

Prospectus

Applied Behavior Analysis Track of the Master's Degree in Psychology

Prepared by: Dr. Melissa Hale, Clinical Assistant Professor, Associate Director, Psychological and Educational Services at the Center for Autism and Related Disabilities (CARD), Co-director of the Post-baccalaureate Certificate program in ABA.
Dr. Anibal Gutierrez, Research Associate Professor and Associate Director, Research and Behavioral Services at the Center for Autism and Related Disabilities (CARD), Co-director of the Post-baccalaureate Certificate program in ABA.

Name of the program for the diploma:

Master's of Science in Psychology

Name of the program on student transcripts:

Master's of Science in Psychology
Specialization in Applied Behavior Analysis (ABA)

Responsible administrative unit for the program:

Department of Psychology, College of Arts and Sciences

Proposed date for implementation:

Fall, 2017

1. Rationale

- a) This proposal aims to expand the Master's degree in Psychology by introducing a new track titled *Master's of Science in Psychology; Specialization in Applied Behavior Analysis*.
- b) The Department of Psychology currently offers both a Master's degree in psychology (30 credits) (non-terminal; for students enrolled in the terminal Ph.D.), and a Post-Baccalaureate Certificate in Applied Behavior Analysis (24 credits). This proposal aims to expand the currently existing Master's degree program by introducing a new academic track, offering specialized instruction in Applied Behavior Analysis (ABA). The track builds upon the existing curriculum of the Post-Baccalaureate Certificate program in ABA, such that students will complete an additional 12 credit hours (beyond the 24 credits required for the ABA certificate) in order to earn a Master's degree in psychology with a specialization in ABA.
- c) Students completing the Master's degree ABA program will meet the instructional/practicum requirements necessary to obtain certification as a Board Certified Behavior Analyst (BCBA), a Master's level certification offered by the Behavior Analyst Certification Board (BACB; www.bacb.com). The BACB is the sole agency offering professional credentialing in ABA and is a widely recognized credential for Master's and Doctoral level practitioners of applied behavior analysis. This is a higher-level credential than can be obtained by students completing the

existing Post-Baccalaureate ABA Certificate program. Specifically, the existing certificate program provides instructional coursework and clinical practicum necessary for one to become Board Certified assistant Behavior Analysts (BCaBA), which is a bachelor's level certification.

Obtaining certification as a BCBA is beneficial in that it permits greater professional autonomy, allows individual to supervise professionals with BCaBA certification and student trainees, provides a higher clinical skill set, and also allows for a higher reimbursement rates/salaries than those certified at the BCaBA level.

- d) Since initiating the ABA Post-baccalaureate Certificate program fall 2016, there has been expressed interest by both current students and by the community at-large, for a Master's degree program that meets the requirements for certification as a BCBA.
- e) The ABA track will differ from to the existing Master's program in psychology in several ways. For one, the new ABA track serves as a terminal Master's program. Enrollees are not considered enrolled in or accepted into a Ph.D. program. Second, the curricular requirements for the ABA track are distinct from those of the existing Master's degree. Instructional courses will follow a prescribed ABA course sequence as is required by the BACB. Practicum experiences will be offered in ABA-specific setting (i.e., IBIS clinic).
- f) The proposed program requires nominal use departmental resources and there is no anticipated negative impact on the existing Master's program. Students in this program would pay graduate tuition and would not use any department funding (i.e., RA or TA lines). There would be no impact on class size or instructor resources for courses outside of the ABA-course sequence.
- g) The proposed track fits particularly well within the Department of Psychology at the University of Miami. The department has a strong and longstanding history of academic research and clinical service provisions for individuals with autism spectrum disorders. Furthermore, existing clinical programs within the UM Department of Psychology are equipped to offer experiential (practicum) opportunities for students enrolled in proposed certificate program. Most notable is the presence of the University of Miami Center for Autism and Related Disabilities (CARD), a state-funded clinical program that has been housed at the University of Miami for over 20 years and currently serves over 8000 constituents. The Autism Spectrum Assessment Clinic (ASAC) and the Intensive Behavioral Intervention Services (IBIS) clinic are other well-established student training clinics available to support the clinical training of students in the ABA certificate program.
- h) Applied behavior analysis (ABA) is an extensively-researched and highly efficacious therapeutic approach used to treat a range of psychological and behavioral disturbances, although the primary application is treatment for individuals with developmental disabilities and autism spectrum disorders. The effectiveness of ABA therapy is well documented and its use is endorsed by (1)

federal education law which *requires the use of ABA techniques (i.e., functional behavioral assessments)* in designing educational plans for students with disabilities who exhibit challenging behavior in school as well as (2) *enactment of state mandates that legally require insurance companies to cover ABA therapy for individuals with autism*. Currently there are 35 states in the US (including Florida) that have enacted such mandates. Overall, significant demand for ABA services exists and the job market outlook for clinicians credentialed as behavior analysts is excellent.

