Master Course Syllabus

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

Semester: Fall
Year: 2025
Course Prefix: AUTS
Course and Section #: 4650 - 001
Course Title: Autism and Applied Behavior Analysis
Credits: 3

Course Description

Describes the scientific principles of applied behavior analysis and how they relate to autism intervention. Discusses principles of single case designs, antecedents, reinforcement, consequences, and behavior modification.
This course is part of the verified course sequence required for those seeking their BCaBA or autism minor.
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: Jennifer Call

Student Learning Outcomes

1. Identify key operant and classical learning concepts and related vocabulary associated with the scientific principles of applied behavior analysis.
2. Articulate how to apply behavioral assessment and intervention procedures for individuals with Autism Spectrum Disorder.
3. Differentiate how behavioral principles can be implemented across educational, home, and clinical settings.
4. Identify key behavioral treatments for individuals with autism and their associated research.

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:
    - Textbook:
        1. Madden, G. j., Reed, D. D., & Reed, F. D. (2021). An Introduction to Behavior Analysis. Hoboken: Wiley. ISBN: 978-1-119-12653-9
        2. Tarbox, J., & Tarbox, C. (2017). Training manual for behavior technicians working with individuals with autism.
        3. Ethics Code for Behavior Analyst
        4. BACB Foundational Knowledge List
        5. BACB Fifth Edition Task List www.bacb.com (Links to an external site.)
        6. Online: National Council on Autism – Standards Document (Links to an external site.);

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.

Behavior Change Project: You will complete a behavior change project for yourself this semester, which will include taking baseline and treatment data. This assignment has two parts. Part one involves submitting part a-h seven weeks into the semester for comments, feedback, and clarification that you are on the right track (100 points). Part two includes an a-h with a completed graph, written review, and presentation of results (100 points).

Weekly Homework Assignments: We will discuss Applied Behavior components each week. Weekly assignments will help ensure the learning of each task list principle discussed. (10pts each)

Observations: Part of learning is recognizing principles taught in class in real-life settings. You must observe events from your everyday life or a video throughout the semester. When observing, you must write down your observations related to topics discussed in class (i.e., write down the behavioral principles and concepts you observe as they happen). You will define four topics we have discussed in class and come up with at least three examples of each. There is no minimum number of times or hours

to observe. However, it is recommended that you observe several times during the semester to see the application of behavior principles.

Task Analysis: Students will write a task analysis for the behavior of their choice. Bring your task analysis. Then, students will work in pairs to complete a peer's task analysis.

Reading Assessments: A reading is assigned each week, and a closed reading assignment is given. Each assessment is worth ten points. Each week, you will take notes on what you read and submit them for a grade.

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

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 & 2(24-30) Tarbox - Chap. 1 & 2

- What is behavior, What is behavior analysis, assumptions of science, scientific method, activities of Behavior Anaylsts
- Variables, correlation vs. Causation, experiments, measuring behavior, direct observations
- History of Autism, diagnostic criteria, introduction to ABA treatment for autism

Madden, Reed, Reed Chap.2 (30-45)

- direct observations, outcome recording, IOA, Event recording, Interval recording

Tarbox - Chap. 3 &4

Preparation for Dat Collection, Continuous measurement, discontinuous measurement, Analyzing graphs, trend, phase line, level

Madden, Reed, Reed Chapter 9

- Motivation, motivating operations
- Effective reinforcers, Premack principal, measuring reinforcer effectiveness, dimensions of ABA

Langthorne P, McGill P.A. (2009)

- CMO- S, CMO-T, CMO-R
- Motivating operations, establishing operations abolishing operations

Tarbox 5.4

- Observable and measurable descriptions of behavior and environment
- Motivating operations

Graphing data – Learning how to work excel, input data, trend lines, chart titles, axis titles

Madden, Reed, Reed Chapter 12

- Discriminative stimuli and establishing operations,
- Stimulus Control (procedure in which an operant response is reinforced in the presence of the SD and extinguished in the presence of stimulus delta
- Behavior response chains, generalization

Tarbox 5.9 -5.12

- Discrete trial training, naturalistic teaching, prompting , prompt fading, stimulus control transfer procedures

Hillman, C. B., Lerman, D. C., & Kosel, M. L. (2021). Discrete-Trial Training Performance of Behavior Interventionists with Autism Spectrum Disorder: A Systematic Replication and Extension. *Journal of Applied Behavior Analysis*, *54*(1), 374–388.

- Steps to discrete trial training, when to use DTT

Madden, Reed, Reed Chapter 8

- Primary and secondary reinforcers, condition reinforcers, token economy, effective conditioned reinforcers, shaping, chaining task analysis

Tarbox 5.7 -5.9

- Shaping, Task analysis

Tarbox 5.13-5.16

- Generalization, maximizing learning opportunities, maintenance procedures, caregiver training

Tarbox 6.1-6.2 – Behavior Reduction

- Essential Components of Behavior Reduction Plans – BIP, risk assessment, reinforcement, FBA results

Tarbox 6.3 - 6.5

- Differential reinforcement, Low rates, Alternative behavior, Incompatible behavior, Other behavior, extinction

Madden, Reed, Reed Chap.5

- Response consequences, noncontingent consequences, reinforcers, rewards, response variability

Tarbox - Chap. 5.3

- Contingencies of reinforcement, deprivation, satiation, size, contingent on behavior, immediacy

Tarbox 5.1-5.2

- Essential Components of a written skill acquisition plan, Name, behaviors, target behaviors, baseline, current performance, signatures, BIP, FBA, assessment

Tarbox 5.16, 7.1-7.5

- Documentation, incident reports, session notes, parent training reports, time sheets, legal reporting – abuse or neglect, mandatory reporting, Professional Conduct, Stress and burnout

3rd Knowledge-Based Quiz

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.