MHS 4206 Special Topics:

**Applied Behavior Analysis in Autism and Developmental Disabilities**
Course Syllabus
Fall Semester 2013

Instructor: Kwang-Sun Blair, Ph.D., BCBA
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Quinn: Wednesday, 11:00 am to 12:00 pm
Other times by appointment

**Course Prerequisite:** MHS 4202: Behavior Assessment and Intervention Planning in Applied Behavior Analysis and past or current enrollment in MHS 4943: Practicum Seminar in ABA

**Classroom:** MHC 1430

**Class Times:** Tuesdays, 9:00-11:45 am

*In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and GoBull messages for important general information.*

**Course Description and Objectives**
This course creates a framework for understanding and designing effective social, communication, and behavior interventions for children with autism and other developmental disabilities. The course focuses on the application of empirically validated social, communication, and behavioral skill acquisition approaches that are consistent with principles of ABA in designing the interventions. Students will participate in lectures, demonstrations, presentations, and application activities. A variety of video clips, case studies, and instructional tools will be used to facilitate application activities. This course will prepare students for a position working in the field as a Behavior Assistant/Technician, which will provide an opportunity for the student to gain the necessary experience to become certified as an Assistant Behavior Analyst.

After the course, students will be able to:
- Describe and define Autism Spectrum Disorders (ASD)
- Describe the characteristics of children with ASD
- Describe and compare a variety of current evidence-based practices for children with ASD
- Increase the understanding of the levels of empirical support for various ABA-based skill acquisition interventions
- Identify social, communication, and behavioral needs of children with ASD
- Design an intervention plan that addresses social, communication, and adaptive behavior skills
- Develop visual support materials
Use effective interaction and personal qualities to collaborate with families and other professionals to support children with ASD

Texts
There are no required texts to purchase for this course. However, the following two free books/guides in PDF format available on the web will serve as texts for this class:


Online Modules
This course will also use free online modules that are available on Autism Internet Modules (AIM) website hosted by the Ohio Center for Autism and Low Incidence (OCALI). To access the online modules, students must register for a free account. Select the "Sign Up" or "Create an Account" option on the AIM website: http://www.autisminternetmodules.org/mod_list.php

Journal Articles


**Class Format**
- Prior to each class, a PowerPoint presentation will be posted on Canvas under Modules to aid in note taking during class
- Every class will begin with a brief pre-assessment of the lecture materials to prepare students for the class discussions, activities, and quizzes
- Following the pre-assessment, the instructor will expand upon the assigned videos and reading materials and highlight the key points through lecture, demonstration, discussion, and activities
- A 10-minute break will be provided from 10:30-10:40 am
- After the break, students will engage in application activities in which they will apply techniques or strategies covered in the lecture, videos, and articles to children with ASD
- Class will conclude with a quiz over the lecture and assigned reading.

**Grades**
Grades will be based upon the following categories:
- A. Class attendance and participation (5%)
- B. Weekly quizzes (38%)
- C. Assignments (47%)
- D. Application Activities (9%)
- E. Extra Credit

A. Class attendance and participation (Total 30 points) are expected, and students are expected to be on time for class. There will be a class sign-in sheet for each class. It is the student’s responsibility to sign in at the beginning of each class. When a student misses class, he/she will lose percentage points for attendance and participation in discussion, application activities, and presentation for that day.

Students are expected to engage in professional behavior in the classroom which is defined as: attending to lecture (e.g., taking notes, asking appropriate questions, commenting on lecture, etc.), participation in activities and presentations, and being respectful of other students, instructor, and teaching assistant.

Only if an emergency arises (e.g., student illness, death in the family, etc.) and the student notifies the instructor at least an hour before class (more notice is preferred), can the student earn the percentage points for that class. However, the student must do the following three assignments: Write a three-page double spaced summary of the assigned readings. The summary must be emailed to the instructor before the beginning of the next class. Summaries that are late will not count.

Students looking for a letter of recommendation for future employment and/or graduate school should not only perform at the top of the class (A+), but should engage in professional behavior throughout the entire course. Any unprofessional behavior in class that competes with participation and/or creates a negative classroom experience for others will not be tolerated. These behaviors include but are not limited to the following:
- Engaging in texting, internet surfing, or facebooking
- Making rude comments/facial expressions about other students and/or instructors/TAs
- Completing assignments or studying for other classes
Completing work assignments
Failure to complete check offs or in class activities
Falsifying check offs.

