



SPED 6302.01 Seminar in Autism Spectrum Disorders Fall 2017

SPED 6302 is an elective course for the Master's Degree in Special Education and provides students with an overview of ASD and empirical research of assessment and interventions.

College of Education, Department of Language, Literacy, and Special Populations

Instructor: William Calderhead, PhD, BCBA
Office: TEC-Rm 127A
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Phone: 936-294-4638
Email: wjc011@shsu.edu

Office hours: Tuesday, 3:00-5:00 in Huntsville; Monday and Thursday 4:00-5:30 at TWC 310

Day and time the class meets: Mondays, 5:30-8:20 pm in TWC 331

Course Description: This course will cover a range of topics related to Autism Spectrum Disorders. Discussion topics will include diagnosis, causes, assessments, and interventions for ASD. Emphasis will be placed on the importance of evidence-based services and an in-depth review of various empirically-supported interventions will be covered.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: *Gaining Factual Knowledge (terminology, classifications, methods, trends)*

Important: *Learning to apply course material (to improve thinking, problem solving, and decisions)*

Textbooks: Various readings from peer-reviewed journal articles and

Luiselli, Russo, Christian, & Wilczynski. (2008). *Effective practices for children with autism: Educational and behavior support interventions that work*. New York: Oxford University Press. ISBN-10: 0195317041. ISBN-13: 978-0195317046

Course Format: The format for this course will be a combination of reading, writing, and discussion. Each week you will be required to read various chapters from the textbook or articles, complete a timed open-book quiz on Blackboard, and participate in online discussions with your peers. I will provide a brief PowerPoint for each week's topic, which will introduce or supplement material contained in the weekly readings. The majority of time will be spent reading and discussing the assigned readings (listed on the attached class schedule). You should be prepared to discuss the readings assigned for the respective class period.

Course Content: The content covered in this course includes diagnosis, assessment, treatment, and services related to Autism Spectrum Disorders.

Course Requirements:

General Course Outline

*On the course schedule below, you will see the week/date in the first column and the topic covered that week in the second column. The third column lists the respective readings and the fourth column lists assignments that are **due before the class on which the topic is covered**. All assignments are due by midnight on their due date via Blackboard, unless otherwise noted. The class meets on Mondays. Therefore, Monday will be the first day the topic is covered during the week. One topic area will be covered during each week.*

For each topic (with the exception of the first week), a quiz and online discussion will be due. The quiz is due by midnight Sunday. The novel discussion question is due by Friday at midnight, and the two discussion replies are due by midnight Sunday. For example, during the third week (09.18.17) of class, we will cover Evidence-based Services. You will have until midnight Sunday (09.17.17) to complete the online quiz. The novel discussion question is due on the discussion board by midnight Friday (09.15.17) and the two remaining discussion replies are due by midnight Sunday (09.17.17). You are allowed (and encouraged) to complete discussions prior to their due dates.

Syllabus Quiz

One 10-point syllabus quiz will be due the first week of class (09.03.17) via Blackboard. The quiz will cover various aspects of the course including assignments, discussions, and format. Students are permitted (and encouraged) to use their syllabus while taking the quiz, but each student must complete the quiz independently. Students will be allowed 60 minutes and only one opportunity to complete the quiz.

Weekly Open-Book Quizzes

One 10-point quiz will be given each week. The format of the quiz will vary and may include short answer, multiple choice, matching, and true/false questions. Each quiz will cover the readings assigned for that unit. There will be *no make-ups* allowed for late or missed quizzes. Because of the nature of online classes, students are permitted to use their materials (readings and notes) on the quizzes. However, the time allotted for the quiz will be **limited to 20 minutes** to increase the likelihood that students have read the material and studied for the quiz prior to taking the quiz. Multiple attempts will not be allowed. Each student must complete the quizzes independently. If the instructor suspects that students have collaborated or cheated, all students will receive zeros. Students should not directly discuss quiz questions on the discussion board. The topics may be similar, but if the instructor suspects that students are sharing answers or cheating, all students will receive an automatic zero any suspected material.

