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

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. There will be no additional make-up opportunities for missed assignments.

Student Conduct: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. Legitimate group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Examples include reading the text and writing answers to the study guide items, then working closely with other students to compare study guide answers, and to attempt to resolve different understandings. Failing to do the reading, and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others’ is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

Assistance: Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

Diversity Statement: It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the Equal Opportunity Office, (940) 565-2456, or The Dean of Students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

Emergency Notification and Procedures: The University of North Texas informs students, faculty and staff persons about emergency situations (e.g., severe weather, campus closings, public safety) through the Eagle Alert system. Notifications are sent via phone so it is important that your contact information is current. Please visit www.my.unt.edu to update your contact information so that you are able to notifications in the event of an emergency. Additional information regarding emergency preparedness is available at https://emergency.unt.edu/emergency-guidelines-0.

REQUIRED ARTICLES & COURSE MATERIALS
There is not a textbook for this course. Course readings will be accessible through the course website via Blackboard Learn.
Technology requirements
An active UNT email account, a computer or access to a computer and on-line access to course web site on Blackboard Learn. This website will be the vehicle for obtaining key course material, keeping track of your grades, communicating with classmates outside of class sessions, and other functions.

Unit 1: Course Introduction, History & Diagnosis (Aug 27, 2018)


Unit 2: History of ABA and Autism & the Scientist-Practitioner Model (Sept 10, 2018)


Unit 3: Treatment Options & Rules of Evidence (Sept 17, 2018)


**Unit 5: Overview of Treatment Formats, Procedures, & Curricula (Oct 1, 2018)**


**Unit 6: Choosing Targets: Behavioral Cusps (Oct 8, 2018)**


my teeth: What happens when the curricular focus for students with severe disabilities shifts.


**Unit 7: Instructional/Program Design: Reinforcement, Relationships & Interests (Oct 15, 2018)**


**Unit 8: Instructional/Program Design: Social & Communication (Oct 22, 2018)**


**Unit 9: Instructional/Program Design: Concept Instruction & Fluency (Oct 29, 2018)**


**Unit 10: Instructional/Program Design: Promoting Independence with ADLs (Nov 5, 2018)**


**Unit 11: Curricular Scope & Sequence: EIBI (Nov 12, 2018)**


**Unit 12: Curricular Scope & Sequence: Adolescence & Adulthood (Nov 19, 2018)**


Schall, C., Wehman, P., & McDonough, J. L. (2012). Transition from school to work for students with

**Unit 13: Curricular Scope & Sequence: The Golden Years (Nov 26, 2018)**


**Unit 14: A Scientific Approach to Socially Valid Behavior Change (Dec 3, 2018)**


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<td>1</td>
<td>August 27, 2018</td>
<td>Reading: Adler et al. (2014), Filipek et al. (1999)</td>
<td>Activities: Course Introduction; Review Syllabus, Assign Sample Cases</td>
<td>Discussion: Unit 1: History &amp; Diagnosis</td>
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<td>5</td>
<td>October 1, 2018</td>
<td>Reading: Etzel &amp; LeBlanc (1979), Kubina et al. (2009), Leaf et al. (2016), Schriebman et al. (2015)</td>
<td>Activities: Case Narrative Presentations</td>
<td>Discussion: Unit 5: Overview of Treatment Formats, Procedures, &amp; Curricula</td>
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<td>October 15, 2018</td>
<td>Reading: Ala’i-Rosales et al. (2008), Frey &amp; Kaiser (2011), McLaughlin &amp; Carr (2005), Schmelzkopf et al. (2017)</td>
<td>Activities: Case Narrative Presentations</td>
<td>Discussion: Unit 7: Instructional/Program Design: Reinforcement, Relationships, &amp; Interests</td>
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<td>8 8</td>
<td><strong>Reading:</strong> Ala’i et al. (2017), Barbera (2007), Bruinisma et al. (2004), McConnell (2002), Leaf &amp; McEachin (1999)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Discussion:</strong> Unit 8: Instructional/Program Design: Social &amp; Communication</td>
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<td>October 22, 2018</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
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<td>9 9</td>
<td><strong>Reading:</strong> Binder (1996), Tiemann &amp; Markle (1983) Chapters 4 &amp; 5, Kubina &amp; Yurich (2009)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Discussion:</strong> Unit 9: Instructional/Program Design: Concept Instruction &amp; Fluency</td>
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<td>October 29, 2018</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
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<td>10 10</td>
<td><strong>Reading:</strong> DeMatteo &amp; Arter (2015), Fabrizio &amp; Moors (2003), Kaiser (2000), McClannahlan &amp; Krantz (1999)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Discussion:</strong> Unit 10: Instructional/Program Design: Promoting Independence with ADLs</td>
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<td>November 5, 2018</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
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<td><strong>Reading:</strong> Anderson &amp; Romanczyk (1999), Klintwall &amp; Eikeseth (2014), Hart &amp; Risley (1995), Koegel et al. (2001), McGee et al. (2000)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Discussion:</strong> Unit 11: Curricular Scope &amp; Sequence: EIBI</td>
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<td>November 12, 2018</td>
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<td>12 12</td>
<td><strong>Reading:</strong> Gerhardt &amp; Lainer (2011), McClannahlan et al. (2002), Schall et al. (2012), Taylor &amp; Seltzer (2011)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Guest:</strong> Lisa Deer – 29 Acres <strong>Discussion:</strong> Unit 12: Curricular Scope &amp; Sequence: Adolescence &amp; Adulthood</td>
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<td>November 19, 2018</td>
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<td>13 13</td>
<td><strong>Reading:</strong> Hovell et al. (1991), Murphy et al. (2016), Reid et al. (2018), Wright et al. (2016)</td>
<td><strong>Activities:</strong> Case Narrative Presentations</td>
<td><strong>Guest:</strong> Malika Pritchett – Positive Enlightenment <strong>Discussion:</strong> Unit 13: Curricular Scope &amp; Sequence: The Golden Years</td>
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<td>14 14</td>
<td><strong>Reading:</strong> Leaf et al. (2016), Risley (1996)</td>
<td><strong>Activities:</strong> Final Case Narrative Presentations</td>
<td><strong>Guest:</strong> Diana Walker – Trinity Services <strong>Discussion:</strong> Unit 14: A Scientific Approach to Socially Valid Behavior Change</td>
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<td>December 3, 2018</td>
<td><strong>Activities:</strong> Final Case Narrative Presentations</td>
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*The professor reserves the right to adjust and modify this schedule based on the needs of the students*

*Components of this syllabus are courtesy of Drs. Shahla Ala’i and Karen Toussaint with input and suggestions from many others including Joe Cihon, Malika Pritchett, Lisa Deer, Dr. Marilu Cruz de Borba and Dr. Diana Walker*