2. Market Analysis

- a) Since the inception of the BACB's certification of ABA therapists (1999), there has been a continual increase in the number of individuals seeking and obtaining such certification. According to the BACB website (www.bacb.com), there are currently over 18,000 individuals holding certifications through the BACB.
- b) Currently, job prospects for certificates are solid and the demand for is growing. The Association for Professional Behavior Analysts (APBA) conducted a professional employment in 2014. Results indicated that 78.5% of respondents worked full-time, 17.1% worked part time by choice and only 2.8% worked part-time because they could not find more work. Furthermore, there have been major policy changes over the last few years, heightening the demand for ABA service providers. For one, the number of states enacting legislation requiring insurance companies to cover ABA services for children with autism has risen from 10 (2009) to 43 plus D.C. (2015). Furthermore, the CDC (2014, 2016) reported that prevalence rates for autism continue to rise, with most recent counts finding 1 in every 68 children having autism.
- c) The BACB pre-approves university coursework as meeting the instructional requirements for certification. Currently, in South Florida, there are two BACB-approved university programs (USF, FAU) that offer in-person, graduate-level coursework required for certification, and one BACB-approved university program (NSU) that offers coursework online. Of those, only USF and NSU offer experiential training (practicum) required for certification. Consequently, educational options are limited for students seeking a comprehensive training program that offers both the instructional courses and the necessary experiential training.

3. Resources

- a) We do not anticipate an expansion in library resources as the UM libraries already support the needs of the Psychology department with journal subscriptions relevant to behavior analysis, autism and developmental disabilities.
- b) Increased faculty effort is needed in order to teach the 2 additional classroom-based courses and 2 additional practicum courses. We propose hiring an instructor faculty who is a Board Certified Behavior Analyst at the doctoral level (BCBA-D) to teach the additional courses.

4. Curriculum

- a) The Master's degree with Specialization in ABA track will require successful completion of a 36-credit hour course sequence. Of those 36 hours, 24 are currently offered as part of the Post-Baccalaureate Certificate program in ABA. Students enrolled in the Master's ABA track will follow the post-baccalaureate certificate course series for the first 24 credit hours, followed by an additional 2 classroom-based instructional courses (6 additional credits) and an additional 2 practicum courses (6 additional credits).

The existing courses within the Post-Baccalaureate Certificate Program include:

PSY 666: Concepts and Principles of Behavior Analysis—Introduction to the science of behavior analysis, behavioral concepts and principles and mechanisms of behavior change.

PSY 667: Assessment and Treatment of Language and Learning—Use of applied behavior analysis toward improvements in and acquisition of new behavior.

PSY 668: Functional Assessment and Treatment of Aberrant Behavior—Use of applied behavior analysis towards the reduction of problematic behavior.

PSY 669: Professional Issues in Designing and Monitoring Interventions—Professional guidelines and methodological approaches towards assessing the efficacy of behavior interventions.

PSY 676: Application of ABA Principles and Concepts—Application of basic applied behavior analysis principles and concepts within a clinical setting.

PSY 677: Applications of the Assessment and Treatment of Language and Learning—Application of applied behavior analysis toward the improvement and acquisition of new behavior within a clinical setting.

PSY 678: Applications of ABA in the Treatment of Aberrant Behavior—Application of applied behavior analysis toward the reduction of problematic behavior within a clinical setting.

PSY 679: Advanced Application of Applied Behavior Analysis—Application of applied behavior analytic methods for monitoring treatment implementation and assessing treatment efficacy within a clinical setting.

New courses include:

Additional Course 1: Ethics and Professional Conduct in Behavior

Analysis—Overview of ethics and professional conduct in the field of behavior analysis.

Additional Course 2: Advanced Topics in Applied Behavior Analysis—

Overview advanced issues in measurement, experimental design and the application of ABA in the field of developmental disabilities.

Additional Practicum 1: Applications of ABA in Developmental Disabilities

—Application of behavior analytic principles in the field of developmental disabilities.

Additional Practicum 2: Advanced Application of Applied Behavior

Analysis II —Application of applied behavior analytic methods for monitoring treatment implementation and assessing treatment efficacy within a clinical setting and providing clinical and professional supervision.

