

Grand Valley State University
ABA Graduate Certificate Program
Psy 525: Behavior Analysis Applied to Autism Spectrum Disorders and Developmental Disorders

Instructor: Amy Matthews, PhD, BCBA
Email: matthewa@gvsu.edu
Meeting location: Online through Blackboard

Office hours: Email or by appointment
Phone: 616-331-3513

COURSE DESCRIPTION

Students will learn assessment and intervention strategies for working with individuals with autism spectrum disorders and developmental disorders from a behavior analytic perspective. Evidence-based practices, strategies for collaborating with other professions and families, and ethical issues will be presented.

COURSE OBJECTIVES

Learning Unit	4th Edition Task List
Foundations of ASD and DD	Discretionary
Foundations of intervention practices	G-1, G-2, G-3, I-1, I-5, I-6, I-7
Instructional practices I	D-3, D-4, D-5, D-8, E-1, E-12, E-13
Instructional practices II	E-8, E-9, E-10, E-11, F-1, F-2, F-6
Verbal behavior	D-9, D-10, D-11, D-12, D-13, D-14
Training and Supervision and ethical practice	G-7, K-1, K-2, K-3, K-4, K-6, K-7, K-10, GRC
Partnering for Implementation and Treatment Integrity	G-6, K-2, K-5, K-7, K-8, K-9, Discretionary

READINGS AND VIDEO LECTURE

Coursepack:

Go to the online store for coursepacksetc- <https://coursepacksetc.com/product-category/grand-valley-state-university/>. Once the pack is ordered, it will take one day to reproduce and another day for shipping. Street address required.

Books:

Barbera, M. L. (2007). *The verbal behavior approach*. London: Jessica Kingsley. (available new or used through Amazon)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Education. (ch. 25) – previously used in ABA I and ABA II

Lane, K., & Menzies, H. M. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies* (1st ed.). New York: Guilford Press. (ch. 8) – previously used in ABA I and II

Video Lecture:

You will purchase one video lecture from the Florida Institute of Technology (FIT) continuing development library – [Help your staff be the best they can be: Behavioral Skills Training](#). This will be used for unit 7. Access to the video will cost \$27.

COURSE INFORMATION

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external) - preferred
- Computer camera for videoconference, synchronous meetings (most laptops have a camera)

Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Accessing the Library

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. General library [help site](#).

Writing Center

The Writing Center is available to assist with all kinds of writing tasks and they will give feedback on writing assignments. It is not just for students who struggle with writing. They can help any student improve writing skills. Writing Center [online services](#).

Accommodations for Students with Disabilities

If you need specific accommodations and you have a documented disability, you will need to contact the Disability Support Resources Office at 616-331-2490 to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

BCBA Certification Information

This course is one of six courses in the 18-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The ABA Graduate Certificate is a Verified Course Sequence (VCS) by the Behavior Analyst Certification Board (BACB). The BACB has approved the GVSU course sequence as meeting the 270-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree in psychology, education, or behavior analysis and evidence that you have accrued the required number of supervised experience hours before you can register to take the BCBA exam. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analyst Certification Board, go to www.bacb.com and click on "Obtain a Credential."

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous Meeting (participate in at least 3 of the 4 synchronous meetings)

The course will start with a synchronous meeting with everyone logging onto Zoom to get an introduction to the course. Subsequent synchronous meetings will provide an opportunity to talk about course materials and assignments, as well as prepare for exams. The date and time for these meetings are listed on Blackboard.

Readings (weekly)

You will have book chapters and articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the content along with the ABA terminology, which is cumulative over the course of the ABA sequence and is important for course exams and the BACB exam. Most importantly, the reading content is necessary for your work as a practitioner.

Learning Units (two week modules)

The learning units will be a foundational part of the course and this is where you will find instructions for each two-week segment of the course including reading assignments, course content presentations, practice activities, and assignments. Units will open up two weeks at a time and an assignment will be due at the end of the two-week period. All previous units will be open throughout the course.

Units may have embedded questions and practice activities associated with the content. These are ungraded activities. These brief activities will help you to solidify your understanding of information and prepare for the assignments and exams.

