

**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](mailto:Aaron.fischer@utah.edu); (801) 587-1842

**Instructor Office Hours:**

By Appointment

**Required TEXTBOOK**

Reichow, B., Doehring, P., Cicchetti, D. V., & Volkmar, F. R. (2011). Evidence-based practices and treatments for children with autism. New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4419-6975-0

**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**

| <b>Date</b> | <b>Class #</b> | <b>Topic</b>  | <b>Readings</b>                | <b>BCBA Task List Area(s)</b> |
|-------------|----------------|---|--------------------------------|-------------------------------|
| 6/26        | 1              | Evidence-Based Treatments (NSP); Data Collection and Graphing; Treatment Providers and Online Resources                               | Ch. 1-3<br>Required Readings   | I & III                       |
| 6/29        | 2              | Preference Assessment and Reinforcer Assessment; Functional Assessment; Functional Communication Training                             | Ch. 4-6<br>Required Readings   | I, II, & III                  |
| 6/30        | 3              | Discrete Trial Training; Incidental Teaching & Pivotal Response Training; NDBI  | Ch. 7-9<br>Required Readings   | I, II, & III                  |
| 7/1         | 4              | Verbal Behavior; Joint Attention Interventions; Antecedent Interventions  | Ch. 10-12<br>Required Readings | I, II, & III                  |
| 7/2         | 5              | Parent Training; Feeding, Toileting, and Sleep Interventions  | Ch. 13-14<br>Required Readings | I, II, & III                  |
| 7/3         | 6              | Practical considerations for integrating behavioral strategies across settings; Functional Based Interventions; Student Presentations | Required Readings              | I, II, & III                  |

**Required Readings and Resources:**

**Class 1**

2015 National Standards Project

<http://www.nationalautismcenter.org/national-standards-project/phase-2/>

Autism Internet Modules

<http://www.autisminternetmodules.org/>

The National Professional Development Center on Autism Spectrum Disorder

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

Deochand, N., Costello, M. S., & Fuqua, R. W. (2015). Phase-change lines, scale breaks, and trend lines using Excel 2013. *Journal of Applied Behavior Analysis, 48*, 1-16.

Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Lik, N. M. K., Garcia, Y., & Rosales, R. (2009). Creating single-subject design graphs in Microsoft Excel 2007. *Journal of Applied Behavior Analysis, 42*, 277-293.

Vanselow, N. R., & Bourret, J. C. (2012). Online interactive tutorials for creating graphs with Excel 2007 or 2010. *Behavior Analysis In Practice, 5*(1), 40-46.

Online Interactive Tutorials for Creating Graphs With Excel 2007 or 2010  
<https://www.abainternational.org/journals/behavior-analysis-in-practice/supplemental-materials.aspx>

## **Class 2**

### *Preference and Reinforcer Assessment:*

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal Of Applied Behavior Analysis*, 29, 519-533.

Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis*, 25, 491-498.

Gutierrez, A. Jr., Fischer, A. J., Hale, M. N., Durocher, J. S., & Alessandri, M. (2013). Differential response patterns to the control condition between two procedures to assess social reinforcers for children with autism. *Behavioral Interventions*, 28, 353-361.

Kelly, M. A., Roscoe, E. M., Hanley, G. P., & Schlichenmeyer, K. (2014). Evaluation of assessment methods for identifying social reinforcers. *Journal of Applied Behavior Analysis*, 47, 113-135.

Madden, G. J., Smethells, J. R., Ewan, E. E., & Hursh, S. R. (2007). Tests of behavioral-economic assessments of relative reinforcer efficacy: Economic substitutes. *Journal of The Experimental Analysis Of Behavior*, 87, 219-240.

Pace, G. M., Ivancic, M. T., Edwards, G. L., Iwata, B. A., & Page, T. J. (1985). Assessment of stimulus preference and reinforcer value with profoundly retarded individuals. *Journal of Applied Behavior Analysis*, 18, 249-255.