- b) Students enrolled full-time in the program will begin in the fall semester and will complete the program across 4 consecutive semesters (fall, spring, summer, fall). Students will be required to follow a specific course sequence outlined in Table 1 below and appendix

Master's Degree in Psychology: Applied Behavior Analysis Track	
Fall 1	PSY 666: Concepts and Principles of Behavior Analysis* PSY 667: Assessment and Treatment of Language and Learning* PSY 676: Application of ABA Principles and Concept* PSY 677: Applications of the Assessment and Treatment of Language and Learning*
Spring	PSY 668: Functional Assessment and Treatment of Aberrant Behavior* PSY 669: Professional Issues in Designing and Monitoring Interventions* PSY 678: Applications of ABA in the Treatment of Aberrant Behavior* PSY 679: Advanced Application of Applied Behavior Analysis*
Summer	Additional Practicum 1: Applications of ABA in Developmental Disabilities
Fall 2	Additional Course 1: Ethics and Professional Conduct in Behavior Analysis Additional Course 2: Advanced Topics in Applied Behavior Analysis Additional Practicum 2: Advanced Application of Applied Behavior Analysis II
	Total 36 credits

***Courses exist as part of the Post-Baccalaureate program**

Table 1. ABA Master's Course Sequence

- c) The BACB-established requirements for obtaining a BCBA certificate include a Master's degree, 270 hours of classroom-based instruction in ABA and 1000 hours of supervised clinical experience within the context of a university-based practicum. BACB required classroom-based instruction (totaling 270 hours) will be obtained by

completing the six required courses offered as part of this program. BACB required practicum experience (totaling 1000 hours) will be obtained by completing six required practicum courses offered as part of this program. Each course is offered for 3-credits and requires 12 hours per week, for 14 weeks (totaling 168 hours per course) of supervised clinical experience.

- d) The BACB requires that applicants seeking a BCBA certification complete university-based coursework that covers specific content areas and for the number of hours specified. The instructional courses offered as part of this Master's track are designed to meet these requirements. Table 2 (Appendix) shows the content areas required by the BACB as well as how those requirements will be met through the proposed coursework.

5. Faculty/Instructors

- a) Dr. Melissa Hale and Dr. Anibal Gutierrez will continue to serve as primary faculty instructors for ABA content coursework and will continue to maintain a teaching load of 1 classroom-based instructional course and 1 practicum course, per fall and spring semester (a combined 24 credits per year).
- b) Both Dr. Hale and Dr. Gutierrez are provided office space within the CARD offices on the 2nd floor of the Flipse building.
- c) Instructor faculty (TBD). An additional faculty will be necessary to teach the additional courses in the program. We will recruit a faculty person who is a Board Certified Behavior Analyst at the doctoral level (BCBA-D) with a Ph.D. in Psychology or Education and clinical experience in behavior analysis.
- d) A departmental committee comprised of the Assistant Chair, Department Chair, and program faculty will meet periodically to review matters related to the program curriculum and administration, clinical services, and operations.

6. Students

- a) The program will be offered to individuals who have obtained an undergraduate degree from an accredited university, who meet the requirements for admittance to the program (see below), and who are selected by faculty as top applications. Cohorts will be limited to 5-10 students per year. We anticipate enrolling 8 in the second cohort and 10 in subsequent cohorts.
- b) Student admission process will be handled by the Department of Psychology. Admission requirements include:
 - i. Completion of an application
 - ii. Baccalaureate degree from a regionally accredited institution in psychology, behavior analysis, or education.
 - iii. A grade point average of 3.2 or higher in the last 60 hours of undergraduate coursework (official transcripts).
 - iv. Letters of recommendation
 - v. Graduate Record Examination (GRE within 5 years).

- vi. International applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) (within 2 years) and the GRE.
- i. An interview may be required for admission

7. Student Support

- a) Students in our program will have access to a range of excellent academic, career development, and social support services throughout the post-baccalaureate program.
- b) Individualized academic and career development support resources for students enrolled in the post-baccalaureate program are provided by Dr. Melissa Hale and Dr. Anibal Gutierrez, who share Directorship of the program and will serve as the primary faculty instructors and mentors. Drs. Hale and Gutierrez will work with incoming students to provide explicit information about the program requirements, as well as the requirements for earning the Board Certified Behavior Analyst Certification (BCBA) in applied behavior analysis (ABA), post-program completion. Furthermore, in conjunction with the required practicum course sequence, students will meet weekly with their faculty instructor (both individually and in small-groups) for the purpose of gaining constructive feedback on the quality of their clinical performance and monitoring of their progress in meeting the program goals.
- c) Students in the program are additionally supported through their access to practicum course experiences provided on-site, at existing university-based clinics (CARD, ASAC, IBIS). The program faculty serve in leadership roles in these clinics, offering students a well-mentored experiential learning opportunity within the context of a high-quality, clinical best practice setting. At present, the clinics operate with a stated purpose to provide student training and academic scholarship (e.g., clinical research), in addition to the provision of clinical services. We believe that this on-site training experience provides a valuable opportunity for the Master's degree students to encounter a high level of interaction and supervision with their faculty instructor, throughout the duration of the program. Furthermore, students showing interest will be provided scholarly opportunities beyond what may be available at off-site clinical settings (e.g., clinical research, conference attendance/presentation).
- d) Program-level support academic and material support resources for our students includes the space, tools, and materials necessary to be successful in their academic and future professional careers. Within our department, students have access to computers, printers, copier, scanner, etc., as well as shared office space available for their use. They have access to all materials housed at the clinics (CARD, ASAC, IBIS), including dedicated space to provide clinical services and the clinical materials (e.g., intervention tools, assessment measures) necessary to carry out the clinical work. Clinical services for CARD and ASAC are located on the 2nd floor of the Flipse (Psychology) building and for IBIS in the Plummer Building (Suite 49), in Coral Gables.