Online Discussions

To facilitate discussion of the assigned reading material, each student should submit ONE NOVEL discussion question each week via the discussion board on Blackboard. Your novel discussion question should begin a *new thread*. This is done by entering the discussion board and clicking "Create New Thread." The novel discussion question should be submitted by midnight on Fridays to allow peers ample time to respond (by midnight Sundays). Discussion questions should be thought-provoking and encourage discussion with peers. For example, questions could be critiques of the article's methodology, incorporate outside experiences or readings, or question the ethical parameters of the topic. A rubric used to grade novel discussion questions is posted on Blackboard.

In addition to ONE NOVEL discussion question, each student is expected to respond to peer questions and comments in a thought-provoking and respectful manner a minimum of TWO times. Replies to peer discussion questions and comments are due by midnight Sundays. A rubric used to grade discussion replies is posted on Blackboard.

To sum up, each student should have *at least 3 comments* on each week's discussion board. Grades will be assigned for quantity and quality of discussions.

Research Article Summaries

Throughout the course of the semester, each student will be expected to submit research article summaries related to topics discussed in the course. Students are responsible for searching for and identifying the articles. Article 1 should cover a topic discussed during weeks 2-5, article 2 should cover a topic discussed during weeks 6-9, and article 3 should cover a topic discussed during weeks 10-13. To complete these assignments, students are responsible for (1) finding a peer-reviewed journal article published within the last 10 years on a topic related to class and (2) writing the summary. Students may select articles from one of the following journals and are encouraged to identify single-subject research related to applied behavior analysis: *Journal of Applied Behavior Analysis*, *Research in Developmental Disabilities*, *Journal of Early and Intensive Behavioral Interventions*, *The Behavior Analyst*, *Autism*, and *Journal of Autism and Developmental Disorders*. The instructor will be available to approve an article and/or guide a student through the search process as long as the instructor is contacted at least one week prior to the due date. The student must be able to provide evidence that he or she has attempted the search.

The article summary should be *2 pages* in length and provide a concise summary of all relevant sections of the article. Key points to address in each article summary include the rationale for the summary provided in the introduction (e.g., why was the article written?), the participants and setting, general method, results, and implications of the findings (e.g., what do the results mean to the general population?). All article summaries should be written in Times New Roman font, size 12, double-spaced, and 1" margins. The article summaries should be submitted via blackboard by midnight the date they are due. An outline of point distribution is shown below and on Blackboard.

Topic	Points Available
Rationale	5
Participants and setting	3
General method	5
Results	5
Implications	5
APA Formatting	5
Citation of original article (APA format)	2
Total	30

Final Research Paper

A mock research paper with a novel research question will be due on 12.04.17. The paper should be submitted via Blackboard by midnight on 12.04.17. The mock research paper should ask a question that extends the current literature presented in the course. The format of the final paper should be consistent with a brief report described in the *Journal of Applied Behavior Analysis* (see below for a description). The paper should include all relevant sections (i.e., title page, abstract, introduction, method, results, discussion, references, and one figure) and be completed in APA format. I will provide feedback on the development of your paper throughout the semester. A template for the final paper is posted on Blackboard. An outline of point distribution is shown below and on Blackboard. Any questions should be directed to the instructor well in advance of the due date.

“Innovative pilot work, replications, and controlled case studies will be considered for publication as Reports. Because direct or systematic replications of research findings, as well as new areas of application having heuristic value, are crucial to the development of a field, such reports warrant special submission and review criteria. Reports will undergo moderately expedited peer review and will be judged according to the following criteria: (a) The subject matter has applied significance, (b) the information necessary to replicate the procedures is contained in the report, and (c) the data collection and analysis permit reasonable conclusions about the phenomenon. Less emphasis will be placed on procedural rigor for innovations (which contribute to our understanding of behavior by encouraging further research) than for replications (particularly failures to replicate, which require demonstrating alternative controlling variables).

Studies appropriate as Reports must not exceed 2,500 total words, including the Title Page, Author Note, References, Figure Caption(s), and Table(s). (When the manuscript is open in MS Word, the total word count can be found in the bar at the bottom of the window.) Note this is a change from the 150-line limit of the previous guidelines. The inclusion of all sections of the manuscript when determining the length is another change from previous guidelines. The author(s) must agree not to publish an extended version of the Report in another Journal.