Paclawskyj, T. R., & Vollmer, T. R. (1995). Reinforcer assessment for children with developmental disabilities and visual impairments. *Journal of Applied Behavior Analysis*, 28, 219-224.

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

### *Functional Assessment*

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

- Beavers, G. A., Iwata, B. A., & Lerman, D. C. (2013). Thirty years of research on the functional analysis of problem behavior. *Journal of Applied Behavior Analysis*, 46, 1-21.
- Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M., & Carreau, A. B. (2011). Classroom application of a trial-based functional analysis. *Journal of Applied Behavior Analysis*, 44, 19-32.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209.
- Iwata, B. A. & Dozier, C. L. (2008). Clinical Application of Functional Analysis Methodology. *Behavior Analysis In Practice*, 1, 3-9.
- Iwata, B. A., Pace, G. M., Cowdery, G. E., & Miltenberger, R. G. (1994). What makes extinction work: An analysis of procedural form and function. *Journal of Applied Behavior Analysis*, 27, 131-144.
- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis In Practice*, 5, 54-72.
- Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16-36.
- Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis*, 24(3), 509-522.

#### *Functional Communication Training*

- Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
- Luczynski, K. C., Hanley, G. P., & Rodriguez, N. M. (2014). An evaluation of the generalization and maintenance of functional communication and self-control skills with preschoolers. *Journal of Applied Behavior Analysis*, 47, 246-263.

<http://wmich.edu/autism/functional-communication>

### **Class 3**

#### *Discrete Trial Training*

Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. *Focus on Autism and Other Developmental Disabilities*, 16, 72–85.

Reichow, B. (2012). Overview of meta-analyses on early intensive behavioral intervention for young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42(4), 512-520. doi:10.1007/s10803-011-1218-9

### *Incidental Teaching*

Charlop-Christy, M. H., & Carpenter, M. H. (2000). Modified incidental teaching sessions: A procedure for parents to increase spontaneous speech in their children with autism. *Journal of Positive Behavior Interventions*, 2, 98-112.

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.

Hart, B. & Risley, T. R. (1975). Incidental teaching of language in the preschool. *Journal of Applied Behavior Analysis*, 8, 411-420.

Hsieh, H., Wilder, D. A., & Abellon, O. E. (2011). The effects of training on caregiver implementation of incidental teaching. *Journal of Applied Behavior Analysis*, 44, 199-203.

McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. *Journal of The Association for Persons with Severe Handicaps*, 24, 133-146.

Miranda-Linné, F., & Melin, L. (1992). Acquisition, generalization, and spontaneous use of color adjectives: A comparison of incidental teaching and traditional discrete-trial procedures for children with autism. *Research in Developmental Disabilities*, 13, 191-210.

### *Pivotal Response Training*

Koegel, L. K., Koegel, R. L., Harrower, J. K., & Carter, C. M. (1999). Pivotal response intervention I: Overview of approach. *Journal Of The Association For Persons With Severe Handicaps*, 24(3), 174-185. doi:10.2511/rpsd.24.3.174

Suhrheinrich, J., Stahmer, A. C., & Schreibman, L. (2007). A preliminary assessment of teachers' implementation of pivotal response training. *The Journal Of Speech And Language Pathology – Applied Behavior Analysis*, 2, 1-13.

### *Naturalistic Developmental Behavioral Interventions*

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., & ... Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model. *Pediatrics*, *125*, 17-23.

Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., & ... Halladay, A. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. *Journal Of Autism And Developmental Disorders*, doi:10.1007/s10803-015-2407-8

#### **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.

Sundberg, M. L. (2008) *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: AVB Press.

Sundberg, M. L. & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification*, *25*, 698-724.

Sundberg, M. L., Ray, D. A., Braam, S. E., Stafford, M. W., Reuber, T. M., & Braam, C. A. (1979). A manual for the use of B. F. Skinner's analysis of verbal behavior for language assessment and programming. *Western Michigan University Behavioral Monograph #9*, Kalamazoo, MI.

