

**ED X 312.1**  
**COGNITIVE DEVELOPMENT IN AUTISM & OTHER SEVERE DISABILITIES**

**Instructor:** Sunny Kim, Ph.D., BCBA

**Required Texts:**

- Koegel, R L., & Koegel, L.K. (2019). *Pivotal Response Treatment for Autism Spectrum Disorders* (2<sup>nd</sup> Ed). Baltimore, MD: Paul H. Brookes Publishing.
- Additional journal articles will be posted on Gauchospace (GS)

**Purpose of Course:** The course focuses on the diagnosis, assessment, and intervention of children with autism and other severe disabilities. Students are first introduced to key tenants of respondent and operant conditioning. Afterwards, various methods of behavioral assessment (e.g., descriptive assessment, functional analysis) are delineated and used to teach student how to select appropriate behavioral intervention strategies. Specifically, students are taught to use, organize, and interpret behavioral data to enhance the social validity and contextual support of interventions used and outcomes for behavioral interventions; identify measurable intervention strategies for teaching communication, spontaneous language, and social skills; design environments that enhance maintenance and generalization of skills and reduce the need for long-term behavior support; and modify intervention strategies based on data informing clinicians how children with autism are responding to treatment.

Specific competencies covered in this course:

- Concepts and Principles of Behavior Analysis
- Identification of the problem & assessment
- Intervention & behavior change considerations
- Behavioral assessment & selecting intervention outcomes & strategies
- Application of behavioral principles to understand autism and other severe disabilities

1<sup>st</sup> objective: Students will learn about the applications of behavioral concepts and principles to better understand problem behaviors and how it relates to autism and other severe disabilities

2<sup>nd</sup> objective: Students will learn how to identify and assess problem behaviors for individuals with autism and other severe disabilities.

3<sup>rd</sup> objective: Students will learn how to identify measurable intervention strategies for teaching communication, spontaneous language, and social skills; design environments that enhance maintenance and generalization of skills and reduce the need for long-term behavior support.

4<sup>th</sup> objective: Students learn how to interpret behavioral data to enhance the social validity and contextual support of interventions used and outcomes for behavioral interventions and modify intervention strategies based on data informing clinicians how children with autism are responding to treatment.

5<sup>th</sup> objective: Lastly, students will learn how ABA can help individuals with autism and other severe disabilities.

**Accommodations:** Students with a documented disability who are registered with DSP will be provided reasonable accommodations. Please see the instructor at the beginning of the quarter.

**Grade Appeals:** Students who wish to appeal a grade may do so by turning in a coherent written argument to the instructor within one week of receiving a grade. Finals grades may not be appealed.

**Late/Missed Work:** All late work is marked down by 10% per day late. Work will not be accepted seven days after due date. There are no make-up or extra credit opportunities.

**Academic Integrity:** Any evidence of academic dishonesty will result in a failing grade for the assignment.

**Grading:**

- Weekly quizzes 40%
- Final Project 40%
- Class Participation 20%

**Weekly quizzes:** Weekly quizzes will be posted each week on Gauchospace. It will be due prior to the start of the next class.

**Class Participation:** Class participation will be based on accessing and reviewing the lectures on Gauchospace. Students are expected posted on the weekly discussion forums.

**Final Project:** Select a topic covered in the course and create an informative pamphlet catered to a specific audience (e.g., parents, professionals, teachers, siblings). Use the appropriate jargon/terms for the target audience. Some pamphlets topics can include: self-management, PRT, verbal behavior, 7 dimensions of ABA. Make sure to cite at least 5 sources.

- Format: APA format.
- Length of Pamphlet: 2 sides, front and back
- Basic Components to Include:
  - Introduction/problem
  - Solution/options
  - Conclusion
- References: Use at least 10 peer-reviewed references. All citations in your paper should be listed in APA style in the reference list and all listed references should be cited in the paper. Examples of citing a book and a journal article are provided below:
  - Example 1: Heward, W.L. (2003). *Exceptional children: An introduction to special education*. Upper Saddle River, New Jersey: Prentice-Hall.
  - Example 2: Taylor, T. (2006). Social deficits: Comparing children with mental retardation, emotional disorders, and learning disabilities. *Journal of Special Education*, 40(4), 144-160.
- Citation/Writing Reminders
  - *Paraphrasing:* Ideas taken from other sources must be referenced in the paper with the source clearly identified and the year published (Koegel, 2006).
  - *Quoting:* “Word-for-word language taken from other sources must be placed in quotation marks and the source must be identified” (Vernon, 2006, p. 44).
  - *People-first language:* try to avoid language that equates a person with their condition (e.g., the disabled, the handicapped) or has negative overtones (e.g., cancer victim). For

example, as a general rule, “person with a disability” & “families of children with autism” are neutral and preferred forms in most parts of the field.

### Course Outline and Readings

<b>Week</b>	<b>Topic</b>	<b>Textbook</b>	<b>Journal Article</b>
1	Respondent and Operant conditioning	--	Check GS
2	Diagnosis and Prognosis & General Treatment Models	Chpt 2	Check GS
3	Discrete Trials Teaching	Chpt 1	Check GS
4	Pivotal Response Treatment	Chpt 1	Check GS
5	Other interventions (e.g., verbal behavior, self-management, token economies)	TBD	Check GS
6	Communication	Chpt 7 thru 9	Check GS
7	Social Behavior & Restricted Interests	Chpt 11, 12, & 13	Check GS
8	Educational & Behavioral Teaching Models	Chpt 3 & 4	Check GS
9	School Based Interventions	Chpt 10	Check GS
10	Parent Involvement and Cultural Variables	Chpt 5 & 6	Check GS