MHS 4206-001
Applied Behavior Analysis in Autism and Developmental Disabilities
Course Syllabus
Spring Semester 2017

Instructor: Kwang-Sun Cho Blair, Ph.D., BCBA-D
Office location: MHC 2336
Office phone: 974-2129
Office fax: 974-6115
E-mail: kwangsun@usf.edu
Office hours: Tuesdays 2:00 pm to 3:30 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: MHA 126BC
Class Times: Tuesdays and Thursdays, 12:30 pm- 1:45 pm

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 interaction/communication and behavior interventions for children with autism spectrum disorder and other developmental disabilities. The course focuses on the application of empirically validated social interaction/communication and behavioral interventions that are consistent with principles of ABA in designing the interventions. Students will participate in lectures, demonstrations, presentations, and 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:
- Define Autism Spectrum Disorder (ASD)
- Describe common characteristics of individuals with ASD
- Describe and compare a variety of evidence-based practices that are based on the principles of ABA for individuals with ASD
- Increase the understanding of the levels of empirical support for various ABA-based skill acquisition interventions
- Assess children with ASD using various assessment instruments and observations to identify the children’s social interaction, social communication, and behavioral needs
- Design an intervention plan that addresses social interaction/communication skills and behavioral challenges
- Develop intervention materials
- Use effective interaction and personal qualities to collaborate with families and other professionals
**Texts**

There are no required texts to purchase for this course. However, the following 3 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 ad 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.
- Students will engage in activities in which they will apply techniques or strategies covered in the lecture, internet modules, and readings to children with ASD.
- Class will conclude with an online quiz over the lecture and assigned readings.

### Grades

Grades will be based upon the following categories:

A. Class attendance and participation (4.8%)
B. Weekly quizzes (38.1%)
C. Assignments (47.6%)
D. Application Activities (9.5%)
E. Extra Credit

#### Attendance and Participation (Total 30 points)

Class attendance and participation 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 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), participation in activities and presentations, and being respectful of other students, instructor, and teaching assistants.

Only if an emergency arises (e.g., student illness, death in the family) and the student notifies the instructor at least an hour before class (earlier notice is preferred), can the student earn the percentage points for that class. However, the student must do the following assignments: Write a two-page double spaced summary of the assigned readings (if missed Tuesday class) or completion of the missed in-class activity (if missed Thursday class). The summary or completed activity must be emailed to the instructor before the beginning of the next class.

Students looking for a letter of recommendation for future employment 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 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 comment or facial expressions about other students or instructors/TAs
- Completing assignments or studying for other classes
- Completing work assignments
- Failure to complete in-class activities

**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://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf)

**B. 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 (Thursday, 5:00 pm through Friday, 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 readings for that day. Each quiz is worth 20 points.

**C. Assignments (Total 300 points)** - Students will be required to complete three assignments throughout the course. The three assignments are listed below:

- **Reflective Journals (60 pts.)** - Each week (Weeks 2-14), 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 journal is worth 5 points. **Due Monday 5:00 pm** each week.

- **Field Experience Portfolio (240 pts.)** - Students will complete a field experience portfolio project during which students will submit 3 assignments: (1) assessment report (Part 1 of the portfolio), (2) intervention plan (Part 2 of the portfolio), and (3) portfolio presentation. The project should document 10 hours of field experience with a child with ASD and the ability to apply the following professional practices: conduct assessments and identify the child’s strengths and weaknesses (needs) in the areas of social communication, social interaction, and behavior, and determine interventional goals based on assessment results; design an intervention plan; and develop visual support materials.