8. List of Attached Tables/ Exhibits

- a) Table 1: Required Course Sequence
- b) Table 2: Allocation of Required Content Areas by Course
- c) Table 3: Faculty Roster with Curriculum Vitae
- d) Table 4: Budget

Exhibit 1: Student Learning Outcomes and Assessments

Exhibit 2: Course Syllabi

Exhibit 3: Letter of Support from the Department of Psychology

Table 1: Required Course Sequence ABA Master's

Unit	Course	Title	Prerequisites	Faculty Instructor
Fall Semester Required courses				
Psychology	PSY 666	Concepts and Principles of Applied Behavior Analysis	BA/ BS Degree & Dept. Approval	Dr. Gutierrez
Psychology	PSY 667	Assessment and Treatment of Language and Learning	BA/ BS Degree & Dept. Approval	Dr. Hale
Psychology	PSY 676	Applications of ABA: Principles and Concepts	BA/ BS Degree and Dept. Approval	Dr. Gutierrez
Psychology	PSY 677	Applications of ABA in the Treatment of Language and Learning	BA/ BS Degree and Dept. Approval	Dr. Hale
Spring Semester Required courses				
Psychology	PSY 668	Functional Assessment and Treatment of Aberrant Behavior	PSY 666 & PSY 667	Dr. Hale
Psychology	PSY 669	Professional Issues in Designing and Monitoring Interventions	PSY 666 & PSY 667	Dr. Gutierrez
Psychology	PSY 678	Applications of ABA in the Treatment of Aberrant Behavior	PSY 676 & PSY 677	Dr. Hale
Psychology	PSY 679	Advanced Applications of ABA	PSY 676 & PSY 677	Dr. Gutierrez
Summer Semester Required courses				
Psychology	PSY TBD Prac #1	Applications of ABA in Developmental Disabilities	PSY 678 & PSY 679	TBD
Fall Semester Required courses				
Psychology	PSY TBD	Ethics and Professional Conduct in Behavior Analysis	PSY 668 & PSY 669	TBD
Psychology	PSY TBD	Advanced Topics in Applied Behavior Analysis	PSY 668 & PSY 669	TBD
Psychology	PSY TBD Prac #2	Advanced Application of Applied Behavior Analysis II	PSY TBD Prac #1	TBD

Table 2: Allocation of Required Content Areas by Course ABA Masters

BACB CONTENT AREAS AND REQUIRED NUMBER OF CLASSROOM HOURS FOR BCBA		PSY 666 Concepts and Principles of Applied Behavior Analysis	PSY 667 Assessment and Treatment of Language and Learning	PSY 668 Functional Assessment and Treatment of Aberrant Behavior	PSY 669 Professional Issues in Designing and Monitoring Interventions	5 Ethics	6 Advanced Topics
Ethical & Professional Conduct	45				15	30	
Concepts and Principals of Behavior Analysis	45	45					
Measurement	25				10		15
Experimental Design	20				5		15
Identification of the Problem & Assessment	30		10	25			
Fundamental Elements of Behavior Change & Specific Behavior Change Procedures	45		30	15			
Intervention & Behavior Change Considerations	10			5		5	
Behavior change systems	10		5			5	
Implementation, Management & Supervision	10				5	5	
Discretionary	30			5	10		15
Total Hours Required: 270	270	45	45	45	45	45	45

Table 3: Faculty Roster

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Miami

Name of Primary Department, Academic Program, or Discipline: Psychology, Arts & Sciences