##### *Joint Attention Interventions*

Bruinsma, Y., Koegel, R. L., & Koegel, L. K. (2004). Joint Attention and Children with Autism: A Review of the Literature. *Mental Retardation And Developmental Disabilities Research Reviews*, *10*, 169-175.

Dube, W. V., MacDonald, R. F., Mansfield, R. C., Holcomb, W. L., & Ahearn, W. H. (2004). Toward a Behavioral Analysis of Joint Attention. *The Behavior Analyst*, *27*, 197-207.

Jones, E. A., & Carr, E. G. (2004). Joint Attention in Children with Autism: Theory and Intervention. *Focus on Autism and Other Developmental Disabilities*, *19*, 13-26.

MacDonald, R., Anderson, J., Dube, W. V., Geckeler, A., Green, G., Holcomb, W., & ... Sanchez, J. (2006). Behavioral assessment of joint attention: A methodological report. *Research in Developmental Disabilities*, *27*, 138-150.



Mundy, P., & Newell, L. (2007). Attention, joint attention, and social cognition. *Current Directions In Psychological Science*, 16, 269-274.

Whalen, C. & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Child Psychology and Psychiatry*, 44, 456-468.

White, P. J., O'Reilly, M., Streusand, W., Levine, A., Sigafos, J., Lancioni, G., & ... Aguilar, J. (2011). Best practices for teaching joint attention: A systematic review of the intervention literature. *Research in Autism Spectrum Disorders*, 5, 1283-1295.

### *Antecedent Interventions*

Luiselli, J. K. (Ed.) (2006). *Antecedent Assessment and Intervention: Supporting Children and Adults with Developmental Disabilities in Community Settings*. Baltimore, Maryland: Paul H. Brookes Publishing Company.

## **Class 5**

### *Parent Training*

Baharav, E., & Reiser, C. (2010). Using telepractice in parent training in early autism. *Telemedicine And E-Health*, 16, 727-731.

Blackledge, J. T., & Hayes, S. C. (2006). Using Acceptance and Commitment Training in the Support of Parents of Children Diagnosed with Autism. *Child & Family Behavior Therapy*, 28, 1-18.

Crockett, J. L., Fleming, R. K., Doepke, K. J., & Stevens, J. S. (2007). Parent training: Acquisition and generalization of discrete trials teaching skills with parents of children with autism. *Research In Developmental Disabilities*, 28, 23-36.

Farmer, J., & Reupert, A. (2013). Understanding autism and understanding my child with autism: An evaluation of a group parent education program in rural Australia. *The Australian Journal Of Rural Health*, 21, 20-27.

Matson, M. L., Mahan, S., & Matson, J. L. (2009). Parent training: A review of methods for children with autism spectrum disorders. *Research In Autism Spectrum Disorders*, 3, 868-875.

Vismara, L. A., McCormick, C., Young, G. S., Nadhan, A., & Monlux, K. (2013). Preliminary findings of a telehealth approach to parent training in autism. *Journal Of Autism And Developmental Disorders*, 43, 2953-2969.

### *Feeding*

Bui, L. D., Moore, D. W., & Anderson, A. (2013). Using escape extinction and reinforcement to

increase eating in a young child with autism. *Behaviour Change*, 30, 48-55.

Fischer, A. J., Luiselli, J. K., & Dove, M. B. (2015). Effects of Clinic and In-Home Treatment on Consumption and Feeding-Associated Anxiety in an Adolescent With Avoidant/Restrictive Food Intake Disorder. *Clinical Practice In Pediatric Psychology*, doi:10.1037/cpp0000090

Kozlowski, A. M., Matson, J. L., Fodstad, J. C., & Moree, B. N. (2011). Feeding therapy in a child with autistic disorder: Sequential food presentation. *Clinical Case Studies*, 10, 236-246.

