



Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Spring 2020

18:820:517 Advanced Topics in Applied Behavior Analysis: Teaching Children with Autism and Related Disorders  
Credits: 3  
Level: Graduate  
Tuesdays, 4:00 pm – 8:00 pm  
Online Canvas Course

Instructor: Kate Fiske, PhD, BCBA-D

Office: Douglass Developmental Disabilities Center, Room 157A

Phone: 848-932-4500

E-mail: [kfiske@rutgers.edu](mailto:kfiske@rutgers.edu)

Office Hours: By appointment

The instructor will make every reasonable effort to meet with students whenever necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values.** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**MAP Statement:** The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

### **Course Overview**

This course begins by introducing students to methods for identifying and evaluating evidence-based strategies for teaching children with autism spectrum disorder (ASD), within and outside of ABA. This framework is used throughout the remainder of the course to evaluate state-of-the-art methods in teaching children with ASD. Specifically, the student will learn to identify different models of ABA instruction, including the use of the analysis of verbal behavior in the education of children with ASD and related disorders. The student will develop an understanding of additional teaching strategies such as visual supports, methods of teaching discrimination, and strategies for increasing social skills. Finally, the student will learn about the effective components of consultation in classrooms for children with ASD and collaboration with families of individuals with ASD across diverse settings. The goal of this course is to develop an understanding of the unique applications of a variety of ABA instructional techniques for learners with ASD. The students should be able to readily identify effective, evidence-based teaching strategies, and be able to apply specific methodologies to address specific skill deficits.

### **Objectives for the course:**

The student will be able to:

1. understand the nature and relevance of evidence-based practice
2. describe levels of evidence for interventions inside of ABA and outside of ABA
3. compare and contrast naturalistic strategies with discrete trial instruction
4. articulate the environmental variables responsible for language
5. understand a behavioral analysis of language

6. describe teaching procedures appropriate for given language-based skills
7. understand the steps necessary to teach simple and conditional discriminations
8. describe the use of visual supports, such as video modeling, activity schedules, and social stories, to promote independence
9. describe a variety of strategies that can be used to build social skills
10. describe the important elements in effective consultation across diverse school settings
11. understand family experience and factors related to coping, and the impact of culture and diversity on family experience
12. describe the important components of effective collaboration with families

### **Assignments and Evaluation Method:**

A mixed method of pedagogy will be used as a means of instruction in this course. These techniques may include the use of lectures, class discussions, small group activities, cooperative group activities, individual activities, and the use of videos, web resources etc. The methods used to assess student performance may also be mixed. These methods may include written assessment including test items involving multiple choice, short answer, essay, or true/false responses in addition to other performance-based methods of assessment.

The final grade will be determined and computed based on the following:

<b>Activity</b>	<b>Due Date</b>	<b>Points</b>
Group Participation	Ongoing	5
Application Activities	Weekly	45 (5 pts each x 9 activities)
Exam 1	3/1/21	25
Exam 2	4/12/21	25
	<b>Maximum Point Total</b>	<b>100</b>

1. **Group participation.** While participation in large online class meetings will not count toward your participation grade, your participation in your weekly group meeting will count toward your grade. This grade will be scored by surveying your group members' and your own assessment of your participation in your group twice during the semester. Each group member will be scored on the following:

- Presentation of own ideas or work
- Provision of constructive feedback on others' work
- Participation in facilitating discussion
- Familiarity with discussion material
- Consistent attendance in group meetings

Twice a semester, the average score (self-score and peer scores) for each component will be calculated for each group member. Group members must receive an average score of 3 or greater for each component, averaged across the two evaluations, to earn a point for that component.

<b>Score</b>	<b>Description</b>
4	Strong work; contributed significantly to group
3	Sufficient effort; contributed adequately to group
2	Insufficient effort; met minimal standards of group
1	Little or weak effort; was detrimental to group

2. **Application activities.** Throughout the semester, application activities will be assigned that ask you to apply what you have read and learned in class to the development of a permanent product. These activities include an article review, the development of written skill acquisition programs, the creation of video models, and group essay responses related to consultation. Instructions for these application activities will be given in the modules for each week, and scoring rubrics will be provided. Group meetings will allow for peer feedback on application activities before submission/grading.
3. **Exams.** Exams are non-cumulative.

### **Grades and Grading Policy**

<u>Grade</u>	<u>Description</u>	<u>Numerical Equivalent</u>
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	

**Program requirement:** All MAP and Graduate Certificate in ABA students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

### **Readings:**

#### **Required Texts:**

Assigned articles listed on syllabus. All readings will be provided in Canvas.

#### **Core Texts:**

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed., Text)*. Washington, DC: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author.

### **Important Dates:**

Withdrawal dates from the Rutgers site: Please contact registrar

### **Attendance:**

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice;

etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

### **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### **APA Citation Style**

All papers **MUST** be written using the APA style (6 ed.).

