MHS 4206 Section 1
Applied Behavior Analysis in Autism and Developmental Disabilities
Course Syllabus

Instructor: Instructor
Department of Child and Family Studies
College of Behavioral and Community Sciences University of South Florida
Email:

Teaching Assistant:

Office hours:

Course Prerequisite: MHS 4202: Behavior Assessment and Intervention Planning In ABA

Classroom: Westside BC (i.e., 126 BC)

Class Times: T/Th, 11:00 am- 12:15 pm
First Class: August 27, 2019
Last Class: December 5, 2019
Final Presentations: December 10, 2019

Passing Grades

| Enrolled at USF before 2019-2020 Catalog | C- |
| Enrolled at USF under Catalog 2019-2020 | B- |

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 45 hour 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. This course covers 30 hours of “Behavior-Change Procedures” from the Behavior Analyst Certification Board Task List (5th Edition).
Course Objectives
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

Student Learning Outcomes
G: Behavior-Change Procedures = 39.5 hours

G-1 Use positive and negative reinforcement procedures to strengthen behavior
G-2 Use interventions based on motivating operations and discriminative stimuli
G-3 Establish and use conditioned reinforcers
G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading)
G-5 Use modeling and imitation training
G-6 Use instruction and rules
G-7 Use shaping
G-8 Use chaining
G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements
G-10 Teach simple and conditional discriminations
G-11 Use Skinner’s analysis to teach verbal behavior
G-12 Use equivalence-based instruction
G-13 Use the high-probability instructional sequence
G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR)
G-15 Use extinction
G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection)
G-17 Use token economies
G-18 Use group contingencies
G-19 Use contingency contracting
G-20 Use self-management strategies
G-21 Use procedures to promote stimulus and response generalization
G-22 Use procedures to promote maintenance
Required Journal Articles

Please find articles through USF Library Databases. Articles will not be provided by the instructor.


**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 reading check 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 (10%)
B. In-Class Reading Checks (20%)
C. Online Canvas Quizzes (35%)
D. Assignments (30%)
E. In-class Activities (5%)
F. Extra Credit (2 points)

A. Attendance and Participation. Class attendance and participation are expected, and students are expected to be on time for class. There will be a class sign-in and sign-out sheet for each class. It is the student’s responsibility to sign in at the beginning of class and sign-out at the end of each class. Students will not get percentage points for class if they leave early, unless leaving early was arranged with the instructor ahead of time. When a student misses class, he/she will lose percentage points for attendance, participation in activities, and presentation for that day. Students who sign other students in or out of class for another classmate will be violating USF Student Conduct and will receive disciplinary action.

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, guest speakers, and teaching assistants.

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 behavior include but are not limited to the following:

- Engaging in texting, Internet surfing, or going on social media
- Making rude comment or facial expressions about other students, instructor, or teaching assistant
- Completing assignments or studying for other classes
- Completing work assignments
- Failure to complete in-class activities
- Talking in class while the instructor, guest speaker, or other students are speaking

B. In-class Reading Checks. Students will have a 10 minute reading check at the beginning of
every class (starting at 11:00 a.m.) The format of the reading checks will include multiple choice, true/false, matching, or fill in the blank. Only students present in class will be able to take the reading checks. Students who are not present in class, but take the reading check are committing academic dishonesty. Consequences for academic dishonesty on the reading checks will result in a zero on the reading check and/or a “fail” in the class.

a. **Make-up.** Students will be allowed 1 reading check allowance per semester. This means the students are allowed to miss 1 reading check without penalty. The purpose of this allowance is to account for when you may be sick or have an emergency. You do not need to notify me or send a doctor's note. The points for the reading check allowances will automatically be added at the end of the semester. **There is no other make up policy**

C. **Online Canvas Quizzes.** A total of 12 quizzes will be administered throughout this course. The quizzes will be delivered via Canvas and available **Thursday, 5:00 pm through Sunday, 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 multiple-choice questions, matching, and/or fill-in the blank questions covering the lecture and readings for that day. These quizzes **MAY NOT** be completed with peers. **There is no make-up policy**

a. **Due Dates for Online Quizzes.** Must be Submitted by 11:59 p.m.

<table>
<thead>
<tr>
<th>Quiz Number</th>
<th>Due Date</th>
<th>Quiz Number</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/8/19</td>
<td>7</td>
<td>10/20/19</td>
</tr>
<tr>
<td>2</td>
<td>9/15/19</td>
<td>8</td>
<td>10/27/19</td>
</tr>
<tr>
<td>3</td>
<td>9/22/19</td>
<td>9</td>
<td>11/3/19</td>
</tr>
<tr>
<td>4</td>
<td>9/29/19</td>
<td>10</td>
<td>11/10/19</td>
</tr>
<tr>
<td>5</td>
<td>10/6/19</td>
<td>11</td>
<td>11/17/19</td>
</tr>
<tr>
<td>6</td>
<td>10/13/19</td>
<td>12</td>
<td>11/24/19</td>
</tr>
</tbody>
</table>