Luiselli, J. K. (2006). Pediatric feeding disorders. In J. K. Luiselli (Ed.), *Antecedent Assessment and Intervention: Supporting Children and Adults with Developmental Disabilities in Community Settings* (pp. 165-186). Baltimore, Maryland: Paul H. Brookes Publishing Company.

Piazza, C. C., Patel, M. R., Santana, C. M., Goh, H., Delia, M. D., & Lancaster, B. M. (2002). An evaluation of simultaneous and sequential presentation of preferred and nonpreferred food to treat food selectivity. *Journal Of Applied Behavior Analysis*, 35, 259-270.

Sharp, W. G., Burrell, T. L., & Jaquess, D. L. (2014). The Autism MEAL Plan: A parent-training curriculum to manage eating aversions and low intake among children with autism. *Autism*, 18(6), 712-722.

### *Sleep*

Cortesi, F., Giannotti, F., Ivanenko, A., & Johnson, K. (2010). Sleep in children with autistic spectrum disorder. *Sleep Medicine*, 11, 659-664

Friedman, A., & Luiselli, J. K. (2008). Excessive daytime sleep: Behavioral assessment and intervention in a child with autism. *Behavior Modification*, 32, 548-555.

Jin, C. S., Hanley, G. P., & Beaulieu, L. (2013). An individualized and comprehensive approach to treating sleep problems in young children. *Journal Of Applied Behavior Analysis*, 46, 161-180.

Kodak, T., & Piazza, C. C. (2008). Assessment and behavioral treatment of feeding and sleeping disorders in Children with autism spectrum disorders. *Child And Adolescent Psychiatric Clinics Of North America*, 17, 887-905.

Richdale, A. L. (1999). Sleep problems in autism: Prevalence, cause and intervention. *Developmental Medicine & Child Neurology*, 41, 60-66.

Turner K, Johnson C. Behavioral interventions to address sleep disturbances in children with autism spectrum disorders: A review. *Topics In Early Childhood Special Education* [serial online]. November 2013, 144-152.

## *Toileting*

- Bainbridge, N., & Myles, B. (1999). The use of priming to introduce toilet training to a child with autism. *Focus On Autism And Other Developmental Disabilities*, 14, 106-109.
- Chung, K. (2007). Modified version of Azrin and Foxx's rapid toilet training category. *Journal of Developmental And Physical Disabilities*, 19, 449-455.
- Kroeger, K. A., & Sorensen-Burnworth, R. (2009). Toilet training individuals with autism and other developmental disabilities: A critical review. *Research In Autism Spectrum Disorders*, 3, 607-618.
- LeBlanc, L. A., Carr, J. E., Crossett, S. E., Bennett, C. M., & Detweiler, D. D. (2005). Intensive Outpatient Behavioral Treatment of Primary Urinary Incontinence of Children with Autism. *Focus on Autism and Other Developmental Disabilities*, 20, 98-105.
- Luiselli, J. K. (1997). Teaching toilet skills in a public school setting to a child with pervasive developmental disorder. *Journal Of Behavior Therapy And Experimental Psychiatry*, 28, 163-168.
- Van Dijk, M., Benninga, M. A., Grootenhuis, M. A., Onland-van Nieuwenhuizen, A. M., & Last, B. F. (2007). Chronic childhood constipation: A review of the literature and the introduction of a protocolized behavioral intervention program. *Patient Education and Counseling*, 67, 63-77.

## **Class 6**

### *Student Presentations*

- Friman, P. C. (2014). Behavior Analysts to the Front! A 15-Step Tutorial on Public Speaking. *Behavior Analyst*, 37, 109-118.

### *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*

- Ingram, K. G. (2005). Function-Based Intervention Planning: Comparing the Effectiveness of FBA Function-Based and Non--Function-Based Intervention Plans. *Journal of Positive Behavior Interventions*, 7, 224-236.