

**CPSY 530 Seminar - Autism
Fall, 2007**

<u>Instructors:</u>	Dr. Kim Schulze	Dr. Chaturi Edrisinha
Office:	SMH G 101	SMH G 102
Address	Education Bldg. B210 720 Fourth Ave S St. Cloud State Univ St. Cloud, MN 56301	
Office Hours:	contact by e-mail for an appointment as needed	
Phone:	(320)308-2258	(320) 308-4178
FAX	(320)308-2258	(320) 308-321

Course Prerequisite Required:
CPSY 433 Applied Behavior Analysis I or 630 Advanced Behavior Analysis

Required Text:

The text is available from SCSU book store or other sources (e.g., Amazon.com)
Scheuermann, B. and Webber, J. (2002). *Autism: Teaching Does Make a Difference*. Belmont, CA: Wadsworth. (AU).

Articles on E-reserve

Required e-reserve reading: Selected chapters from *Teaching Individuals with Developmental Delays: Basic Intervention Techniques* by O.I Lovaas

Optional E-reserve articles: Many autism articles are available on e-reserve for you to use for discussion or for your own use.

Supplemental references:

These are not sources you should purchase for this class, but are listed for your information.

National Research Council (2001). *Educating Children with Autism* Committee on Educational Interventions for Children with Autism. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

National Research Council text is available on-line (page by page as a graphics file, so it is tedious if you don't have a high speed connection – although the text is fully searchable on-line, which is handy for research) at:

<http://www.nap.edu/books/0309072697/html/>

Or it may be ordered, purchased, and downloaded immediately as a PDF file from the same website at: <http://www.nap.edu/catalog/10017.html> for \$24.00.

Or it may be ordered and purchased as a hardcover book from the same website at: <http://www.nap.edu/catalog/10017.html> for \$31.96.

Maurice, Catherine (1994). *Let Me Hear Your Voice: A Family's Triumph Over Autism*. Austin, TX: Pro-Ed. (VO).

Leaf, R. & McEachin, J. (1999). *A Work in Progress: Behavioral Strategies for Teaching and Improving Behavior of Autistic Children*. New York, NY: DRL Books, Inc. (www.difflearn.com or www.drlbooks.com)

Lovaas, O.I. (2003). *Teaching Individuals with Developmental Delays: Basic Intervention Techniques*. Austin, TX: Pro-Ed.

Fovel, J.T. (2002). *The ABA Program Companion: Organizing Quality Programs for Children with Autism and PDD*. New York, NY: DRL Books, Inc. (www.difflearn.com or www.drlbooks.com)

Course Overview

This course is designed to provide an overview of approaches and techniques for teaching individuals with autism and related disabilities. Students will review the general nature of autism, how to evaluate approaches to treatment, and empirically sound treatment approaches for instruction and behavior support.

Course Objectives

1. Discuss characteristics of autism spectrum disorder, including incidence, diagnosis, and behavioral excesses and deficits of individuals with autism.
2. Review historical influences in identification and treatment of autism.
3. Explain medical aspects and advances in understanding the etiology of autism.
4. Describe the influence of nonscientific theoretical orientations, including pseudoscientific and antiscientific therapies.
5. Explain the importance of a scientific approach in developing autism therapies and theories.
6. Review principles of applied behavior analysis.
7. Delineate guidelines for using behavioral principles with persons with autism.
8. Describe and evaluate behavioral assessment strategies.
9. Describe types of reinforcers and how to determine reinforcers.
10. Describe the basic assumptions and steps in conducting a functional assessment.
11. Describe hypothesis-based, effective behavioral interventions for reducing challenging behaviors typical of persons with autism.
12. Describe behavioral approaches used to build behavioral competence, academic skills, communication skills, life skills, and social competence of individuals with autism.
13. Understand the impact of challenges faces by parents and families of individuals with autism.
14. Describe the importance of families as partners in the education of individuals with autism.
15. Evaluate the influence of systems (school, family, community, public policy and funding) on the treatment of persons with autism.

16. Evaluate service delivery models for treatment of young children with autism.
17. Review autism curriculum and other resources that are helpful to families, therapists, and teachers.

Student Requirements:

1. Tests: Tests are scheduled to be taken approximately every other week and are proctored. Return a test monitor form to the Center for Continuing Studies immediately if you haven't done so already. Forms can be found at:
http://www.stcloudstate.edu/continuingstudies/distance/stu_resources.asp

Tests will take about 1 to 1 ½ hour (short and long essay) and cover all instructional material. The test will be available one week before the due date. The test must be taken by midnight Central Standard Time of the specified due date.

Testing Procedure – Tests will be given by your proctor on a computer. Tests are available for one week up until midnight Central Standard Time of the due date posted in the Course Schedule below. You will log on to the D2L course, and your proctor will have a password to access the test. The way your proctor gets the password is by you turning in the test monitor form to Continuing Studies. CS will then mail a password to your proctor. (If you are within driving distance, simply go to Continuing Studies to take the test on computer.)

The following instructions will appear at the beginning of each test:

Directions: Read each question carefully. Answer each question completely using sentences and paragraphs. If you need more space to write your answer than appears for an item, just continue typing and more answer space will appear. You may go back to questions if you wish to check your work. Once you begin the test, it will be available on the computer for two hours only, although it should only take you about one hour to complete it. When you are completely finished with your test, click on SAVE ALL RESPONSES and click on GO TO SUBMIT QUIZ.

