



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: AUTS

Course Title: Assessment and Treatment

Year: 2025

Course and Section #: 3850-001

Credits: 3

Course Description

Examines best practices in the assessment and treatment of the language, adaptive skills, and educational levels. Focuses on the current standards in diagnosing autism. Provides practice opportunities for evidence-based autism treatments.

This course is one of 7 courses in the Autism Minor

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name:

Student Learning Outcomes

- Identify best practices in the assessment and treatment of challenging behavior autism spectrum disorder
 - Articulate ethical considerations in assessment and treatment planning for challenging behavior
 - Identify key components of a positive approach to building skills to support independence and quality of life
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Course Materials and Texts

Required materials, fees, and technology: A computer, or tablet (iPad, Android, or Windows) is recommended for easy mobile access to course materials. Internet browsers, Adobe Reader, and UVU e-mail account, presentation tool of your choice.

Textbook:

Please note that the UVU Bookstore may recommend additional “Optional Study Tools & Resources” for this class on their website. These resources are advertisements and were not selected or endorsed by

your professor. Purchasing these resources is not recommended.

1. Madden, G. J., Reed, D. D., & Reed, F. D. D. (2021). *An Introduction to Behavior Analysis*. John Wiley & Sons.
2. O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). *Functional assessment and program development*. Cengage Learning.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Attendance: Plan to attend all classes. You are preparing for a profession where your daily presence is imperative to your client's success, and your attendance in this class begins to represent that commitment. In addition, as part of our course verification process through ABAI, as required by the BACB, we must provide you with 45 hours of instruction in all ABA core courses. For this reason, attendance is imperative. If you must miss more than two class sessions (including participating via Livestream), you will be referred to UVU Accessibility Services to determine appropriate accommodations. You may not miss more than three classes and still pass this course unless Accessibility Services are in place. If Covid or other health needs are the reason for your absences, please see Accessibility Services. This will negate the three classes as long as the work is made up.

Reading Assessments: Each week, a reading is assigned, and a reading assessment is given. Each assessment is worth ten points. Questions will include true/false, multiple-choice, and matching questions. Reading assessments are due on Monday Evenings.

Assessments: There will be three Knowledge Based Quizzes for this course. These quizzes will be taken using Proctorio.

Application Activities: Throughout the semester there will be nine different application activities totaling 100pts. The purpose of these activities is for students to demonstrate their understanding and ability to apply course content. Instructions for each activity will be posted on Canvas. Students will be given time in class to complete these activities. Application activities must be completed before the next class session.

Mock Treatment Plan: Throughout the semester Students will be learning to assess and treat challenging behavior. The purpose of this assignment is for Students to synthesize and apply knowledge gained throughout the semester in regard to developing a treatment plan. For this assignment, each read the case study of Tommy. In class, we will complete the goals and objectives, analyze data, and review the competing behavior sheets. Students will independently develop a treatment plan outlining a proposed treatment for one challenging behavior demonstrated by the character. The purpose of this assignment is for students to demonstrate an understanding of the assessment process.

Resource Handbook: You will create a notebook designed to be a resource for you in the future. The resource notebook will include articles, handouts, and assignments collected throughout the course. You can create your own format. Points are awarded based on a) organization, b) section details, and c) applicability. You must include information from this course (see list below). They should include the handouts provided in class. This handbook may be combined with other SPED and Autism Classes.

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

- Madden, Reed, Reed Chap 1
 - Orientation to ABA, Philosophical Assumptions of behaviorism and over view of reinforcement, punishment, response class, Goals of ABA
- Madden, Reed, Reed Chap 2
 - Measurement, Data collection and Graphic display of data, trend and level lines,
 - Discontinuous and Continuous measurements, ABC narrative, Scatter Plots
- Madden, Reed, Reed Chap 3
 - Variables in Research, single subject research designs, verification, replication, group studies
- Single Subject Research Designs:
 - Reversal, Multiple Baseline, Alternating Treatments & Changing criterion design, Analyzing research
- Burns, Hong Dixon 2017: **Institutional Review Boards and Standards**
- Matson 2017 Handbook of Treatment for Autism Spectrum Disorder. Switzerland: Springer
- UVU IRB
 - Ethical guidelines for research, Muremberg Code, purpose of IRB, informed consent, assent, risks and benefits of treatment
- O'neil Chap 1- Functional Assessment of Problem Behavior
 - Intro to functional Assessment, functions of behavior, indirect assessments, FAST, FAI, CAI, QABF, Motivation Assessment Scale
- Article - *Functional Assessment of Problem Behavior: Dispelling Myths, Overcoming Implementation Obstacles, and Developing New Lore*
 - *Methods of being informed about behavior, direct observations, ethical considerations when conducting a functional analysis*