Discussion board – (each learning unit)

Discussion board will be posted with each unit to promote discussion related to the topics covered in the unit. It is important to have interactions with others around the ABA terminology and application. A grading rubric is provided on the Blackboard site under Course Basics.

Term fluency (unit 5 only)

You will be practicing terminology during week 5 only. Fluency with ABA terms will help you understand concepts more deeply, speak the language of ABA and increase your odds of passing the BCBA exam.

More information about the term fluency assignment will be available in the unit 5 folder. You can use Quizlet to access the terms, practice, and quiz yourself. <http://quizlet.com>

Cooper Quiz – (Chapter 25 only)

You will complete a Cooper quiz for the one chapter of the Cooper book that is assigned. The quiz is graded with a minimal number of points assigned since it primarily serves as a practice activity. Cooper quiz website - http://wps.prenhall.com/chet_cooper_appliedbeh_2/
More information about the Cooper quiz will be posted on Blackboard.

Assignments – (each Learning Unit)

You will have an assignment associated with each learning unit. These will vary in type and length but most will involve practice or application of concepts from the unit content. These are graded and will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.

Exams – (3 exams)

You will have 3 open-note, timed exams scheduled throughout the semester focused on two units of course content. The exams will include primarily short answer and essay questions, but may also include multiple choice, fill in the blank, and matching questions. The exams will be administered through Blackboard. You will have a specific amount of time to complete the exam. **Although you may use notes for the exam, it will be necessary to complete all readings and study to become fluent in the content in order to complete the questions in the allotted time. Many of the questions will ask you to synthesize information.**

*Note: You will not need a proctor for the exams.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings (3)	2	6
Discussion board (6)	5	30
Term fluency (1)	5	5
Cooper quiz (1)	3	3
Assignments (6)	20	120
Exams (3)	60	180
TOTAL POINTS		344

Final Grade Requirement

Students seeking the ABA Graduate Certificate must complete all courses with a B- or higher in each course and finish with a minimum 3.0 grade point average in the course sequence.

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

ACADEMIC INTEGRITY

[GVSU Student Code regarding Integrity of Scholarship and Grades:](#)

Section 223.00: Integrity of Scholarships and Grades

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

Section 223.01: Plagiarism

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

"This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies."

**Psy 525: Behavior Analysis Applied to
Autism Spectrum Disorders and Developmental Disorders
Spring/Summer 2018**

Session Dates	Learning Unit	Readings	Assignments
Unit 1: May 7-20	Foundations of ASD and DD <ul style="list-style-type: none"> • ABA and ASD/DD • Evidence-based interventions • Collaborating to provide support 	<ul style="list-style-type: none"> • Boutot & Hume (2012) • Koegel et al. (2014) • Test et al. (2014) • Spencer et al (2012) • Kelly and Tincani (2013) 	Synchronous meeting 1 Assignment 1 Discussion board
Unit 2: May 21- June 3	Foundations of Intervention Practices <ul style="list-style-type: none"> • School based services • Selecting, implementing, and evaluating interventions • Incorporating motivation and choice 	<ul style="list-style-type: none"> • Wilczynski et al. (2007) • Adcock & Cuvo (2009) • Strain et al. (2011) • Carnett et al. (2014) • Noel & Getch (2016) • Lane et al. (2015) Ch. 8 	Assignment 2 Discussion board
Exam 1 – June 4			
Unit 3: June 4-17	Instructional practices I <ul style="list-style-type: none"> • Inclusive support • Peer to peer support • Academic engagement • Self-management 	<ul style="list-style-type: none"> • Kurth & Mastergeorge (2010) • Hart & Whalon (2008) • Carter and Kennedy (2006) • Kassardjian et al. (2013) • Cohen et al. (2018) • Koegel et al. (2014) 	Assignment 3 Discussion board
Unit 4: June 18- July 1	Instructional practices II <ul style="list-style-type: none"> • Discrete trial teaching • Errorless teaching and prompt fading • Teaching in the natural environment 	<ul style="list-style-type: none"> • Steege et al. (2007) • Weiss & Zane (2010) • Ferriaoli et al. (2005) • Schwartz et al. (2004) • McBride & Schwartz (2003) • Cengher et al (2015) 	Synchronous meeting 2 Assignment 4 Discussion board
Exam 2 – July 9 NO CLASS THE WEEK OF JULY 4 th			
Unit 5: July 9-22	Language and communication <ul style="list-style-type: none"> • Functional communication • PECS • Verbal behavior 	<ul style="list-style-type: none"> • Cooper Ch. 25 • Albert et al. (2012) • Nigro-Bruzzi & Sturmey (2010) • Ganz et al. (2012) • Barbera (2007) - book • Hoffman et al. (2016)-opt 	Assignment 5 Discussion board Cooper quiz Term fluency
Unit 6: July 23- Aug 5	Training and Treatment Integrity <ul style="list-style-type: none"> • Training and supervision in behavior analysis • Treatment integrity 	<ul style="list-style-type: none"> • Parsons et al. (2012) • DiGennaro et al. (2007) • Sellers et al. (2016) • Gibson et al. (2010) • Plavnick (2010) • Allen & Warzak (2000) • Livanis et al. (2013) • FIT video lecture 	Synchronous meeting 3 Assignment 6 Discussion board
Exam 3 – Aug 7			