During the first three weeks of November, students will earn 5 points each week for submitting drafts of parts of their research papers. Drafts will not be graded for quality – only for submission by the due date. The purpose of awarding points for submission of drafts is to scaffold the process of writing the research paper.

General Guidelines

- The Abstract should be 85 words or less.
- The Introduction should identify the key issues to be addressed, state the purpose of the study, and cite key references. Attempt to limit the references to 10 or less.
- The Method (is a critical part of the manuscript. The author should make every attempt to provide sufficient detail to allow replication. The length of other sections of the manuscript should be shortened to accommodate procedural details.
- Combine Results and Discussion under that exact heading. This section should be limited to the presentation of summary statistics and references to data found in the table or figure, a summary of the findings and importance of the research that are supported clearly by the data, acknowledgement of the limitations, and possibly a suggested area for future investigation.
- Most often a single figure or table will be sufficient to display key data. The figure (along with figure caption) and/or table must be included in the manuscript (i.e., do not submit them as separate files)."
- See the guidelines for authors submitting manuscripts to the *Journal of Applied Behavior Analysis*: <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291938-3703/homepage/ForAuthors.html>

Topic	Points Available
Written Paper	
- Outline of topic and methods (due 10.15.17)	20
- Original topic idea	5
- General formatting (title page, abstract, page numbers, headings, etc.)	10
- Introduction	20
- Methods – Show Experimental Control	15
- Results – at least one figure and written results	15
- Discussion and Implications	10
- References formatting	5
Total	100

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
 - SHSU Academic Policy Manual – Curriculum and Instruction
 - Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of

technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), Effective Field Experience with Diverse Learners (CF5). The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
1. Review literature on autism spectrum disorders	<ul style="list-style-type: none"> • Readings • Class Discussion 	<ul style="list-style-type: none"> • Papers 	BACB: B-01, B-02 S-CEC: ACC3S1, ACC3S3 ICC7K1, DDA3.S1, DDA3.S2 CF 1, CF 4, CF 5 NETS.T: 3.a, 5.c.

2. Hone skills in reading and consuming literature	<ul style="list-style-type: none"> Readings Class Discussion 	<ul style="list-style-type: none"> Papers 	BACB: B-01, B-02, I-05, J-15 S-CEC ICC8S8, ICC8S9, ICC7S15, DDA4S6 CF 2, CF 3, CF 4, CF 5 S-TS: 5.8K, 5.9K, 10.3K NETS.T: 3.b
3 Perfect scientific writing	<ul style="list-style-type: none"> Papers 	<ul style="list-style-type: none"> Papers 	BACB: G-05, I-01, I-02 S-CEC: DDA3.S1, DDA4S6, ACC3S1, ACC4S2 CF 1, CF 5 S-TS: 5.9K, 10.3K NETS.T: 1.a, 1.b, 3.b

Program specific URL for Specialty Program Association (SPA) standards:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Educator_Preparation_Home/

Course Evaluation:

Category	Points	Frequency	Total
Syllabus quiz	10	1	10
Certificate of Completion (Library)	10	1	10
Weekly Quizzes	10	12	120
Research Article Summaries	30	3	90
Online Discussions	9	12	108
Drafts of Paper Sections	5	3	15
Final Research Paper	100	1	100
Total points			453

A = 453-407

B = 406-362

C = 361-317

Expectations:

- **Participation in Discussions: Missing a discussion automatically results in those participation points being missed.**

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site. Assignments are due by the time indicated on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time.
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **Grading Policy:** While I will do my best to score all assignment accurately, a potential for human error always exists. If you feel that an error was made in the scoring process, please submit a written or emailed explanation of the error and a justification, and I will review your concerns in a timely manner. Please do not try to discuss grading issues with me in person; always submit them in writing.
- **Professionalism Policy:** Students will demonstrate dispositions and behaviors that are consistent with the College of Education professional codes of conduct. Failure to demonstrate appropriate behaviors, attitudes, and dispositions will result in referral to the Professional Concerns Committee. Serious violations may result in course failure and/or a request for immediate withdrawal from the course.
- **Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)
- **SHSU Student Syllabus Guidelines:** SHSU's specific syllabus guidelines can be found at <http://www.shsu.edu/syllabus/>. Should you have any questions, please contact the instructor directly.
- **Students with Disabilities Policy:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Bibliography:

- Barbera, M. L. & Kubina, R. M. (2005). Using transfer procedures to teach tacts to a child with autism. *The Analysis of Verbal Behavior*, 21, 155-161.
- 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.
- Bellinger, J. M., Perlman, E. H., & DiPerna, J. C. (2011). Social skills interventions for individuals with autism spectrum disorder. *School Psychology Forum: Research in Practice*, 5, 141-159.
- Bondy, A. & Frost, L. (2001). The picture exchange communication system. *Behavior Modification*, 25, 725-744.
- Bondy, A., Esch, B. E., Esch, J. W., & Sundberg, M. (2010). Questions on verbal behavior and its application to individuals with autism: An interview with experts. *The Behavior Analyst Today*, 11, 186-205.
- Carr, J. E., & Firth, A. M. (2005). The verbal behavior approach to early and intensive behavioral intervention for autism: A call for additional empirical support. *Journal of Early and Intensive Behavior Intervention*, 2, 18-27.
- 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.
- Davis, T. N., O'Reilly, M. O., Kang, S., Lang, R., Rispoli, M., Sigafoos, J.,...Mulloy, A. (2012). Chelation treatment for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 7, 49-55.
- Delano, M. E. (2007). Improving written language performance of adolescents with Asperger syndrome. *Journal of Applied Behavior Analysis*, 40, 345-351.
- DeMatteo, F. J., Arter, P. S., Sworen-Parise, C., Fasciana, M., & Paulhamus, M. A. (2012). Social skills training for young adults with autism spectrum disorder: Overview and implications for practice.
- Ferraioli, S., Hughes, C., & Smith, Tristram. (2005). A model for problem solving in discrete trial training for children with autism. *Journal of Early and Intensive Behavior Intervention*, 2, 224-246.
- Gianoumis, S., Seiverling, L., & Sturmey, P. (2012). The effects of behavior skills training on correct teacher implementation of natural language paradigm teaching skills and child behavior. *Behavioral Interventions*, 27, 57-74.
- Healy, O., Brett, D., & Leader, G. (2013). A comparison of experimental functional analysis and the questions about behavioral function (QABF) in the assessment of challenging behavior of individuals with autism. *Research in Autism Spectrum Disorders*, 7, 6-81.

- Ingvarsson, E. T., & Hollobaugh, T. (2010). Acquisition of intraverbal behavior: Teaching children with autism to mand for answers to questions. *Journal of Applied Behavior Analysis*, 43, 1-17.
- Johnson, C. P., & Myers, S. M. (2007). Identification and evaluation of children with autism spectrum disorders. *Pediatrics*, 120, 1182-1215.
- Kates-McElrath, K., & Axelrod, S. (2006). Behavioral intervention for autism: A distinction between two behavior analytic approaches. *The Behavior Analyst Today*, 7, 242-252.
- Knight, V., McKissick, B. R., & Saunders, A. (2013). A review of technology-based interventions to teach social skills to students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, doi: 10.1007/s10803-013-1814-y
- Kodak, T., & Clements, A. (2009). Acquisition of mands and tacts with concurrent echoic training. *Journal of Applied Behavior Analysis*, 42, 839-843.
- Lattimore, L. P., Parsons, M. B., & Reid, D. H. (2002). A prework assessment of task preferences among adults with autism beginning a supported job. *Journal of Applied Behavior Analysis*, 35, 85-88.
- Lau, W., & Peterson, C. C. (2011). Adults and children with Asperger syndrome: Exploring adult attachment style, marital satisfaction and satisfaction with parenthood. *Research in Autism Spectrum Disorders*, 5, 392-399.
- Lerman, D. C., Hawkins, L., Hoffman, R., & Caccavale, M. (2013). Training adults with an autism spectrum disorder to conduct discrete-trial training for young children with autism: A pilot study. *Journal of Applied Behavior Analysis*, 46, 465-478.
- Lionello-DeNolf, K., Dube, W. V., & McIlvane, W. J. (2010). Evaluation of resistance to change under different disruptor conditions in children with autism and severe intellectual disability. *Journal of the Experimental Analysis of Behavior*, 93, 369-383.
- Lord, C. E. (2010). Autism: From research to practice. *American Psychologist*, 65, 815-826.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.
- Mace, F. C., Lalli, J. S., Shea, M. C., Pinter Lalli, E., West, B. J., Roberts, M., & Nevin, J. (1990). The momentum of human behavior in a natural setting. *The Experimental Analysis of Behavior*, 54, 163-172.
- McGee, G. G., Krantz, D. M., & McClannahan, L. E. (1983). Modified incidental teaching procedure for autistic youth: Acquisition and generalization of receptive object labels. *Journal of Applied Behavior Analysis*, 16, 329-338.
- Mehzabin, P., & Stokes, M. A. (2010). Self-assessed sexuality in young adults with high-functioning autism. *Research in Autism Spectrum Disorders*, 5, 614-621.

