

The International Behaviorology Institute Syllabus for BEHG 405 Basic Autism Intervention Methods

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 405 Basic Autism Intervention Methods

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Maurice, C., Green, G., & Luce, S. (Eds.). (1996). *Behavioral Intervention for Young Children with Autism*. Austin, TX: Pro-Ed. (ISBN 978-08907996832)

Ledoux, S. F. (2003). *Study Questions for Maurice et al’s Behavioral Intervention for Young Children with Autism*. Canton, NY: ABCs. (ISBN 978-1-882508-18-1)

Maurice, C. (1993). *Let Me Hear Your Voice—A Family’s Triumph Over Autism*. New York: Ballantine Books. (ISBN 978-0449906644)

NYS Department of Health—Early Intervention Program. (1999). *Clinical Practice Guideline: Autism / Pervasive Developmental Disorders, Assessment and Intervention for Young Children (Age 0–3 Years) Quick Reference Guide*. Albany, NY: NYS Department of Health

(Publication No. 4216). Available at <http://www.health.ny.gov/publications/4216.pdf>

Recommended Resources

Sidman, M. (2001). *Coercion and its Fallout—Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

Course Description

BEHG 405 Basic Autism Intervention Methods provides students with basic contingency engineering practices and skills needed for successful interventions with autistic and other developmentally disabled individuals. Topics include (a) the evaluation of different approaches for effectiveness, (b) effective training curricula and programs, (c) home-based and center-based settings, (d) the different roles of professionals, para-professionals, and school systems involved in autism intervention efforts, (e) the organizational and legal supports available to autistic children and their families, (f) the roles of different autism treatment team members, (g) the organizational and legal interactions between families with autistic children and their local schools, and (h) some answers to the most common questions asked by parents of autistic children. Examination of actual autism training curricula, programs, practices, data sheets, settings, and case histories are integral parts of the course.

Broadly, BEHG 405 covers the following topic areas:

- ❧ Comparative effectiveness of different approaches for working with autistic children;
- ❧ Successfully demonstrated and replicated training programs and curricula;
- ❧ The roles of professionals, para-professionals, and school systems involved in home-based and center-based autism treatment teams and intervention efforts;
- ❧ The organizational and legal supports and interactions between autistic children, their families, and their local schools; and
- ❧ Details regarding actual autism training practices, data sheets, and case histories.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ✧ Compare autism intervention approaches and strategies, and evaluate their relative effectiveness;
- ✧ Analyze the range and depth of the behavior skills to be taught to children with autism by autism intervention personnel;
- ✧ Apply the contingency engineering practices and skills that autism intervention personnel develop to conduct autism intervention programs in the standard settings (i.e., center-based and home-based programs) in a professional and effective way;
- ✧ Compare the depth and range of the differing contingency engineering activities, roles, and qualifications of both professionals and para-professionals involved in effective autism intervention;
- ✧ Analyze the benefits of the variety and sources of organizational and legal supports available for families with autistic children;
- ✧ Evaluate the roles of the various professionals who are members of autism intervention teams, such as speech-language pathologists;
- ✧ Interpret the organizational and legal considerations relevant to the interactions between families with autistic children and their local schools; and
- ✧ Synthesize comprehensive and professional answers to the common and difficult questions asked by parents of autistic children.

Book Report

Read *Let Me Hear Your Voice* and then write a five to ten page report of this book (double spaced with one-inch margins) that focuses on the author's search for effective help for her children. You may begin this assignment any time after completing Chapters 1 through 4 of the Maurice et al textbook. You should submit this assignment before you finish Chapter 17 of the Maurice et al book (a period of eight weeks at most).










Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and

plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

- | Check | Week | Resource | Component |
|--------------------------|------|---|---|
| <input type="checkbox"/> | 1 | <i>Behavioral Intervention Chapter 1 for Young Children with Autism</i> and related | Study Questions (SQs)
Begin reading <i>Clinical Practice Guideline ... Quick Reference Guide ...</i> ; and finish it by Week 4, and use it as a resource throughout the course to support the course content |
| <input type="checkbox"/> | 2 | <i>Behavioral Intervention Chapter 2 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 3 | <i>Behavioral Intervention Chapter 3 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 4 | <i>Behavioral Intervention Chapter 4 for Young Children with Autism</i> and related SQs | Finish reading <i>Clinical Practice Guideline ... Quick Reference Guide ...</i> ; and start the Book Report assignment |
| <input type="checkbox"/> | 5 | <i>Behavioral Intervention Chapter 5 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 6 | <i>Behavioral Intervention Chapter 6 for Young Children with Autism</i> and related SQs | |

-  7 *Behavioral Intervention Chapter 7 for Young Children with Autism and related SQs*
-  8 *Behavioral Intervention Chapters 8–9 for Young Children with Autism and related SQs*
-  9 *Behavioral Intervention Chapters 10–11 for Young Children with Autism and related SQs*
-  10 *Behavioral Intervention Chapters 12–13 for Young Children with Autism and related SQs*
-  11 *Behavioral Intervention Chapters 14–15 for Young Children with Autism and related SQs*
-  12 *Behavioral Intervention Chapters 16–17 for Young Children with Autism and related SQs and finish and submit the Book Report assignment*
-  13 *Behavioral Intervention Chapters 18–19 for Young Children with Autism and related SQs*
-  14 *Behavioral Intervention Chapter 20 for Young Children with Autism and related SQs*
-  15 *Behavioral Intervention Chapter 21 for Young Children with Autism and related SQs*

References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 415: Basic Autism Intervention Methods. *Behaviorology Today*, 8 (1), 32–36.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📄 📄

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.