Grand Valley State University
Autism Endorsement Program

Psy 542: Behavior Support for Students with Autism Spectrum Disorder
Fall 2021

Instructor: Jamie Owen-DeSchryver, Ph.D.   **Office hours:** Email or by appointment
Email: owendesj@gvsu.edu   **Phone:** 616-331-8703
Meeting location: Online through Blackboard

Course Description
This course examines the behavioral characteristics of students with Autism Spectrum Disorder and overviews interventions to reduce problem behavior. Topics include data collection and functional behavior assessment, as well as the development of behavior intervention plans based on knowledge of functions. Interventions include preventative, skill development-based, and reinforcement strategies.

Course Objectives
1. Identify behavioral issues associated with autism spectrum disorder and how problem behaviors impact student success in school and community settings.
2. Identify strategies to address problem behavior in schools based on a tiered model of intervention.
3. Understand the use of a problem-solving process applied to individual student problem behaviors.
4. Use multiple, appropriate assessment tools to assess problem behavior, including data collection procedures and functional behavior assessment.
5. Develop behavior intervention plans that consider the function and context of problem behavior.
6. Apply the Prevent-Teach-Reinforce-Respond model to address problem behavior within a school context.
7. Identify interventions that prevent problem behavior, including the use of visual supports, and self-monitoring systems.
8. Identify interventions that teach alternatives to problem behavior, including social skill interventions, coping and self-regulation skills, and Functional Communication Training.
9. Identify interventions that reinforce appropriate behavior.

READINGS

Required Book:
Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K. & Strain, P.S. (2018). *Prevent-Teach-Reinforce: The school-based model of individualized Positive Behavior Support.* Paul H. Brookes Publishing Company: Baltimore, MD.

Recommended Book:
Minahan, J., & Rappaport, N. (2016). *The Behavior Code: A practical guide to understanding and teaching the most challenging students*. Cambridge, MA: Harvard Education Press.

Articles/Additional Resources:
Additional readings for the course are listed in the schedule and will be available on the Blackboard site.

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, 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.

COURSE ORGANIZATION and ASSIGNMENTS

Unit Modules
There will be six, two-week module and one three-week module in this course. Each two-week unit will include readings, lectures, an assignment, discussion board activities, and a quiz. 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.

Readings
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 for the autism endorsement. The required book for this course should be a helpful reference tool that you can continue to use throughout your career in working with students with behavior problems. Additional readings (chapters and journal articles) will be posted in Blackboard.

Lectures
There will be a series of recorded lectures for each module. It is important that you use these lectures to support your understanding of the reading content and to engage in assignments and other course activities.

Discussion Board
Discussion board activities will be posted with each unit to promote engagement with topics covered in the unit. Most discussion board activities will involve questions that you respond to through Blackboard in either pairs or groups. A couple of discussion board activities will involve live sessions with your classmates through Zoom. I will schedule these with you in the advance and will provide options for either daytime or evening meetings that allow you to participate.

Assignments
You will have an assignment associated with each learning module. 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.

Quizzes

Each unit will have a brief quiz. These quizzes will primarily focus on content from the readings and recorded lectures. Quizzes may involve a combination of multiple choice and short answer questions. Most quizzes will open prior to the second week of the unit to allow time for you to complete your review of readings and lectures before beginning the quiz.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Discussion board (7)	10	70
Assignments (7)	20	140
Quizzes (7)	5	35
Exam Week Synchronous Meeting and Reflection (1)	20	20
TOTAL POINTS		265

Final Grade Requirement

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.

In addition to being bound by GVSU codes regarding academic honesty and plagiarism, it is my belief that, as teachers, it is critical that we model and support the behaviors we want to see in our students. Integrity and honesty are, and should be, fundamental to our profession. We all need to represent these characteristics, and assure that students learn these valuable lessons through us.