- Milo, J. S., Mace, F. C., & Nevin, J. A. (2010). The effects of constant versus varied reinforcers on preference and resistance to change. *Journal of the Experimental Analysis of Behavior*, 93, 385-394.
- Nuernberger, J. E., Ringdahl, J. E., Vargo, K. K., Crumpecker, A. C., & Gunnarsson, K. F. (2012). Using a behavioral skills training package to teach conversation skills to young adults with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7, 411-417.
- Nuernberger, J. E., Vargo, K. K., & Ringdahl, J. E. (2013). An application of differential reinforcement of other behavior and self-monitoring to address repetitive behavior. *Journal of Developmental and Physical Disabilities*, 25, 105-117.
- Parry-Cruwys, D. E., Neal, C. M., Ahearn, W. H., Wheeler, E. E., Premchander, R., Loeb, M. B., & Dube, W. V. (2011). Resistance to disruption in a classroom setting. *Journal of Applied Behavior Analysis*, 44, 363-367.
- Pierce, K., & Schreibman, L. (1995). Increasing complex social skills in children with autism: Effects of peer-implemented pivotal response training. *Journal of Applied Behavior Analysis*, 28, 285-295.
- Pindiprolu, S. (2012). A review of naturalistic interventions with young children with autism. *The Journal of International Association of Special Education*, 12, 69-78.
- Schaaf, R. C., & Miller, L. J. (2005). Occupational therapy using a sensory integrative approach for children with developmental disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*, 11, 143-148.
- Shore, B. A., Iwata, B. A., Vollmer, T. R., Lerman, D. C., Zarcone, J. R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis*, 28, 323-332.
- Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification*, 25, 698-724.
- Taylor, B. A., & Hoch, H. (2008). Teaching children with autism to respond to and initiate bids for joint attention. *Journal of Applied Behavior Analysis*, 41, 377-391.
- Volkmar, F. R., Reichow, B., & McPartland, J. (2012). Classification of autism and related conditions: Progress, challenges, and opportunities. *Dialogues in Clinical Neuroscience*, 14, 229-237.
- Wallace, M., Iwata, B. A., & Hanley, G. P. (2006). Establishment of mands following tact training as a function of reinforcer strength. *Journal of Applied Behavior Analysis*, 39, 17-24.
- Wolff, S. (2004). The history of autism. *European Child and Adolescent Psychiatry*, 13, 201-208.

Zane, T., Davis, C., & Rosswurm, M. (2008). The cost of fad treatments in autism. *Journal of Early and Intensive Behavior Intervention*, 5, 44-51.

Web resources:

- Association for Behavior Analysis International
 - <http://www.abainternational.org/ba.asp>
- Journal of Applied Behavior Analysis
 - <http://seab.envmed.rochester.edu/jaba/>
- The Analysis of Verbal Behavior <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>
- Cambridge Center for Behavioral Studies
 - <http://www.behavior.org/>
- Behavior Analysis.com
 - <http://www.behavioranalysis.com/>
- Behavior Analyst Online
 - <http://www.behavior-analyst-online.org/>
- Dick Malott - Behaviorism, Autism, Procrastination
 - <http://dickmalott.com/behaviorism/>

Recommended Journals:

Behavior Analysis in Practice

Behavior Analyst

Behavior Modification

Focus on Autism and Other Developmental Disabilities

Journal of Applied Behavior Analysis

Journal of Behavioral Education

Journal of the Experimental Analysis of Behavior

Research in Developmental Disabilities

Suggested APA Resources:

Web-based resources: <http://www.apastyle.org/> or
<http://www.wooster.edu/psychology/apa-crib.html> or
<http://webster.commnet.edu/apa/> or
<http://owl.english.purdue.edu/owl/resource/560/01/> or
<http://www.wisc.edu/writing/Handbook/DocAPA.html>

Tentative Course Schedule: The schedule is tentative and there might be some changes in the class schedule depending on the situation.