Absences due to Religious Observances:
Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed. For further information, please refer to: http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

A. Quizzes (Total 240 points) - A total of 12 quizzes will be administered throughout this course. The quizzes will be delivered via Canvas and available for one day each week (Tuesday, 11:45 am through 11:59 pm). The quizzes will be timed, and the students will have 1 hour to complete them. No make-up quizzes will be given unless prior arrangements are made with the instructor. Quizzes will consist of 20 multiple-choice questions covering the lecture and reading for that day. Each quiz is worth 20 points.

B. Assignments (Total 300 points) - Students will be required to complete three assignments throughout the course. Instructions for each assignment will be given in class a week before the assignment is due. The two assignments are listed below:

1. Reflective Journal (60 pts.) - Each week (Weeks 2-13), students will be given links to videos that highlight the topic of discussion. Students will write a weekly brief one-page (double spaced) summary of information provided in the links and reflection on what they learned from the information. These weekly journals should be submitted to Canvas. Each report is worth 5 points. Due Monday 9 am each week.

2. Book Review (30 pts.) - To increase students’ awareness and understanding of the specific challenges and joy experienced by individuals with ASD and their families, each student is to select one book from the list attached which has been written by an individual with autism or by a family member. Students are to prepare a book review of no more than 5 pages (double spaced), which includes the following:
   a. Description of the characteristics, including physiological, psychological, developmental, behavioral, linguistic, and cultural characteristics (5 pts.) as well as family and educational backgrounds (5 pts.) of the individual with autism who either writes the story or whom the story is written about
   b. Explanation of the services and models of intervention the individual with ASD and their family received (5 pts.) and how effective these services were perceived (5 pts.)
   c. Reflection on the most important thing you learned while reading the book which is likely to change your practice for individuals with ASD and their families (5 pts.) and how you will implement this new insight into your practice (5pts.) Due 10/11

3. Field Experience Portfolio (210 pts.) - Students will complete a field experience portfolio that documents 10 hours of field experience with a child/student with ASD and the ability to apply the following professional practices: identify social, communication, and behavioral goals based on parent or caregiver interview and child observations; design an intervention plan for asocial, communication, and behavior skills acquisition; and develop visual supports. The portfolio must include the following:
   a. Activity log (5 pts.)
   b. Child description (10 pts.)
   c. A walk in his/her shoes essay (20 pts.)
   d. Completed social, communication, and behavioral assessment instruments (15 pts.) and an observation or data collection form that represents observations on 2 separate occasions (15 pts.) (total 30 pts.)
   e. Proposed intervention plan that includes: assessment summary (5 pts.), social, communication, and behavioral goals (5 pts.); intervention strategies to teach social,
communication, and behavior skills (30 pts.); a checklist of intervention strategies task
analysis (10 pts.); and parent/caregiver materials (e.g., tip sheets, fact sheets, toolkits,
forms, guides, etc.) that will help them implement the intervention plan (10 pts.) (total 60
pts.)
f. Developed visual supports (60 pts.): Students are to create a variety of visual support
materials including a visual routine schedule, first/then board and cues, a social
story, visual activity sequence, etc., based on the child’s target routine(s) and skills.
g. Presentation (25 pts.): Students will present their portfolios to the class. They will
prepare PowerPoint presentations describing the background of the child with ASD,
assessment results, and the intervention plan and visual supports developed for the
child.
A field experience portfolio guide that provides specific instructions and requirements will be posted in
Modules folder on Canvas. *Note: The fieldwork participant should be identified and approved by the
instructor by 10/5. Students, who do not have access to a child with ASD to observe, should contact
the instructor in the second week of class. *Draft child description, assessment report, and intervention
plan must be submitted by 10/29 for feedback. Portfolio Due: 11/26.

C. Application Activities (Total 60 points) - Application activities will occur during class throughout
the course. All activities will consist of hands-on activities in which individual students or small group
of students will apply techniques that were discussed in lecture, texts, and articles and receive feedback
from the instructor. Students will submit the application activities to instructor at the end of each class.

D. Extra Credit - Extra credit will be offered in this course. Students may earn up to an additional 5% to
be added to their overall grade. Only a total of 5% extra credit may be earned. Students can earn extra
credit by two methods. First, students may earn 3% by attending the USF ABA Master’s Program first
year students’ poster presentation event, which will be held on December 2nd, from 1:00-3:00 pm
(Room MHC 1635). Students must attend for a minimum of 60 minutes and will be required to turn in
a 2 page (double spaced) typed summary of the event. Second, students may earn 5% by selecting one
intervention that they have read in the literature and/or has been presented in class to complete a critical
review of the strengths and weaknesses of the intervention and its generalized value to children or
adolescents with ASD.