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

Behavior Supports for Students with Autism Spectrum Disorder
Fall 2021 Schedule

Dates	Topics	Readings and Resources	Assignments
Unit 1 8/30 – 9/12	Foundational Supports for Challenging Behaviors ➤Multi-Tiered Systems of Support (MTSS) ➤Team-Based Problem Solving	● Chapter 1 – Bambara (2015) ● Chapter 2 – Dunlap (2018)	Assignment 1 Discussion Board Quiz 1 Synchronous Meeting, Tuesday Sept. 7th at 7:00 pm (non-mandatory, but join if you can)
Unit 2 9/13 – 9/26	Assessment Procedures and Data Collection;	● Chapter 3 – Dunlap (2018)	Assignment 2 Discussion Board Quiz 2
Unit 3 9/27 – 10/17 Note this is a 3-week unit	Functional Behavior Assessment Teachers and Self-Care	● Chapter 1 – Minahan & Rapaport (2012) ● Chapter 4 – Bambara (2015) ● Chapter 4 – Dunlap (2018) ● Lesh (2020)	Assignment 3 Quiz 3 Discussion Board/ Synchronous Meeting (you will sign up for a time that fits your schedule)
Unit 4 10/18 – 10/31	Behavior Intervention Plan Development: Linking Function to Intervention	● Chapter 3 – Minahan & Rapaport (2012) ● Chapter 4 – Minahan & Rapaport (2012) ● Chapter 5 – Bambara (2015)	Assignment 4 Discussion Board Quiz 4
Unit 5 11/1 – 11/14	Prevention Based Interventions	● Appendix A of Dunlap (2018) ● Iovannone (2009) ● Strain (2011)	Assignment 5 Discussion Board Quiz 5
Unit 6 11/15- 11/28	Teaching Based Interventions and Social Skills	● Appendix B of Dunlap (2018) ● Tiger (2008) ● Laugeson (2014)	Assignment 6 Discussion Board Quiz 6
Unit 7 11/29 – 12/12	Reinforcement and Response Based Interventions	● Appendix C of Dunlap (2018) ● Sullivan (2020) ● Burt & Pennington (2017)	Assignment 7 Discussion Board Quiz 7
Exam Week 12/13-12/17	Exam Week Synchronous Small Group Discussion & Reflection: Monday, Dec 13th 4:00-5:15		Synchronous Group Discussion & Reflection

Reading List

Bambara, L.M., Janney, R., & Snell, M.E. (2015). *Behavior Support* (3rd edition). Paul H. Brookes Publishing Company: Baltimore, MD.

Burt, J. & Pennington, R. (2017). A teacher's guide to using extinction in school settings. *Intervention in School and Clinic, 53*, 107-113.

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K. & Strain, P.S. (2018). *Prevent-Teach-Reinforce: The school-based model of individualized Positive Behavior Support*. Paul H. Brookes Publishing Company: Baltimore, MD.

Iovannone, R., Greenbaum, P., Wang, W., Kincaid, D., Dunlap, D., & Strain, P. (2009). Randomized Controlled Trial of the Prevent-Teach-Reinforce (PTR) Tertiary Intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders, 17*, 213-225.

Lesh (2020). Don't forget about yourself: Words of wisdom on special education teacher self-care. *TEACHING Exceptional Children, 52*, 367-369.

Minahan, J., & Rappaport, N. (2016). *The Behavior Code: A practical guide to understanding and teaching the most challenging students*. Cambridge, MA: Harvard Education Press.

Laugeson, E. A., Ellingsen, R., Sanderson, J., Tucci, L., & Bates, S. (2014). The ABC's of teaching social skills to adolescents with autism spectrum disorder in the classroom: The UCLA PEERS® program. *Journal of Autism and Developmental Disorders, 44*(9), 2244-2256.

Strain, P., Wilson, K., Wilson, K. & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders, 36*, 160-171.

Sullivan, K., Crosland, K., Iovannone, R., Blair, K., & Singer, L. (2020). Evaluating the effectiveness of Prevent-Teach-Reinforce for high school students with Emotional and Behavioral Disorders. *Journal of Positive Behavior Interventions*, published online, 1-14.

Tiger, J.H., Hanley, G.P., & Bruzek, J. (2008). Functional Communication Training: A review and practical guide. *Behavior Analysis in Practice, 1*, 15-23.

Thoughts on a Successful Online Learning Experience

Taking an online course is different from traditional classroom courses. You will take a larger role in organizing your time and guiding your own learning. The role of the instructor becomes facilitator, guide, and resource to help you learn the course material and apply it in your personal and professional life. I am here to assist you, but you need to let me know what you need.

As a successful online learner, you will interact with the course materials regularly; manage your time; share thoughts and experiences with others; critically reflect on material; and apply what you are learning. You are the conductor of your own learning, which is what lifelong learning is all about!

Much to the surprise of many students, online courses are not easier than traditional courses. Quite the contrary. You may have more flexibility and less travel, but the content is the same and you have a greater responsibility for your learning. There are also more opportunities and expectations to participate in discussions. Online learning is an excellent format, but it is not and should not be passive. You want to be actively engaged with your instructor, other students, and your own thinking.

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
- Listen and take notes while you review recorded lectures. It is easier to be distracted by email and home life when you're not sitting in a classroom, but it is essential to your learning that you are focusing on the content.
- Log on to 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.