Week	Topic	Readings	Assignments
1 08.28.17	Syllabus; Introduction to finding articles	Complete 6 modules and quiz: http://library.shsu.edu/research/guides/tutorials/graded/infolit/index.html	Library tutorial certificate of completion due on 09.03.17 Syllabus quiz due 09.03.17
No class on Labor Day, 09.04.17			
2 09.11.17	History, causes, assessment, and diagnosis of ASD	*Beighley & Matson, 2014 * Lord & Bishop (2015)	Quiz 1 due 09.10.17 Novel discussion due 09.08.17 Discussion replies due 09.10.17
3 09.18.17	Evidence-based services overview	Luiselli Ch 1 & 4	Quiz 2 due 09.17.16 Novel discussion due 09.15.17 Discussion replies due 09.17.17
4 09.25.17	DTT/Lovaas	Luiselli Ch 5 & 9 *Lovaas, 1987	Quiz 3 due 09.24.17 Novel discussion due 09.22.17 Discussion replies due 09.24.17
5 10.02.17	Naturalistic and Incidental teaching	Luiselli Ch 11 *Pindiprolu, 2012	Quiz 4 due 10.01.17 Novel discussion due 09.29.17 Discussion replies due 10.01.17 <i>Research Article 1 due 10.01.17</i>
6 10.09.17	Video Modeling, Joint attention, AAC	Luiselli Ch 15 *Taylor & Hoch, 2008	Quiz 5 due 10.08.17 Novel discussion due 10.06.17 Discussion replies due 10.08.17
7 10.16.17	Bogus causes/treatments	*Shaaf & Miller, 2005 *LeGoff, 2004 *Zane, Davis, & Rosswurm, 2008 *Davis et al., 2012	Quiz 6 due 10.15.17 Novel discussion due 10.13.17 Discussion replies due 10.15.17 <i>Outline of topic and methods for final paper due 10.15.17</i>
8 10.23.17	Verbal Behavior Approach	*Sundberg & Michael, 2001 *Bondy, Esch, Sundberg, 2010	Quiz 7 due 10.22.17 Novel discussion due 10.20.17 Discussion replies due 10.22.17
9 10.30.17	Verbal Behavior Approach	*Carr & Frith, 2005 *Ingvaarson & Hollobough, 2010 *Kodak, Clements, 2009	Quiz 8 due 10.29.17 Novel discussion due 10.27.17 Discussion replies due 10.29.17 <i>Research Article 2 due 10.29.17</i>
10 11.06.17	Life span issues	* Mehzabin & Stokes, 2011 *McClannahan et al., 2002 *Lattimore et al, 2002 *Nuernberger et al., 2013	Quiz 9 due 11.05.17 Novel discussion due 11.03.17 Discussion replies due 11.05.17 <i>Draft of Research Paper Intro due 11.05.17</i>
11 11.13.17	Assessment/ intervention in challenging behavior	Luiselli Ch 16-18	Quiz 10 due 11.12.17 Novel discussion due 11.10.17 Discussion replies due 11.12.17 <i>Draft of Research Paper</i>

			<i>Method due 11.12.17</i>
12 11.20.17	Academic and social skills	Luiselli Ch 6 & 10 *Nuernberger et al., 2012	Quiz 11 due 11.19.17 Novel discussion due 11.17.17 Discussion replies due 11.19.17 <i>Draft of Research Paper</i> <i>Results due 11.19.17</i>
13 11.27.17	Staff training/parent training	Luiselli Ch 8 *Shore et al., 1995 *Gionoumis et al., 2012	Quiz 12 due 11.26.17 Novel discussion due 11.24.16 Discussion replies due 11.26.17 <i>Research article 3 due 11.26.17</i>
14 12.04.17	Finals Week	Research paper	<i>Final research paper due by 12.04.17</i>