Coursepack Readings

Adcock, J., & Cuvo, A. J. (2009). Enhancing learning for children with autism spectrum disorders in regular education by instructional modifications. *Research in Autism Spectrum Disorders*, 3(2), 319-328.

Albert, K. M., Carbone, V. J., Murray, D. D., Hagerty, M., & Sweeney-Kerwin, E. (2012). Increasing the mand repertoire of children with autism through use of an interrupted chain procedure. *Behavior Analysis in Practice*, 5(2), 65-76.

Allen, K. D., & Warzak, W. J. (2000). The problem of parental non-adherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33(3), 373-391.

Boutot, E. A., & Hume, K. (2012). Beyond time out and table time: Today's applied behavior analysis for students with autism. *Education and Training in Autism and Developmental Disabilities*, 47(1), 23-38.

Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafoos, J., & Machalicek, W. (2014). Effects of a perseverative interest-based token economy on challenging and on-task behavior in a child with autism. *Journal of Behavioral Education*, doi:<http://dx.doi.org/10.1007/s10864-014-9195-7>

Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities*, 31(4), 284-292.

Cengher, M., Shamoun, K., Moss, P., Roll, D., Feliciano, G., & Fienup, D. M. (2015). A comparison of the effects of two prompt-fading strategies on skill acquisition in children with autism spectrum disorders. *Behavior Analysis in Practice*, 9(2), 115-125.

Cohen, A., & Demchak, M. (2018). Use of visual supports to increase task independence in students with severe disabilities in inclusive educational settings. *Education and Training in Autism and Developmental Disabilities*, 53(1), 84-99.

DiGennaro, F. D., Martens, B. K., & Kleinmann, A. E. (2007). A comparison of performance feedback procedures on teachers' treatment implementation integrity and students' inappropriate behavior in special education classrooms. *Journal of Applied Behavior Analysis*, 40(3), 447-461.

Ferrioli, S., Hughes, C., & Smith, T. (2005). A model for problem solving in discrete trial training for children with autism. *Journal of Early and Intensive Behavior Intervention*, 2(4), 224-246.

Ganz, J. B., Simpson, R. L., & Lund, E. M. (2012). The picture exchange communication system (PECS): A promising method for improving communicating skills of learners with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 47(2), 176-186.

Gibson, J. L., Pennington, R. C., Stenhoff, D. M., & Hopper, J. S. (2010). Using desktop videoconferencing to deliver interventions to a preschool student with autism. *Topics in Early Childhood Special Education*, 29(4), 214-225.

Harris, R. (2006). Embracing your demons: An overview of Acceptance and Commitment Therapy. *Psychotherapy in Australia*, 12(4), 2-8.

Hart, J. E., & Whalon, K. J. (2008). 20 ways to promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44(2), 116-120.

Hoffmann, A. N., Contreras, B. P., Clay, C. J., & Twohig, M. P. (2016). Acceptance and commitment therapy for individuals with disabilities: A behavior analytic strategy for addressing private events in challenging behavior. *Behavior Analysis in Practice*, 9(1), 14-24.