### **Student Resources**

**For more information visit:** <https://gsapp.rutgers.edu/current-students/important-links>

### **Accommodations due to Disability**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Title IX:** <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

**Counseling services.** Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

### **Class Schedule**

<b>Week</b> <i>Italics indicate class mtg</i>	<b>Topic</b>	<b>Assignments</b> <b>Bold = 5 pts</b> <i>Italic = Discussion</i>	<b>Readings</b> <i>All readings are to be completed before the italicized date</i>
<b>Week 1</b> <i>1/25</i>	<i>Introduction</i> Review of Syllabus	N/A	N/A

<b>Week 2</b> 1/26-2/1	<i>Evidence-Based Treatment</i> <ul style="list-style-type: none"> <li>• Science, pseudoscience, antiscience</li> <li>• Evaluating ABA treatments</li> <li>• Evaluating non-ABA treatments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Evidence for Non-ABA Treatment</i></li> <li>• Score Escalona article using Reichow</li> </ul>	<ul style="list-style-type: none"> <li>• Smith, T. (2013)</li> <li>• Escalona et al. (2001)</li> <li>• Assigned group article (TBD)</li> </ul>
<b>Week 3</b> 2/2-2/8	<i>Teaching in ABA</i> <ul style="list-style-type: none"> <li>• Discrete trial instruction</li> <li>• Naturalistic teaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write Article Review</b></li> </ul>	<ul style="list-style-type: none"> <li>• Laski et al. (1988)</li> <li><i>Choose one:</i></li> <li>• Campanaro et al. (2019)</li> <li>• Carroll et al. (2015)</li> <li>• Cubicciotti et al. (2019)</li> </ul>
<b>Week 4</b> 2/9-2/15	<i>Assessing Verbal Behavior</i> <ul style="list-style-type: none"> <li>• Verbal operants</li> <li>• Assessing verbal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Complete VB-MAPP manding assessment</li> <li>• Identify goals for teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Sundberg &amp; Michael (2001)</li> </ul>
<b>Week 5</b> 2/16-2/22	<i>Teaching Verbal Behavior</i> <ul style="list-style-type: none"> <li>• Language instruction</li> <li>• Selection-based v. topography based verbal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Design a DTI program.</b></li> <li>• <b>Design a naturalistic teaching program</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bondy &amp; Frost (2001)</li> <li>• Charlop-Christy et al. (2002)</li> <li>• Tincani (2004)</li> </ul>
<b>Week 6</b> 2/23-3/1	Exam 1	None	None
<b>Week 7</b> 3/2-3/8	<i>Visual Cues in Instruction</i> <ul style="list-style-type: none"> <li>• Activity Schedules</li> <li>• Video Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Design application of activity schedule</b></li> <li>• <b>Create video model</b></li> </ul>	<ul style="list-style-type: none"> <li>• MacDuff et al. (1993)</li> <li>• Charlop-Christy et al. (2000)</li> <li>• Ezzeddine et al. (2019)</li> </ul>
<b>Week 8</b> 3/9-3/22	<i>Social Skills Instruction</i> <ul style="list-style-type: none"> <li>• Social stories</li> <li>• Script fading</li> <li>• Social skills groups</li> <li>• Rule cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop social skills program</b></li> </ul>	<ul style="list-style-type: none"> <li>• Krantz &amp; McClannahan (1998)</li> <li>• Leaf et al. (2010)</li> <li>• Mann &amp; Karsten (2019)</li> </ul>

<b>Week 9</b> 3/23-3/29	<i>Discrimination</i> <ul style="list-style-type: none"> <li>• Simple discrimination</li> <li>• Conditional discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Simple v conditional worksheet</li> <li>• <i>Discriminations in Your Day</i></li> <li>• <i>Discriminations You've Taught</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ahearn et al. (2006)</li> </ul>
<b>Week 10</b> 3/30-4/5	<i>Teaching Discrimination</i> <ul style="list-style-type: none"> <li>• Optimizing stimulus control</li> <li>• Auditory-visual discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Teach a Discrimination</li> <li>• <b>Write a discrimination program</b></li> </ul>	<ul style="list-style-type: none"> <li>• Green (2001)</li> <li>• Grow &amp; LeBlanc (2013)</li> </ul>
<b>Week 11</b> 4/6-4/12	Exam 2	None	None
<b>Week 12</b> 4/13-4/19	<i>Effective Consultation in Classrooms</i> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Classroom staff training</li> </ul>	<ul style="list-style-type: none"> <li>• <i>10 Commandments</i></li> <li>• <b>Group essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• Driscoll et al. (2008)</li> <li>• Lerman et al. (2019)</li> </ul>
<b>Week 13</b> 4/20-4/26	<i>Compassion for Families</i> <ul style="list-style-type: none"> <li>• Considering parent experience</li> <li>• Integrating siblings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interview w/ family or blog</i></li> <li>• <i>Eval of culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• Taylor et al. (2019)</li> <li>• Dennison et al. (2019)</li> </ul>
<b>Week 14</b> 4/27-5/3	<i>Effective Parent Training</i> <ul style="list-style-type: none"> <li>• Parent training models</li> <li>• Contextual treatment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bearss et al. (2015)</li> <li>• Bearss et al. (2018)</li> </ul>