D. **Assignments.** During classes 11/21, 11/26, 12/3 students will complete a Visual Supports Project In-Class and Present. A poster will then be presented in a gallery format on 12/10/19 (insert time)

a. **Visual Supports Project Boot camp and Poster.** The visual support project will be a group project. Groups will be sign-up on 9/24/19. Groups may have no more than three members and as few as two members. Each group will be given a scenario with a mock child/student with ASD. The group will work in-class on 11/21, 11/26, and 12/3 to complete their project. The group should plan to finalize their poster presentation by the end of class on 12/3/19. The group will then present their poster for the gallery walk through during class on 12/10/19 – grading will take place at this time. **Faculty and doctoral students will be invited in for the walk through.**

1. **Assessment.** Each group will be provided results of an assessment. The group will report the following (see rubric for details):
1) Background information
2) A summary of assessments conducted to gather information on the strengths and weaknesses in social communication and social interaction, and problem behavior
3) Completed assessment instruments

2. Intervention Plan: Groups will design an intervention plan based on the assessment results to address the social communication/interaction and behavioral challenges.
3. Poster: Groups will hang their posters in a gallery format and answer questions from guest. The instructor(s) will walk through and grade each poster (see rubric).

E. In-Class Activities –
   a. Video Activities- During some classes, students will work in groups of 3-4 to watch a video and answer a series of questions or scenarios that will be provided by the instructor. The instructor will randomly select 1-2 groups to facilitate a whole-class discussion about the assigned video. Information gathered from these discussions will be on quizzes (take notes!).
   b. Group Activities- There will be days where the students will engage in interactive group activities. The activities will focus on applying the information for the topic assigned. The instructor will randomly select 1-2 groups to facilitate a whole-class discussion. Information gathered from these discussions will be on quizzes (take notes!).

F. Extra Credit – Students can earn two (2) extra points on their final grade by completing the end of semester instructor evaluation.

Letter grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 – 97.99%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 77.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 67.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% or lower</td>
</tr>
</tbody>
</table>

Email Policy

Please use () to email me. I will not be checking email through CANVAS as it is not reliable.

- Emails during the week and during business hours (Monday through Friday, 9am-5pm),
will be answered within 48 hours. Emails on the weekend will likely not be answered until Monday morning. Therefore, it is recommended if the student has any questions regarding an assignment or a question pertaining to the exam, that he or she begin the assignment with sufficient time to email with questions (if needed) between Monday and Friday.

**OTHER CLASS POLICIES**

*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 waver 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.

*Video/Audio Recording*
Please be aware that students are not permitted to video or audio record during any portion of the class without explicit, written consent from the instructor.

**INSTITUTIONAL POLICIES**

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These may be accessed at: https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx.

*Student Handbook:*
May be found at: https://www.usf.edu/student-affairs/dean-of-students/resources/handbooks-and-guides.aspx

*Student Conduct:*
Incomplete Grade:
Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U). Students may only be eligible for an “I” when:

- The majority of the student’s work for a course has been completed before the end of the semester
- The work that has been completed must be qualitatively satisfactory
- The student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week. Policy may be found at: http://ugs.usf.edu/policy/IGradePolicy.pdf

Safety and Student Well Being
Center for Victim Advocacy and Violence Prevention: (813) 974-5757 http://www.sa.usf.edu/ADVOCACY

Counseling Center: (813) 974-2831 http://www.usf.edu/student-affairs/counseling-center/