Academic Term(s) Included: 2013-2016

Date Form Completed: 11/22/2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Melissa Hale, Ph.D., BCBA-D (F)	<p>Fall 2016 (University of Miami) PSY 666 Concepts and Principles of Applied Behavior Analysis</p> <p>PSY 676 Applications of ABA: Principles and Concepts</p> <p>Spring 2014 (Nova Southeastern) ABA 720 Applications of Applied Behavior Analysis (G)</p> <p>Fall 2013 (Nova Southeastern) ABA 740 Evaluation of Interventions in ABA (G)</p>	Ph.D., University of Florida School Psychology with Specialization in Applied Behavior Analysis	<p>Certifications: Board Certified Behavior Analyst-Doctoral (BCBA-D), FL licensed psychologist</p> <p>Clinical: Coordinator of Psychological Services at UM Center for Autism and Related Disabilities (CARD), Clinical supervisor for UM Autism Spectrum Assessment Clinic (ASAC)</p>

Table 3: Faculty Roster

<p>Anibal Gutierrez, Ph.D., BCBA-D (F)</p>	<p>Fall 2016 (University of Miami) PSY 667 Assessment and Treatment of Language and Learning</p> <p>PSY 677 Applications of ABA in the Treatment of Language and Learning</p> <p>Spring 2015 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)</p> <p>Fall 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)</p> <p>Spring 2014 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT)</p> <p>Fall 2013 (FIU) EAB 4794 Principles & Theories of Behavior Modification (UT) PSY 4941 Independent Field Experience (UT) EAB 6707 Learning and Development (G)</p>	<p>Ph.D. University of Florida Behavior Analysis</p>	<p>Certifications: Board Certified Behavior Analyst-Doctoral (BCBA-D)</p> <p>Clinical: Director Summer Treatment Program (ASD) at FIU, Director Early Intensive Behavioral Intervention Program (CARD)</p>
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Curriculum Vitae

Melissa N. Hale, Ph.D. BCBA-D

Department of Psychology

University of Miami

5665 Ponce de Leon Blvd / Coral Gables, FL 33146

Phone: 305 284-2350, Email: m.hale@miami.edu

Personal

Name: Melissa N. Hale Ph.D., BCBA-D
Home Phone: 954-326-8450
Office Phone: 305-284-2350
Home Address: 3281 Day Ave, Miami, FL 33133
Email: mhale@psy.miami.edu
Current Position: Clinical Assistant Professor
Associate Director, Center for Autism and Related Disabilities
Department: Psychology
Citizenship: USA

Higher Education

2002 **University of Florida**
Doctor of Philosophy, School Psychology
Specialization: Autism/Applied Behavior Analysis

2001-2002 **Kennedy Krieger Institute at Johns Hopkins University**
APA Approved Clinical Internship

2000 **University of Florida**
Educational Specialist/Master of Arts, School Psychology

1994 **University of Florida**
Bachelor of Science, Psychology

Professional Experience

Academic

2015-Present **University of Miami**
Clinical Assistant Professor, Department of Psychology

2004-2013 **Nova Southeastern University**
Adjunct Professor, Department of Center for Psychological Studies

Non-Academic

	UM-NSU Center for Autism and Related Disabilities (UM-NSU CARD)
2015-Present	Associate Director
2007-2015	Coordinator of Psychological Services Provide client and family support, professional trainings, public education, community outreach and programmatic/school consultation on issues related to autism spectrum disorders.
	Autism Spectrum Assessment Clinic (ASAC):
2007-Present	Lead Psychologist Provide clinical and administrative oversight of psychological clinic specializing in the diagnosis, evaluation and treatment of individuals with autism spectrum disorders.
	Nova Southeastern University's Autism Consortium
2003-2007	Program Coordinator Provide autism-related consultations, trainings, and system-support to various school districts throughout the U.S.
	Nova Southeastern University's Unicorn Clinic
2003-2007	Psychologist Provided comprehensive psychological and diagnostic evaluations for young children suspected of having an autism spectrum disorder or other developmental delay.
	Columbus Organization and the Fort Wayne State Developmental Center
2003	Post-doctoral Psychology Resident Provide psychological services to adult residents with developmental disabilities. Duties included conducting functional behavioral assessments, conducting psychological evaluations, developing and implementing therapeutic intervention plans and conducting staff trainings.
	Children's Psychology Associates
2002	Post-doctoral Psychology Resident Clinical duties included conducting psycho-educational evaluations and developing/implementing social-skills group therapies for young children with autism spectrum disorders.

Refereed Publications

Gutierrez, A. Jr., Fischer, A. J., **Hale, M.** Durocher, J. S., & Alessandri, M. (2013). Differential Response Patterns to the Control Condition Between Two Procedures to Assess Social Reinforcers for Children with Autism. *Behavioral Interventions*, 28, 353-361.