Grading System

The course will use a percentage of points out of 300 possible points. Each required assignment has been
assigned points and deadlines. Letter grades will be assigned according to the following scale:

98 – 100%  = A+
93 – 97.9%  = A
90 – 92.9%  = A-
88 – 89.9%  = B+
83 – 87.9%  = B
80 – 82.9%  = B-
78 – 79.9%  = C+
73 – 77.9%  = C
70 – 72.9%  = C-
60 – 69.9%  = D
Less than 60%  = F
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<tr>
<th>Weeks</th>
<th>Topics and Assignments Due</th>
<th>Readings and Links for Reflective Journals</th>
<th>Application Activities</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (8/27)</td>
<td>Introduction of Course, Syllabus, and Assignments</td>
<td>No Readings</td>
<td></td>
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<tr>
<td>Week 2 (9/3)</td>
<td>Understanding Autism: Historical Perspective and Diagnosis of ASD</td>
<td><a href="http://www.youtube.com/watch?v=zVgPlURSad8">http://www.youtube.com/watch?v=zVgPlURSad8</a> 60 minutes: Diagnosis of Autism <a href="http://www.youtube.com/watch?v=lbXjW-cX9kQ">http://www.youtube.com/watch?v=lbXjW-cX9kQ</a> What is autism? Do you know the signs? NAC (2011): Chapter 1 (pp. 11-36) Article: Johnson et al. (2007)</td>
<td>• Developing a chart describing the differences among ASD • Identifying early signs of autism</td>
</tr>
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<td>Week 5 (9/24)</td>
<td>Developing an Intervention Plan <a href="http://www.youtube.com/watch?v=AX5iEDQYE2E">http://www.youtube.com/watch?v=AX5iEDQYE2E</a> Autism: The Musical Part 2 <a href="http://www.youtube.com/watch?v=8HW7TRJU7PM">http://www.youtube.com/watch?v=8HW7TRJU7PM</a> Children with autism: One teacher’s experience NAC (2011): Chapters 3-4 (pp. 73-139) Article: Wilczynski et al. (2007)</td>
<td></td>
<td>• Developing social, communication, and behavioral goals • Designing an action plan and intervention plan</td>
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Field experience participant approval due 10/5
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| Week 7 (10/8) | Functional Communication Training  
- Quiz 6  
- Reflective journal Due 10/7  
- Book review due 10/11 | [http://www.youtube.com/watch?v=mcPl5GB7ZBM](http://www.youtube.com/watch?v=mcPl5GB7ZBM)  
[Autism Today: Managing Challenging Behavior](http://www.youtube.com/watch?v=AJysSkX7I_A)  
Functional communication training: Escape  
- [NRC (2001): Chapter 5 (pp. 47-61)](http://www.youtube.com/watch?v=mcPl5GB7ZBM)  
- Autism Internet Module: Functional Communication Training  
- Article: [Dunlap et al. (2006)](http://www.youtube.com/watch?v=mcPl5GB7ZBM) | - Identifying communicative functions  
- Designing a FCT intervention  
- Role-play of a natural language paradigm procedural steps  
- Developing a pivotal responses training plan  
- Creating and demonstrating a scripted story or social story book  
- Developing a peer initiation activity plan |
| Week 8 (10/15) |  
- Naturalistic Teaching  
- Incidental Teaching  
- Quiz 7  
- Reflective journal due 10/14 | [http://www.youtube.com/watch?v=yzgC9ZPzot8](http://www.youtube.com/watch?v=yzgC9ZPzot8)  
[ABA Autism Training – Incidental Teaching](http://www.youtube.com/watch?v=DkcblJtD0ws)  
[Autism: The Musical Part 3](http://www.youtube.com/watch?v=yzgC9ZPzot8)  
- [NRC (2001): Chapter 2 (pp. 52-55)](http://www.youtube.com/watch?v=yzgC9ZPzot8)  
- Autism Internet Module: Naturalistic Intervention  
| Week 9 (10/22) |  
- Pivotal Response Training  
- Priming  
- Quiz 8  
- Reflective journal due 10/21 | [http://www.youtube.com/watch?v=Wt7i3gv_FNU](http://www.youtube.com/watch?v=Wt7i3gv_FNU)  
[Pivotal Response Training](http://www.youtube.com/watch?v=Wt7i3gv_FNU)  
[Autism: The Musical Part 4](http://www.youtube.com/watch?v=Z0GogzLwsC8)  
- Autism Internet Module: Pivotal Response Training  
- Articles: [Schreibman et al. (2000)](http://www.youtube.com/watch?v=Wt7i3gv_FNU) |  
| Week 10 (10/29) | Social Scripting and Social Stories™  
- Quiz 9  
- Reflective Journal Due 10/28  
- Draft portfolio items due 10/29 | [http://www.youtube.com/watch?v=a9bqMaj2rAs](http://www.youtube.com/watch?v=a9bqMaj2rAs)  
[Toilet training social story](http://www.youtube.com/watch?v=w_qmQuE4YWU)  
-No kicking or biting [http://www.youtube.com/watch?v=xDYFhrz74ks&list=PL68EE34645D5C02CA](http://www.youtube.com/watch?v=xDYFhrz74ks&list=PL68EE34645D5C02CA)  
-I need a break  
- Autism Internet Module: Social Narratives  
- Article: [Thieman & Goldstein (2001)](http://www.youtube.com/watch?v=xDYFhrz74ks&list=PL68EE34645D5C02CA) |  
| Week 11 (11/5) |  
- Peer Mediated Intervention  
- Quiz 10  
- Reflective Journal Due 11/4 | [http://www.youtube.com/watch?v=kanRyTR18xM](http://www.youtube.com/watch?v=kanRyTR18xM)  
[Peer Tutoring](http://www.youtube.com/watch?v=kanRyTR18xM)  
[Learning Together](http://www.youtube.com/watch?v=kanRyTR18xM)  
- Autism Internet Module: Peer-Mediated Instruction and Intervention  
- Article: [Haring & Breen (1992)](http://www.youtube.com/watch?v=kanRyTR18xM) |  