- O'neil Chapter 2 - The Functional Assessment Interview
- Article: Alter, P. J., Conroy, M. A., Mancil, G. R., & Haydon, T. (2008). A Comparison of Functional Behavior Assessment Methodologies with Young Children: Descriptive Methods and Functional Analysis. *Journal of Behavioral Education*, 17(2), 200–219.
<http://www.jstor.org/stable/41824434>
 - FAI, functional behavior assessment process, direct assessments, functional analysis, hypothesis statements, summary statements, precursor behaviors, analyzing data
- Chapter 3 - Linking the Function of the Behavior to the Intervention by O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). Functional assessment and program development. Cengage Learning.
 - Students Choose two of the following articles
- Article: Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M., & Carreau, A. B. (2011). Classroom application of a trial-based functional analysis. *Journal of Applied Behavior Analysis*, 44(1), 19–31. <https://doi.org/10.1901/jaba.2011.44-19>
- Article: Derby, K. M., Wacker, D. P., Sasso, G., Steege, M., Northup, J., Cigrand, K., & Asmus, J. (1992). Brief functional assessment techniques to evaluate aberrant behavior in an outpatient setting: a summary of 79 cases. *Journal of Applied Behavior Analysis*, 25(3), 713–721.
<https://doi.org/10.1901/jaba.1992.25-713>
- Article: Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47(1), 16–36.
<https://doi.org/10.1002/jaba.106>
 - Program development, Brief FA, Trial based FA, Traditional FA, IISCA, what is a meaningful outcome, 4 conditions in FA, Data collection
- Chapter 4 & Chapter 5 - Building and Writing Behavior Support Plans O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). Functional assessment and program development.
 - Four considerations for Building behavior Support Plans, competing behavior model, Behavior support plans
- Chapter 12 - Antecedent Stimulus Control - Madden, G. J., Reed, D. D., & Reed, F. D. D. (2021). An Introduction to Behavior Analysis. John Wiley & Sons.
 - Discriminative stimulus, gaining stimulus control, establishing operations, generalization of skills, teach maintenance, stimulus response change, prompt and fading
- Chapter 6 Operant Learning II: Positive and Negative Reinforcement - Madden, G. J., Reed, D. D., & Reed, F. D. D. (2021). An Introduction to Behavior Analysis. John Wiley & Sons.
- 2. Chapter 7 Extinction and Differential Reinforcement - Madden, G. J., Reed, D. D., & Reed, F. D. D. (2021). An Introduction to Behavior Analysis. John Wiley & Sons.

- Operant extinction, spontaneous recovery, differential reinforcement, positive and negative reinforcement, data, unwanted side effects, using reinforcement in a behavior intervention plan
- Chapter 10 Punishment - Madden, G. J., Reed, D. D., & Reed, F. D. D. (2021). *An Introduction to Behavior Analysis*. John Wiley & Sons.
 - Define punishment procedures, response cost, overcorrection, positive and negative punishment, when to use punishment, ethical considerations, primary and conditioned punishment, time-out, overcorrection
- Ward-Horner, J., & Sturmey, P. (2012). Component Analysis of Behavior Skills Training in Functional Analysis. *Behavioral Interventions*, 27(2), 75–92. <https://doi.org/10.1002/bin.1339>
 - Add in, drop out component analysis, behavior skills training, functional analysis
- Wilczynski, S. M. (2017). Chapter 11 - Progress Monitoring. In S. M. Wilczynski, *In Critical Specialties-Treating Autism&Behavioral Challenge, A Practical Guide to Finding Treatments That Work for People with Autism* (pp. 75-86). Academic Press.
 - Behavior skills training, progress monitoring, methods to analyzing data.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses, or interviews assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI is very useful for a lot of activities; however it pulls from a variety of sources of which may not include correct information. When checking it against information in this course, it often came up as incorrect. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of

AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

New AI tools are available for free with your UVU account! Through Edge and Bing Chat Enterprise (also known as Copilot), you can access ChatGPT-4 and DALL-E 3 at no cost. Just visit bing.com/chat and sign in with your UVU credentials.

Using Remote Testing Software

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.