Rev. 8/2016

Gutierrez, A. Jr., **Hale, M. N.**, O'Brien, H. A., Fischer, A. J., Durocher, J. S., & Alessandri, M. (2009). Evaluating the effectiveness of two commonly used discrete trial procedures for teaching receptive discrimination to young children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3, 630-638.

Gutierrez, A. Jr., **Hale, M. N.**, Gossens-Archuleta, K., & Sobrino-Sanchez, V. (2007). Evaluating the social behavior of preschool children with autism in an inclusive playground setting. *International Journal of Special Education*, 22, 25-29.

Professional Activities & Accomplishments

Research Grants

Agency: **Simons Foundation**
 Project: ***Autism Research Initiative Clinical Site Network***
 Role: Principal Investigator
 Institution: University of Miami
 Funding: ***\$401,795 (total)***
 Grant Period: April 2016-March 2019

Agency: **Marino Autism Research Institute**
 Project: ***Joint Attention Intervention for Young Children with Autism Spectrum Disorders***
 Role: Co-Investigator
 Institution: University of Miami
 Funding: ***\$30,000***
 Grant Period: 2008

Agency: **Organization for Autism Research**
 Project: ***Joint Attention Intervention for Young Children with Autism Spectrum Disorders***
 Role: Co-Investigator
 Institution: University of Miami
 Funding: ***\$30,000***
 Grant Period: 2008

Agency: **President's Faculty Research and Development Award**
 Project: ***Project A+ (Autism + Mathematics = Communication): Year 2***
 Role: Principal Investigator
 Institution: Nova Southeastern University
 Funding: ***\$10,000***
 Grant Period: 2006

Agency: **President's Faculty Research and Development Award**
 Project: ***Project A+ (Autism + Mathematics = Communication)***
 Role: Principal Investigator
 Institution: Nova Southeastern University
 Funding: *\$10,000*
 Grant Period: 2005

Service Grants

Agency: **The Children's Trust**
 Project: ***University of Miami – Autism Spectrum Assessment Clinic Diagnostic Evaluation Services for ASD***
 Role: Co-Investigator
 Institution: University of Miami
 Funding: \$300,000
 Grant Period: 2015-2017

Professional Presentations

Hale, M.N. (2015). What Next? Identifying Meaningful Treatment Goals for Children with ASD Who Have Completed EIBI. Oral Paper Presentation at the Florida Association for Behavior Analysis 35th annual meeting.

Durocher, J. S., **Hale, M. N.**, Gutierrez, A., Novotny, S., & Rowley, A. M. (2013). Social Motivation and Its Relation to the Development of Joint Attention. International Meeting for Autism Research (IMFAR).

Name, A., Gutierrez, A. Jr., **Hale, M.** (2012). Manipulating establishing operations to verify mand training using cards: A replication and extension. Poster presented at the Florida Association for Behavior Analysis 32nd annual meeting.

Pawlowski, M., Gutierrez, A. Jr., **Hale, M. N.**, Durocher, J. S., & Alessandri, M. (2010). Evaluating the stability of preferences for attention for children with autism. Presentation at the Association for Behavior Analysis 36th annual convention.

Fischer, A. J., Gutierrez, A. Jr., **Hale, M. N.**, Durocher, J. S., & Alessandri, M. (2010). A comparison of four methods to assess social reinforcers for children with autism spectrum disorders. Presentation at the Association for Behavior Analysis 36th annual convention.

Gutierrez, A. Jr., Scaglia, F., **Hale, M. N.**, Durocher, J. S., Alessandri, M., Anderson, L., Starin, S., & Garcia, D. (2010). Quantifying measures of intensity in early intervention. Poster session at the Association for Behavior Analysis 36th annual convention.

Durocher, J.S., **Hale, M.N.**, Gutierrez, Jr., A., & Alessandri, M. (2009). A randomized control trial targeting initiating joint attention skills in young children with autism spectrum

disorders. Presentation at the 35th annual conference of the Association for Behavior Analysis.

Fischer, A. J., Gutierrez, A. Jr., **Hale, M. N.**, Durocher, J. S., & Alessandri, M. (2009). A comparison of two methods to assess social reinforcers for children with autism spectrum disorders. Poster session at the Association for Behavior Analysis 35th annual convention.

James, E.D., Durocher, J.S., Gutierrez, Jr., A., **Hale, M.N.**, Ruffin, M., Massa, C.L., Schoultz, P.S., Fischer, A.J., Alvarez-Tabio, C. & Alessandri, M. (2009, April). Caregiver Synchrony, Language and Joint Attention in Children with Autism Spectrum Disorder. Poster to be presented at the 2009 Society for Research in Child Development (SRCD) Biennial Meeting Program, Denver, Colorado.