2. Study guide questions. To help you prepare for tests, you should write responses to study guide questions for course material. These are not turned in, but are for your own use. You may wish to discuss study guide responses with classmates to help in understanding the material.
3. TWO Article Reviews and Weekly Discussions. Each student will be assigned to a discussion group. Each student will be discussion leader for two discussions. The leader is responsible for posting (a) their summary of a research journal article on autism (in MS Word or PowerPoint, summarize in your own words), (b) a few article discussion questions to get the discussion going toward the beginning of the week, and (c) follow up questions to keep the threaded discussion going. I will join in discussions from time to time. Each student in the

group will post at least two “quality” comments to the threaded discussion each week. A discussion grade for being discussion leader and for quantity and quality of discussion postings by each student will be given at the end of the class. It seems to help groups to have both the article summary and the link to the original article, so if the article is electronic, please include the link (although this is not required).

ARTICLE SUMMARY ONE: Select an article from the D2L Content, Discussion article section.

ARTICLE SUMMARY TWO: Select an article from a behavioral journal such as the following. The behavioral research article should relate to any of the topics in the course readings.

Journal of Applied Behavior Analysis

<http://seab.envmed.rochester.edu/jaba/>

Research in Developmental Disabilities,

http://www.elsevier.com/wps/find/journaldescription.cws_home/826/description#description

Journal of Autism and Developmental Disorders

<http://www.ovid.com/site/catalog/Journal/270.jsp?top=2&mid=3&bottom=7&subsection=12>

Examples of discussion questions: Were the procedures clearly explained? How do the results compare to results presented in the previous discussion? What would you have done differently in the study? Have you treated a similar target behavior? If so, what approach did you use? How is the study helpful to you in clinical practice? How do the results relate to the same topic in the textbook? Etc.

Grading will be based on:

5 Tests (50 pts each)	250 points
8 Discussions (5 pts each week, drop your lowest score)	
Number of total discussions may vary depending on group size	35
2 Discussion Leader (5 pts each)	10
2 Article summaries (15 pts each)	30
Total	325

Course grades:

A = 90% of points

B = 80% of points

C = 70% of points

D = 60% of points

Incompletes

University policy is that incompletes are given only when there are unusual extenuating circumstances. If you do not finish the course within the semester and receive an inadequate grade, you will be required to register for the class the next semester. Please review your current obligations to make sure that you can complete the course on time. Please be aware that the last day to withdraw from a class can be found on-line at <http://www.stcloudstate.edu/registrar/>

IMPORTANT!! Policy on late tests and assignments. The test must be taken on time. NO EXCEPTIONS. **NO INCOMPLETES. Your grade will be based on the work that is turned in by the deadline. If your grade is unsatisfactory, you will need to take the course over.**

You can complete the tests earlier but not later. If you have travel plans for work, vacations, etc., you will need to complete tests earlier, not later. The course is structured this way to prevent anyone from cramming course requirements into the week before the end of the semester. It takes time to thoroughly understand and synthesize material. In order to truly do justice to the material, it's important to work at a steady pace. In order for me to give timely and relevant feedback that improves your learning, tests need to be turned in on time. Thus, we're arranging contingencies to make it more likely that you will keep up.

As you review the course schedule, mark due-dates on your calendar and create a study schedule for yourself. If you are an on-line student, treat your on-line course as if you were required to attend class in person. Set aside specified times to study and discuss readings, and to complete the tests. If possible, form study groups with cohort members in your area and meet regularly. Do not deviate from your study schedule. Build in frequent reinforcers for yourself and your study group for staying on track.

Course Evaluation

On the tool bar you can click survey and the course evaluation can be completed. Your answers are anonymous and we appreciate your feedback.

Course Schedule

Unit	Topic	Chapter
1	Characteristics, diagnosis, history, Medical aspects, etiology	Autism Text 1
1	Contiguity Model	Lovaas 2
1	Review of behavior modification principles; Reducing challenging behaviors; Functional assessment	Autism 2, 3

Test 1 on Unit 1 material – Sept.

26 (test open for one week ending Sept. 26)

2	Curriculum development General teaching strategies	Autism 4, 5
2	Involving parents in treatment Common problems in teaching	Lovaas 32, 35
2	Discussion 1 Oct. 8 (discussion open for one week ending Oct. 8) Discussion 2 Oct. 15 Test 2 on Unit 2 material – Oct. 17	
3	Remediating speech and language deficits; Remediating deficits in social skills	Autism 6, 7
3	Discussion 3 Oct. 22 Discussion 4 Oct. 29 Test 3 on Unit 3 material – Oct. 31	
4	Evaluation of behavioral treatment Clarifying comments on the UCLA Young Autism Project	Lovaas 3, 40
4	Discussion 5 Nov. 5 Discussion 6 Nov. 12 Discussion 7 Nov. 19 Test 4 on Unit 4 material – Nov. 21	
5	Remediating deficits in life skills Intervention controversies	Autism 8, 9
5	Current wave of ABA litigation Partnership as an alternative to litigation Discussion 8 Dec. 3	Lovaas 38, 39

**Test 5 on Unit 5 material –
Dec. 13
Course evaluation – Dec. 15**

**Click on Survey in
D2L course and
complete on-line
course evaluation**