ED PS 6838/7838
BCBA Autism Spectrum Disorder Interventions
Intensive Six-Day Summer Session

**Class Time:**
8:30 am to 4:00 pm

**Location:**
Milton Bennion Hall 101

**Instructor:**
Aaron J. Fischer, PhD, BCBA-D  
Aaron.fischer@utah.edu; (801) 587-1842

**Instructor Office Hours:**
By Appointment

**Required TEXTBOOK**


**COURSE DESCRIPTION**

This advanced course will provide in-depth interactive training on evidence-based interventions for children with autism spectrum disorder (ASD). The intensive weeklong format of the class will allow students to delve into a variety of evidence-based treatments while learning hands-on skills to implement the interventions discussed. Although the course is not intended to be a substitute for supervised practicum training, students will leave the class with foundational knowledge of the interventions and gain experience implementing them with other students and the instructor. The format includes lecture, discussion, and presentations by diverse treatment providers (e.g., psychiatrists, pediatricians, speech and language pathologists, program administrators, and school psychologists). Students will learn about preschool and K-12 interventions, treatment methods (e.g., discrete trial training, incidental learning, PRT, social skills training, etc.) comorbid behavioral health problems, and family and community supports.

**COURSE OBJECTIVES**

1. Students will become familiar with evidence-based interventions for children with ASD
2. Students will participate in interactive training and gain experience implementing a variety of evidence-based intervention for children with ASD
3. Students will gain knowledge of evidence-based interventions and develop foundational skills, which they can implement with clients through supervised practicum in other courses
COURSE REQUIREMENTS

#1: Class Participation. Participation is critical to a course such as this, including in-class questions and comments to instructors and guest speakers as well as online contributions to the Canvas chat room (i.e., making regular postings to class discussion). Students are expected to contribute 5 or more comments to the course’s Canvas chat room during the class period. Posts can be in the form of questions, comments, or posts about relevant resources (e.g., community-based services, online resources including videos, apps, and books). To increase the value of the course and enhance the quality of course participation, students are asked to complete suggested textbook readings during course. Additional readings are suggested and posted on Canvas; however, students are not expected to read everything that is posted or suggested in class.

#2: Evidence-Based Intervention Procedure Demonstration. Throughout the course, students are expected to engage in demonstration and role-playing of intervention procedures. Students will be provided feedback during demonstrations about how to improve the targeted skill, however, grades will only be assigned for active participation, effort, and engagement, rather than fidelity of procedure implementation. The instructor will record each students’ demonstration of skills throughout the class. Once a student has demonstrated the skill they will receive credit for the procedure.

#3: Oral Presentation. Involves a 10-minute case presentation in response to questions related to a vignette that will be assigned during the class. The presentations will be made on the relevant day each topic is covered. Topics will be assigned at the onset of the course. Students must provide instructors a copy of typed notes for the presentation in response to the different questions that are asked (further details about this requirement will be provided in class).

GRADING

Course grades depend on class participation (in-class and online chat) which means students need to be on time and in class every day. There is no make-up for students missing class periods. This is a short course requiring daily (on-time) attendance for all days. Students are also required to make a 10-minute oral presentation on an assigned class period, and participate in interactive training of intervention procedures. Below are the point values for the various requirements in the course and the number of points required to earn a particular grade:

1. In-class/online Participation (5 days/20 points max each day) Max. 100 points
2. EBI Procedure Demonstration (5 days/20 points each day) Max. 100 points
3. Oral Presentation Max. 100 points

Total Possible Points: 300 points

Grading Scale
95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-

Notice: It does not take a lot to get an A grade in this class; however, this requires that you attend each day for the full four hours in order to participate. You cannot make up missing class sessions and incomplete grades will only be given if there is a documented emergency.

Please be aware that "Incomplete" grades must be completed by the end of Summer Semester, 2016, otherwise the grade will become an F and need to be retaken in order to receive credit.

NEED FOR ACCOMODATIONS: The University of Utah's Department of Educational Psychology seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building (801-581-5020; V/TDD). The Center for Disability Services will make arrangements with you and the instructor to ensure that appropriate accommodations are provided.

ACADEMIC HONESTY: It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions per U of U Student Code.

CLASS ATMOSPHERE: It is expected that students will maintain a respectful and civil atmosphere at all times during class meetings by adhering to the following guidelines:
1. Students will arrive on time and stay for the full class period
2. Students will complete reading assignments prior to class
3. Students will turn in assignments on time
4. Wrongly attached documents will not be allowed resubmission…be careful!!!
5. Students will participate in class discussions and activities
6. Students will conduct themselves in a courteous and professional manner
7. Students will prevent disruptions by turning off and refraining from use of cell phones and by putting away extraneous materials.
8. The use of laptop/tablet computers in class is permitted in class; however, they should only be used to follow presentation materials and take notes. Any additional use (e.g., social media, web browsing, emailing, etc.) will result in the loss of laptop/tablet computing privileges in class and negatively effect participation grade.
### COURSE SCHEDULE & ASSIGNED READINGS

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**Required Readings and Resources:**

**Class 1**

2015 National Standards Project


Autism Internet Modules

http://www.autisminternetmodules.org/

The National Professional Development Center on Autism Spectrum Disorder

http://autismpdc.fpg.unc.edu/node/19


Class 2

Preference and Reinforcer Assessment:


http://wmich.edu/autism/stimulus-preference

Functional Assessment

http://wmich.edu/autism/functional-analysis
http://practicalfunctionalassessment.com/presentations/


*Functional Communication Training*


[http://wmich.edu/autism/functional-communication](http://wmich.edu/autism/functional-communication)

*Class 3*

*Discrete Trial Training*


**Incidental Teaching**


Cowan, R. J., & Allen, K. D. (2007). Using naturalistic procedures to enhance learning in individuals with autism: A focus on generalized teaching within the school setting. Psychology In The Schools, 44, 701-715.


**Pivotal Response Training**


**Naturalistic Developmental Behavioral Interventions**


**Class 4**

*Verbal Behavior*

Sundberg, M. L. (1978). A program for teaching verbal behavior to persons in whom language is absent or defective. *Western Michigan University Behavioral Monograph #6*, Kalamazoo, MI.


*Joint Attention Interventions*


**Antecedent Interventions**


**Class 5**

**Parent Training**


**Feeding**


Sleep


Toileting


Class 6

Student Presentations


Discussion of practical considerations for integrating behavioral strategies across settings

Students identify an article to present; settings can include hospitals, clinics, community, schools, home, summer camps, etc.

Discussion of Functional Based Interventions