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

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 an online bookseller such as Amazon or Abebooks)

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, available electronically through the GVSU library

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.

Graduate Writing Resources
The Graduate Writing Resources 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.

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 seven courses in the 21-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 Association of Behavior Analysis International (ABAI). The BACB has approved the GVSU course sequence as meeting the 5th edition Task List 315-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree

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.

*Once you begin the ABA course sequence, you can start accumulating fieldwork experience hours.

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous Meeting (participate in 3 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 meeting is 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 units)
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

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 to be on campus for the exams, nor will you need a proctor or Respondus Lockdown.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings (3)	5	15
Discussion board (6)	8	48
Term fluency (1)	5	5
Assignments (6)	20	120
Exams (3)	60	180
TOTAL POINTS		368

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 2020

Session Dates	Learning Unit	Readings	Assignments
Unit 1: May 4-17	**Foundational concepts and principles for teaching students with ASD/DD** **Evidence-based interventions**	• Boutot & Hume (2012) • Test et al. (2014) • Spencer et al (2012) • Livanis et al. (2013) • NCAEP Report	Assignment 1 Discussion board
Unit 2: May 18-May 31	**Foundations of Behavior Change and Intervention Practices** • School based services • Selecting, implementing, and evaluating interventions • Incorporating motivation & choice	• Adcock & Cuvo (2009) • Carnett et al. (2014) • Noel & Getch (2016) • Cengher et al. (2015) • Kelly and Tincani (2013) • Lane et al. (2015) – ch. 8	Synch mtg 1 Assignment 2 Discussion board
Exam 1 – June 1			
Unit 3: June 1-14	**Instructional supports in a school setting** • Inclusive support • Academic engagement • Peer to peer support • Self-management	• Hart & Whalon (2008) • Cohen et al. (2018) • Kassardjian et al. (2013) • Schulze 2016 • Koegel et al. (2014) • Jones et al. (2014) • Carter et al. (2015) • McCurdy & Cole (2014)	Assignment 3 Discussion board
Unit 4: June 15-June 28	**Intensive, individualized instructional practices** • Discrete trial teaching • Errorless teaching • Generalization and maintenance	• Steege et al. (2007) • Weiss & Zane (2010) • Ferriaoli et al. (2005) • Haq & Aranki (2019) • Noell et al. (2011) • Schwartz et al. (2013)	Synch mtg 2 Assignment 4 Discussion board
Exam 2 – June 29			
Unit 5: June 29-July 19 *extra wk for break	**Communication and verbal behavior** **Intro to Equivalence-based instruction**	• Sundberg & Michael (2001) • Barbera (2007) • Ganz et al. (2012) • Homilitas et al. (2014) • Sidman (2009) • Stanley et al. (2018)	Assignment 5 Discussion board Term fluency
Unit 6: July 20-Aug 2	**Training and Supervision**	• Anderson et al. (2018) • DiGennaro et al. (2018) • Sellers et al. (2016) • Plavnick (2010) • Allen & Warzak (2000) • Lerman et al. (2020)	Synch mtg 3 Assignment 6 Discussion board
Exam 3 – Aug 3			

Coursepack Readings

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.

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.

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.

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.

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.

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

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,* doi 10.1007/s40617-016-0117-0

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.

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.

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.

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.

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.

Schulze, M. A. (2016). Self-management strategies to support students with ASD. *Teaching Exceptional Children, 48*(5), 225-231.

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.

Jones, J., Lerman, D. C., & Lechago, S. (2014). Assessing stimulus control and promoting generalization via video modeling when teaching social responses to children with autism. *Journal of Applied Behavior Analysis, 47*(1), 37-50.

Carter, E. W., Moss, C. K., Asmus, J., Fesperman, E., Cooney, M., Brock, M. E., . . . Vincent, L. B. (2015). Promoting inclusion, social connections, and learning through peer support arrangements. *TEACHING Exceptional Children, 48*(1), 9-18.

Mccurdy, E. E., & Cole, C. L. (2014). Use of a peer support intervention for promoting academic engagement of students with autism in general education settings. *Journal of Autism and Developmental Disorders, 44*(4), 883-93.

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.

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.

Ferriaoli, 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.

Haq, S. S., & Aranki, J. (2019). Comparison of traditional and embedded DTT on problem behavior and responding to instructional targets. *Behavior Analysis in Practice,* doi:10.1007/s40617-018-00324-3

Noell, G. H., Call, N. A., & Ardoin, S. P. (2011). Building complex repertoires from discrete behaviors by establishing stimulus control, behavioral chains, and strategic behavior. In W. W. Fisher, C. C. Piazza & H. S. Roane (Eds.), *Handbook of applied behavior analysis; handbook of applied behavior analysis* (pp. 250-269).

Groskreutz, N. C., Groskreutz, M. P., Bloom, S. E., & Slocum, T. A. (2014). Generalization of negatively reinforced mands in children with autism: Negatively reinforced mands. *Journal of Applied Behavior Analysis, 47*(3), 560-579.

Schwartz, I., Thomas, C. J., McBride, B., & Sandall, S. (2013). A school-based preschool program for children with ASD: A quasi-experimental assessment of child change in project DATA. *School Mental Health: A Multidisciplinary Research and Practice Journal, 5*(4), 221-232.

Sundberg, M. L., & Michael, J. (2001). The Benefits of Skinner's Analysis of Verbal Behavior for Children with Autism. *Behavior Modification*, *25*(5), 698–724.

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.

Homlitas, C., Rosales, R. & Candel, L. (2014). A further evaluation of behavioral skills training for implementation of the picture exchange communication system. *Journal of Applied Behavior Analysis, 47*, 198-203.

Sidman, M. (2009). Equivalence relations and behavior: An introductory tutorial. *The Analysis of Verbal Behavior, 25*, 5–17.

Stanley, C. R., Belisle, J. and Dixon, M. R. (2018). Equivalence-based instruction of academic skills: Application to adolescents with autism. *Journal of Applied Behavior Analysis, 51*, 352-359.

Anderson, C. M., Smith, T., & Iovannone, R. (2018). Building capacity to support students with autism spectrum disorder: A modular approach to intervention. *Education and Treatment of Children, 41*(1), 107-137.

DiGennaro Reed, F. D., Blackman, A. L., Erath, T. G., Brand, D., & Novak, M. D. (2018). Guidelines for using behavioral skills training to provide teacher support. *Teaching Exceptional Children, 50*(6), 373-380.

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.

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.

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.

Lerman, D. C., O'Brien, M. J., Neely, L., Call, N. A., Tsami, L., Schieltz, K. M., . . . Cooper-Brown, L. J. (2020). Remote coaching of caregivers via telehealth: Challenges and potential solutions. *Journal of Behavioral Education,* doi:10.1007/s10864-020-09378-2

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.