Rowley, A., Ruffin, M., Durocher, J.S., **Hale, M.N.**, Gutierrez, Jr., A., James, E.D., Fischer, A.J., Schoultz, P.S., Massa, C.L. & Alessandri, M. (2009, April). Collateral Effects of Joint Attention Intervention on Imitation and Pretend Play in Children with Autism. Poster to be presented at the 2009 Society for Research in Child Development (SRCD) Biennial Meeting Program, Denver, Colorado.

Alessandri, M., Durocher, J. S., Gutierrez, A. Jr., & **Hale, M. N.** (2009) Building the evidence base: UM treatment research- A focus on joint attention. Presentation at the Center for Autism and Related Disabilities 16th Annual Conference. West Palm Beach, Florida.

Alvarez-Tabio, C., Gutierrez, A. Jr., **Hale, M. N.**, & Alessandri, M. (2008). An application of the matching law to interaction styles of parents of children with autism spectrum disorders. Poster at the Florida Association for Behavior Analysis 28th annual meeting.

Fischer, A. J., Gutierrez, A. Jr., Massa, C. L., Schoultz, P. S., Alvarez-Tabio, C., **Hale, M. N.**, Durocher, J. S., & Alessandri, M. (2008). A social reinforcement-based intervention to improve joint attention skills in young children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.

Gutierrez, A. Jr., **Hale, M. N.**, Alessandri, M., Starin, S., & Garcia, D. (2008). Quantifying measures of intensity in early intervention. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.

Hale, M. N., Massa, C. L., Fischer, A. J., Schoultz, P. S., Alvarez-Tabio, C., Durocher, J. S., Gutierrez, A. Jr., & Alessandri, M. (2008). A method to assess preference and reinforcement effect of social consequences in children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.

Schoultz, P. S., Durocher, J. S., Fischer, A. J., Massa, C. L., Alvarez-Tabio, C., Hale, M. N., Gutierrez, A. Jr., & Alessandri, M. (2008). A clinical randomized control trial of joint attention intervention in young children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.

Fischer, A. J., Gutierrez, A. Jr., Hale, M. N., Durocher, J. S., & Alessandri, M. (2008). Increasing attending to stimuli to facilitate discrimination training for a child with autism. Poster session at the University of Miami Research and Creativity Forum.

Schoultz, P. S., Gutierrez, A. Jr., Hale, M. N., & Durocher, J. S. (2008). Evaluation of an intervention to improve response to bids for joint attention in children with autism spectrum disorders. Poster session at the University of Miami. Research and Creativity Forum.

Massa, C. L., Durocher, J. S., Gutierrez, A. Jr., & Hale, M. N. (2008). Individual differences in treatment response to joint attention intervention among children with autism spectrum disorder. Poster session at the University of Miami Research and Creativity Forum.

Freedman, B., Turner, R., Hale, M., & Savinelli, S. (2007). Multidimensional Parent Support for an Autism Intervention Program: The Parent Coaching Model. Presentation at the conference for the Autism Society of America.

Reeve, C., Gutierrez, A., Kabot, S., Duffy, T., and Hale, M. N. (2006). Starting Right: A Pilot Project for Earliest Intervention for Children with Autism: Paper presentation presented at the 32nd annual conference for the Association for Behavior Analysis.

Gutierrez, A., Gossens-Archuletta, K. L., Sobrino-Sanchez, V., and Hale, M. N. (2006) Evaluating the Social Behavior of Preschool Children with Autism in an Inclusive Playground Setting: Poster presentation at the 32nd annual conference for the Association for Behavior Analysis.

Asmus, J. M., Conroy, M. A., **Hale, M. N.**, & Wright, C. S. (2001). Use of antecedent and consequence analysis to decrease disruptive behavior in an inclusive classroom. Presentation at the 27th annual conference for the Association for Behavior Analysis.

Conroy, M.A., Asmus, J. M., **Hale, M. N.**, Chait, Capasso, J., Caceres, E., Dozier, C., & Wright, C. (2001). The effects of contextual factors on the disruptive behaviors of students with autism. Presentation at the 27th annual conference for the Association for Behavior Analysis.

Capasso, J. M, **Hale, M. N.**, Asmus, J. M., Conroy, M., Dozier, C., & Bassette, K. (2001). Comparison and use of descriptive and experimental analyses of problem behavior for a child with autism in an inclusive classroom. Poster session at the Association for Behavior Analysis 27th annual convention.