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| Week 12 (11/12) | • Video Modeling  
• Video Self Modeling  
**Quiz 11**  
**Reflective Journal Due 11/11** | **http://www.youtube.com/watch?v=mak1gB4X3q8**  
Autism Video Modeling-Brushing Teeth/Hygiene series  
**http://www.youtube.com/watch?v=s_n1aZy1NV8**  
Autism Video Model-Going to the dentist  
**http://www.youtube.com/watch?v=Ev9XHGy6OY0**  
&feature=youtu.be  
Using video self modeling  
• Articles: Charlop-Christy & Daneshvar (2003); Coyle & Cole (2004) | • Identifying target skills and creating a script for a video model  
• Creating a video |
| Week 13 (11/19) | • Positive Behavior Support  
**Quiz 12**  
**Reflective journal Due 11/18** | **http://www.youtube.com/watch?v=h99eu6EctPU**  
Autism: The Musical Part 6  
**http://www.youtube.com/watch?v=EMapJVuYrNI**  
Positive Behavior Support for Students  
NRC (2001): Chapter 10 (pp. 124-127)  
• Articles: Blair et al. (2011); Carr et al. (2002) | Developing a Person Centered Planning using PATH |
| Week 14 (11/26) | Portfolio Presentations  
**Portfolio Due 11/26** | No Readings | No Activities |
| Week 15 (12/3) | Portfolio Presentations | No Readings | No Activities |

**CLASS POLICIES**  
Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.  
⇒ See Student Responsibilities – **http://www.asasd.usf.edu/Student.htm**  
⇒ See Faculty Responsibilities – **http://www.asasd.usf.edu/faculty.htm**

**Academic Dishonesty**  
Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. Cheating is the (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise; students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs or scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, other graded assignments, etc.; (f) stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out papers, etc. Punishment will be based on the University guidelines for academic dishonesty.
If you have any questions, please refer to the University’s Undergraduate Academic Dishonesty policy:

⇒ Procedures for Alleged Academic Dishonesty or Disruption:
  http://www.ugs.usf.edu/catalogs/1213/pdf/Academic/IntegrityOfStudents.pdf
⇒ Student Academic Grievance Procedures --
  http://www.ugs.usf.edu/catalogs/0809/arsagpp.htm

Accommodations for Students with Disabilities
Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request. For specifics, see: http://www.sds.usf.edu/ If you need special accommodations, or if there is any topic or activity in class, which makes you feel uncomfortable and causes serious distress, please advise the instructor or a representative of USF.

Right to Change Syllabus
If necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on Canvas. The student is responsible for any such announced changes.

Course Attendance at First Class Meeting
Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor to the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add course or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for nonattendance by the instructor.

To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she had dropped or been dropped from all undesired courses by the end of the 5th day of classes.

Class Notes
Please be aware that students are not permitted to take notes in class for remuneration or for the purpose of sale to any person or entity.

Plagiarism
Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work. If you are not sure please bring the material to the instructor for guidance. The student who submitted the subject paper, lab report, etc. shall receive an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of “F” or “FF” (the latter indicating dishonesty) in the course.
Books Written by Families and/or Individuals with ASD