Student Health Services: (813) 974-2331 http://www.usf.edu/student-affairs/student-health-services/
<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>BACB Task List</th>
<th>Agenda</th>
<th>Reading</th>
<th>In-Class Reading Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-Aug</td>
<td>0 hours</td>
<td>Introduction/Course Syllabus</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29-Aug</td>
<td>0 hours</td>
<td>Historical Perspective and Characteristics of Individuals with ASD</td>
<td>Matson, Wilkins, &amp; Gonzalez (2008)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3-Sep</td>
<td>0 hours</td>
<td>Assessment of Children with ASD</td>
<td>Olive, Pratt, &amp; Norman (2015)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5-Sep</td>
<td>G-1, -2, -4, -7, -8, -9, -11</td>
<td>FBA Assessment and ASD</td>
<td>Hanley (2012)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>10-Sep</td>
<td>G-1, -2, -5, -7, -8, -9, -11, -14, -17, -21, -22</td>
<td>Non-Evidenced &amp; Evidence Based Practices</td>
<td>Mayton et al. (2010)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12-Sep</td>
<td>G-1, -2, -4, -7, -8, -9, -11, -14, -17, -21, -22</td>
<td>EBP for Children with ASD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17-Sep</td>
<td>G-1, -2, -4, -7, -8, -9, -11</td>
<td>Visual Supports</td>
<td>Bryan &amp; Gast (2000)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>24-Sep</td>
<td>G-4, -5, -7, -8, -10, -20, -21</td>
<td>Visual Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-Sep</td>
<td>G-1, -2, -5, -7, -8, -9, -14, -15, -21, -22</td>
<td>Naturalistic Intervention (Incidental Teaching)</td>
<td>Farmer-Doug (1994)</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>1-Oct</td>
<td>G-1, -2, -5, -7, -8, -9, -14, -15, -21, -22</td>
<td>Pivotal Response Training</td>
<td>Koegel et al. (2014)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3-Oct</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -12, -13, -21, -22</td>
<td>Video Modeling, Video Self-Modeling</td>
<td>MacDonald et al. (2009)</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>8-Oct</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -12, -13, -21, -22</td>
<td>Social Scripting and Social Stories</td>
<td>Chan &amp; O’Reilly (2008)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>10-Oct</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -12, -13, -21, -22</td>
<td>Peer Mediated Instruction and Intervention <strong>Guest Speaker</strong></td>
<td>Clarke &amp; Duda (2019)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>17-Oct</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -13, -14, -15, -21, -22</td>
<td>Self-Management</td>
<td>Crutchfield et al. (2015)</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>22-Oct</td>
<td>1, -2, -3, -4, -5, -6, -7, -8, -10, -21, -22</td>
<td>Visual Support Project Boot Camp</td>
<td>Bring your thinking hat!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24-Oct</td>
<td>1, -2, -3, -4, -5, -6, -7, -8, -10, -21, -22</td>
<td>Holiday (no class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>29-Oct</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -10, -21, -22</td>
<td>Video Support Project Boot Camp</td>
<td>Bring your second thinking hat!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-Oct</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -10, -21, -22</td>
<td>Video Support Project Boot Camp</td>
<td>Start to Wrap-Up</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5-Nov</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -14, -15, -18, -21, -22</td>
<td>Video Support Project Boot Camp</td>
<td>Bring your thinking hat!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-Nov</td>
<td>G-1, -2, -3, -4, -5, -6, -7, -8, -10, -14, -15, -18, -21, -22</td>
<td>Video Support Project Boot Camp</td>
<td>Start to Wrap-Up</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12-Nov</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -14, -15, -17, -18, -19, -20, -22</td>
<td>Visual Support Project Boot Camp</td>
<td>Bring your thinking hat!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-Nov</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -14, -15, -17, -18, -19, -20, -22</td>
<td>Video Support Project Boot Camp</td>
<td>Start to Wrap-Up</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19-Nov</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -14, -15, -17, -18, -19, -20, -22</td>
<td>Visual Support Project Boot Camp</td>
<td>Bring your thinking hat!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-Nov</td>
<td>G-1, -2, -3, -5, -6, -7, -8, -14, -15, -17, -18, -19, -20, -22</td>
<td>Final Project * Must stay for 2 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25 Classes @ 1.5 hours of Task List Content = 37.5

Plus two hour final presentations = 39.5 Task List 5 Contact Hours

[Rev. 7/24/19] Page 9 of 12
# Recommended Readings – Not required

<table>
<thead>
<tr>
<th>Week</th>
<th>NRC (2001)</th>
<th>Wong et al., 2014</th>
<th>Internet Module</th>
<th>BACB, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1 (pp. 11-13); Chapter 5 (pp. 47-51); Chapter 6 (pp. 66-74)</td>
<td>Chapter 1 (pp. 1-3)</td>
<td>Restricted Patterns of Behavior, Interests, and Activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1 (pp. 23-31); Chapter 12 (pp. 158-165)</td>
<td></td>
<td></td>
<td>Sections 3-4 (pp. 19-25)</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 12 (pp. 140-150)</td>
<td>Chapter 1 (pp. 2-6); Chapter 3 (pp. 17-26)</td>
<td></td>
<td>Section 2 (pp. 10-18)</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td></td>
<td>Shermer Chapter (uploaded on CANVAS)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5 (pp. 56-61)</td>
<td>Appendix B (pp. 104-105)</td>
<td>Visual Support</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Chapter 10 (pp. 115-124)</td>
<td>Appendix B (pp. 63-64)</td>
<td>Functional Communication Training</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Chapter 5 (pp. 52-55)</td>
<td>Appendix B (pp. 63-64)</td>
<td>Naturalistic Intervention</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 5 (pp. 52-55)</td>
<td>Appendix B (pp. 87-88)</td>
<td>Self-Management</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 4 (PP. 40-44); Chapter 12 (p.122, P.134, P.144) Chapter 5 (pp. 52-55)</td>
<td>Appendix B (pp. 74-75)</td>
<td>Pivotal Response Training</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Appendix B (pp. 89-90)</td>
<td>Social Narrative Stories</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Chapter 6 (PP. 66-79)</td>
<td>Appendix B (pp. 70-71)</td>
<td>Peer-Mediated Instruction and Intervention</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Appendix B (pp. 101-103)</td>
<td>Video Modeling</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chapter 3 (PP. 32-39)</td>
<td></td>
<td></td>
<td>Section 7 (pp. 36-40)</td>
</tr>
</tbody>
</table>
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:


Books Written by Families or Individuals with ASD