  1. **Assessment Report (80 points):** Students will assess a child with ASD or a developmental disability in the areas of social communication, social interaction development, and problem behavior, and describe the assessment results. Examples of informal assessment instruments provided on Canvas can be used to complete this assignment. The report should include the following:

     1) Activity log  
     2) Signed agreement form  
     3) Child’s background information  
     4) A walk in his/her shoes essay  
     5) A summary of assessments conducted to gather information on the child’s strengths and weaknesses in social communication and social interaction, and problem behavior  
     6) Completed assessment instruments and an observation form  

     **Report due: Week 8 (3/9)**

  2. **Intervention Plan (90 points):** Students will design an intervention plan based on the assessment results to address the social communication/interaction and behavioral challenges. The intervention plan should include the following:
1) Target social communication and social interaction skills and problem behavior; target routines; and intervention goals
2) Intervention strategies to teach new social interaction and social communication skills and to reduce problem behavior
3) Parent resource materials (e.g., tip sheets, fact sheets, toolkits, forms, guides, links to websites) that will help parents understand their child’s disabilities and behavior and implement the intervention plan
4) Developed visual support materials: A variety of visual support materials including a visual schedule, first/then board, cue card, choice board, token board, social story or script, and visual task analysis to be used in addressing the child’s target skills and behaviors within target routines

**Intervention Plan due: Week 15 (4/18)**

3. **Portfolio Presentation (70 points):** Students will present their portfolios to the class. They will prepare PowerPoint presentations describing the background of the child with ASD, assessment results, the intervention plan and visual supports developed for the child, and suggested parent resource materials. The presentation materials should be submitted to Canvas by the due date.

**Presentation due: Week 15 (4/18)**

A field experience portfolio guide that provides specific instructions and requirements and scoring rubrics will be posted on Canvas. *Note:* The fieldwork participant should be identified and approved by the instructor by 2/14. Students who do not have access to a child with ASD to observe should contact the instructor in the 2nd week of class.

**D. 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, internet modules, and readings.

**E. 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 CABA poster fair, which will be held the last Monday in April. Students must attend for a minimum of 60 min and will be required to turn in a 2-page (double spaced) summary of the event. **Second,** students may earn 5% by writing a 5-page (double spaced) book review on a book written by an individual with ASD or by a family member. Example books are listed at the end of this syllabus. The review should focus on the description of the individual with ASD, summary of content, and reflection on the important things learned from reading the book. **Third,** students may earn 5% by working as a research assistant, assisting a graduate student or faculty in conducting a research project.

**Grading System**

The course will use a percentage of points out of 630 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% = A
- 90 – 92% = A-
- 88 – 89% = B+
- 83 – 87% = B
- 80 – 82% = B-
- 78 – 79% = C+
- 73 – 77% = C
- 70 – 72% = C-
- 60 – 69% = D
- Less than 60% = F
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics and Assignments Due</th>
<th>Readings and Online Modules</th>
<th>Video links for Reflective Journals</th>
</tr>
</thead>
</table>
| Week 1 (1/10 & 1/12) | • Introduction of Course Syllabus and Assignments  
• The Miracle Project | No Readings                                                      | No Videos                                                    |
| Week 2 (1/17 & 1/19) | Historical Perspective and Characteristics of Individuals with ASD  
Quiz 1 & Reflective Journal 1 | • NARC (2001): Chapter 1 (pp. 11-13); Chapter 5 (pp. 47-51); Chapter 6 (pp. 66-74)  
• Wong et al. (2014): Chapter 1 (pp. 1-3)  
• Internet Module: Restricted Patterns of Behavior, Interests, and Activities  
Diagnosis of Autism  
https://www.youtube.com/watch?v=YtvPSA0HpU  
Early Signs of Autism |
| Week 3 (1/24 & 1/26) | Assessment of Children with ASD  
Quiz 2 & Reflective Journal 2 | • NRC (2001): Chapter 1 (pp. 23-31); Chapter 12 (pp. 158-165)  
• BACB (2014): Sections 3-4 (pp. 19-25)  
• Article: Ray-Subramanian & Weismer (2012) | https://www.youtube.com/watch?v=bG0vk07GHDQ  
Children and Autism  
https://www.youtube.com/watch?v=afaf8SMR9iE  
ASD Assessment |
| Week 4 (1/31 & 2/2) | • Evidence-Based Practices for Children with ASD  
• Guest Speaker  
Quiz 3 & Reflective Journal 3 | • NRC (2001): Chapter 12 (pp. 140-150)  
• Wong et al. (2014): Chapter 1 (pp. 2-6); Chapter 3 (pp. 17-26)  
• BACB (2014): Section 2 (pp. 10-18)  
• Article: Mayton et al. (2010) | https://www.youtube.com/watch?v=QUW0Q8xXVuC&list=PLulMn9r9xC8PMMW5KFQW5MR8pck1yfwizVivaLaEvidence  
https://www.youtube.com/watch?v=FSxxptDGOgE  
Autism Treatment |
| Week 5 (2/7 & 2/9) | Visual Support  
Quiz 4 & Reflective Journal 4 | • NRC (2001): Chapter 5 (pp. 56-61)  
• Wong et al. (2014): Appendix B (pp. 104-105)  
• Internet Module: Visual Support  
• Articles: Bryan & Gast (2000) | http://www.youtube.com/watch?v=RO6dc7QSOb4  
Using visuals  
http://www.youtube.com/watch?v=d0Djff1ffM  
Autism House  
https://www.youtube.com/watch?v=Qfm2sXI7UkA  
Works Systems |
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics and Assignments Due</th>
<th>Readings and Online Modules</th>
<th>Video links for Reflective Journals</th>
</tr>
</thead>
</table>
| Week 6 (2/14 & 2/16) | Functional Communication Training | - NRC (2001): Chapter 10 (pp. 115-124)  
- Wong et al. (2014): Appendix B (pp. 63-64)  
- Internet Module: Functional Communication Training  
- Article: Dunlap et al. (2006)  
- Video links:  
  - "Challenging Behavior"  
  - "Unimaginable Intelligence"  