Kassardjian, A., Taubman, M., Leaf, J. B., Edwards, A., McEachin, J., Leaf, R., . . . Schulze, K. (2013). Utilizing teaching interactions to facilitate social skills in the natural environment. *Education and Training in Autism and Developmental Disabilities*, 48(2), 245-257.

Kelly, A., & Tincani, M. (2013). Collaborative training and practice among applied behavior analysts who support individuals with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*, 48(1), 120-131.

Koegel, L. K., Koegel, R. L., Ashbaugh, K., & Bradshaw, J. (2014). The importance of early identification and intervention for children with or at risk for autism spectrum disorders. *International Journal of Speech-Language Pathology*, 16(1), 50-56.

Koegel, L. K., Park, M. N., & Koegel, R. L. (2014). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 44(5), 1055-1063.

Kurth, J., & Mastergeorge, A. M. (2010). Individual education plan goals and services for adolescents with autism: Impact of age and educational setting. *The Journal of Special Education*, 44(3), 146-160.

Livanis, A., Benvenuto, S., Mertturk, A., & Hanthorn, C. A. (2013). Treatment integrity in autism spectrum disorder interventions. In S. Goldstein, & J. A. Naglieri (Eds.), *Interventions for autism spectrum disorders: Translating science into practice; interventions for autism spectrum disorders: Translating science into practice* (pp. 19-37). Springer: New York, NY.

McBride, B. J., & Schwartz, I. S. (2003). Effects of teaching early interventionists to use discrete trials during ongoing classroom activities. *Topics in Early Childhood Special Education*, 23(1), 5-17.

Nigro-Bruzzi, D., & Sturmey, P. (2010). The effects of behavioral skills training on mand training by staff and unprompted vocal mands by children. *Journal of Applied Behavior Analysis*, 43(4), 757-761.

Noel, C. R., & Getch, Y. Q. (2016). Noncontingent reinforcement in after-school settings to decrease classroom disruptive behavior for students with autism spectrum disorder. *Behavior Analysis in Practice*, 9(3), 261-265.

Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice*, 5(2), 2-11.

Plavnick, J. B., Ferreri, S. J., & Maupin, A. N. (2010). The effects of self-monitoring on the procedural integrity of a behavioral intervention for young children with developmental disabilities. *Journal of Applied Behavior Analysis*, 43(2), 315-320.

Schwartz, I.S., Sandall, S.R., McBride, B.J., & Boulware, G. (2004). Project DATA (Developmentally Appropriate Treatment for Autism): An inclusive school-based approach to educating young children with autism. *Topics in Early Childhood Special Education*, 24(3), 156-168.

Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9(4), 274-286.

Spencer, T. D., Dietrich, R. & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. *Education and Treatment of Children*, 35(2), 127-151.

Steege, M. W., Mace, F. C., Perry, L., & Longnecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools*, 44(1), 91-99.

Strain, P. S., Schwartz, I. S., & Barton, E. E. (2011). Providing interventions for young children with autism spectrum disorders: What we still need to accomplish. *Journal of Early Intervention*, 33(4), 321-332.

Test, D. W., Smith, L. E., & Carter, E. W. (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. *Remedial and Special Education*, 35(2), 80-90.

Weiss, M.J., & Zane, T. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3, 58-60.

Wilczynski, S. M., Menousek, K., Hunter, M., & Mudgal, D. (2007). Individualized education programs for youth with autism spectrum disorders. *Psychology in the Schools*, 44(7), 653-666.

Tips for a Successful Learning Experience

**Although these might seem obvious and simple, they will make a difference*

- ☐ Read the syllabus and all preparatory information on Blackboard
- ☐ Stay organized and track due dates
- ☐ Plan weekly study times
- ☐ KEEP UP ON THE READING
- ☐ Log onto Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- ☐ Get to know the other students in the class and help each other learn the language and the concepts
- ☐ Post questions, comments, and ideas on discussion board
- ☐ Ask questions of the instructor. Not just clarification questions about logistics, but content questions.