  - Article: Dunlap et al. (2006)  
  - Video links:  
  - "Autistic Girl Expresses Unimaginable Intelligence"                                                                                      | https://www.youtube.com/watch?v=8N2aiSrFGeE  
  - "Challenging Behavior"  
  - "Unimaginable Intelligence"                                                                                                           |
| Week 7 (2/21 & 2/23) | Naturalistic Intervention, Incidental Teaching | - NRC (2001): Chapter 5 (pp. 52-55)  
- Wong et al. (2014): Appendix B (pp. 66-67)  
- Internet Module: Naturalistic Intervention  
- Article: Farmer-Dougan (1994)  
- Video links:  
  - "ABA Autism Training – Incidental Teaching"  
  - "ABA Autism Classroom"                                                                                                              | http://www.youtube.com/watch?v=yCg9ZPzot8  
  - "ABA Autism Training – Incidental Teaching"  
  - "ABA Autism Classroom"                                                                                                              |
| Week 8 (2/28 & 3/2) | Self-Management, Field experience participant approval due 2/14 | - Wong et al. (2014): Appendix B (pp. 87-88)  
- Internet Module: Self-Management  
- Article: Crutchfield et al. (2015)  
- Video links:  
  - "B. F. Skinner - Self Management of Behavior"                                                                                   | https://www.youtube.com/watch?v=kP8k_doYeGw  
  - "B. F. Skinner - Self Management of Behavior"                                                                                   |
| Week 9 (3/7 & 3/9) | Pivotal Response Training, Priming | - NRC (2011): Chapter 4 (PP. 122-43); Chapter 12 (p.122, P.134, P.144)  
- Wong et al. (2014): Appendix B (pp. 74-75)  
- Internet Module: Pivotal Response Training  
- Article: Koegel et al. (2014)  
- Video links:  
  - "Autism – home intervention part 3"  
  - "Playing with Toys"                                                                                                                | https://www.youtube.com/watch?v=nP-CFUTaIpc  
  - "Pivotal Response Training"  
  - "Autism – home intervention part 3"  
  - "Playing with Toys"                                                                                                                |
| Week 10     | Spring Break                |                                                                                                                                                                                                                                                                                                                                                           | http://www.youtube.com/watch?v=w_qmQuE4YWU  
  - "No kicking or biting"  
  - "I need a break"  
  - "Social Story Video"                                                                                                               |
| Week 11 (3/21 & 3/23) | Social Scripting and Social Stories™ | - Wong et al. (2014): Appendix B (pp. 89-90)  
- Internet Module: Social Narratives  
- Video links:  
  - "No kicking or biting"  
  - "I need a break"  
  - "Social Story Video"                                                                                                               | http://www.youtube.com/watch?v=w_qmQuE4YWU  
  - "No kicking or biting"  
  - "I need a break"  
  - "Social Story Video"                                                                                                               |
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics and Assignments Due</th>
<th>Readings and Online Modules</th>
<th>Video links for Reflective Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>• Peer Mediated Instruction and Intervention</td>
<td>• NRC (2011): Chapter 6 (pp. 66-79)</td>
<td><a href="https://www.youtube.com/watch?v=Drb5B-JvKTo">https://www.youtube.com/watch?v=Drb5B-JvKTo</a></td>
</tr>
<tr>
<td>(3/28 &amp; 3/30)</td>
<td></td>
<td>• Wong et al. (2014): Appendix B (pp. 70-71)</td>
<td>Southwest Peer Mediators</td>
</tr>
<tr>
<td></td>
<td>uiz 10 &amp; Reflective Journal 10</td>
<td>• Internet Module: Peer-Mediated Instruction and Intervention</td>
<td><a href="https://www.youtube.com/watch?v=07Zrd48fdUw">https://www.youtube.com/watch?v=07Zrd48fdUw</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Article: Goldstein et al. (1992)</td>
<td>Peer Buddies at Fairview ES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=1ts6V_rUnig">https://www.youtube.com/watch?v=1ts6V_rUnig</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PMII</td>
</tr>
<tr>
<td>Week 13</td>
<td>• Video Modeling</td>
<td>• Wong et al. (2014): Appendix B (pp. 101-103)</td>
<td><a href="http://www.youtube.com/watch?v=makjgB4X3q8">http://www.youtube.com/watch?v=makjgB4X3q8</a></td>
</tr>
<tr>
<td>(4/4 &amp; 4/6)</td>
<td>• Video Self Modeling</td>
<td>• Internet Module: Video Modeling</td>
<td>Autism Video Modeling - Brushing teeth</td>
</tr>
<tr>
<td></td>
<td>uiz 11 &amp; Reflective Journal 11</td>
<td>• Article: MacDonald et al. (2009)</td>
<td><a href="https://www.youtube.com/watch?v=RBDRs6Ow">https://www.youtube.com/watch?v=RBDRs6Ow</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video Modeling – Introductions and Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=Ev9XHGe6OY0&amp;feature=youtu.be">http://www.youtube.com/watch?v=Ev9XHGe6OY0&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using video self modeling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>• Positive Behavior Support</td>
<td>• NRC (2001): Chapter 3 (pp. 32-39); Chapter 10 (pp. 124-127)</td>
<td><a href="https://www.youtube.com/watch?v=5xnoB-jpa0">https://www.youtube.com/watch?v=5xnoB-jpa0</a></td>
</tr>
<tr>
<td>(4/11 &amp; 4/13)</td>
<td></td>
<td>• BACB (2014): Section 7 (pp. 36-40)</td>
<td>Person Centered Planning 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chris Develops His PATH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=2lyHYEqK0Ow">https://www.youtube.com/watch?v=2lyHYEqK0Ow</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A Credo for Support</td>
</tr>
<tr>
<td>Week 15</td>
<td>Portfolio Presentations</td>
<td>No Readings</td>
<td>No Videos</td>
</tr>
<tr>
<td>(4/18 &amp; 4/20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Portfolio Presentations</td>
<td>No Readings</td>
<td>No Videos</td>
</tr>
<tr>
<td>(4/25 &amp; 4/27)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.


**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 at:

⇒ Procedures for Alleged Academic Dishonesty or Disruption:
   http://www.ugs.usf.edu/catalogs/1213/pdf/AcademicIntegrityOfStudents.pdf

⇒ Student Academic Grievance Procedures -- http://www.ugs.usf.edu/catalogs/0809/arcsagp.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 or Individuals with ASD**