Conroy, M. A., **Hale, M. N.**, Evans, T., Gutierrez, Jr., A., & Valcante, G. (2000). Assessment and validation of setting events on challenging behavior. Presentation at the 26th annual conference of the Association for Behavior Analysis

Sinowitz, H. S., Asmus, J. A., Capasso, J. M., & **Hale, M. N.** (2000). Comparison of functional analysis findings for children's aberrant behavior across home and school settings. Poster session at the Association for Behavior Analysis 26th annual convention.

Asmus, J. M., Conroy, M. A., Capasso, J. M., Sinowitz, H.S., **Hale, M. N.**, & Wright, C. S., (2000). Comparison of functional analysis outcomes across school and home settings. Presentation at the 26th annual conference of the Association for Behavior Analysis

Capasso, J. M., Asmus, J. M., Sinowitz, H., S., Chait, A., & **Hale, M. N.** (2000). Treatment of Aberrant behavior across home and school settings for children with developmental disabilities. Poster session at the Association for Behavior Analysis 26th annual convention.

Asmus, J. M., Chait, A., **Hale, M. N.**, & Capasso, J. (2000). Functional Assessment: an introduction to methodology and interpretation. Presentation at the conference for the Florida Association of School Psychologists.

Professional Certification/Licenses

Florida Licensed Psychologist (PY 7272)

Board Certified Behavior Analyst (BCBA-D) (1-02-0784)

Additional Trainings & Certifications

Autism Diagnostic Observation Schedule (ADOS)-Research Reliable

Program for the Education and Enrichment of Relational Skills (PEERS®) Certified

Picture Exchange Communication (PECS)-Level 2 Trained

Teaching

Courses Taught

2009 -present

University of Miami Department of Psychology

Abnormal Child Development

Concepts and Principles of Applied Behavior Analysis

Applications of ABA Principles

2004 -2013

Nova Southeastern University Counseling Studies Institute

The Behavior-Communication Connection

Evaluating Interventions in Applied Behavior Analysis

Applied Behavior Analysis II

2003

Saint Francis University Fort Wayne

Play Therapy

1999 -2001

University of Florida

Life-Span Development

Trainee/Student Clinical Supervision

Spring 2016

Honors Thesis Committee

Alejandre Fonte

2007-Present

Autism Spectrum Assessment Clinic**University of Miami**

Provide clinical supervision of graduate students in clinical psychology and pre-doctoral psychology interns.

2003-2007

Unicorn Clinic**Nova Southeastern University**

Provide clinical supervision of graduate students in clinical psychology.

Community Activities & Service

2016

UM Research, Creativity and Innovation Forum (RCIF)

Judge

2015

Gifts in Golf

Board Member

2005-2007

IRB Member

Nova Southeastern University

Curriculum Vitae

PERSONAL

Name: Anibal Gutierrez, Ph.D.

Office Phone: (305) 284-6837

Office address: 5665 Ponce de Leon Blvd
Coral Gables, FL 33146

Current Academic Rank: Research Associate Professor

Primary Department: Psychology, University of Miami

Citizenship: USA

EDUCATION

2004 **University of Florida**
Doctor of Philosophy, Psychology
Manipulating establishing operations to test for stimulus control
during mand training.

2001 **University of Florida**
Master of Science, Psychology

1996 **University of Florida**
Bachelor of Science, Anthropology

2002 **Behavior Analysis Certification Board**
Board Certified Behavior Analyst

EXPERIENCE

Academic:

8/15 – Present **University of Miami**
Research Associate Professor

1/12 – 8/15 **Florida International University**
Assistant Professor

7/12 – 2015 **University of Miami**
Adjunct Professor

6/11 – 12/11 Research Assistant Professor

2009- 2011 Assistant Scientist

2005- 2012 **Nova Southeastern University**
Adjunct Professor of Psychology

Non-Academic:

- 2009 – 2011 Coordinator of Research and Behavioral Services
UM/NSU Center for Autism and Related Disabilities
Coordinate research projects as well as clinical, training, and consultative behavioral services of this state-funded regional autism Center serving Broward, Dade & Monroe Counties.
- 2007 – 2009 Coordinator of Behavioral Services
UM/NSU Center for Autism and Related Disabilities
Coordinate clinical, training, and consultative behavioral services of this state-funded regional autism Center serving Broward, Dade & Monroe Counties.
- 2005 – 2007 Clinical and Practicum Coordinator
Nova Southeastern University/Mailman Segal Institute
Coordinated clinical behavioral services, provided autism program consultation to school districts, and coordinated graduate practicum experience for students in Behavior Analysis program.

PUBLICATIONS

Juried or Refereed Journal Articles: (* Ph.D. Student)

- Mavadati, M. S., Feng, H., Salvador, M., Silver, S., **Gutierrez, A.**, & Mahoor, M. A. Robot-based Therapeutic Protocol for Training Children with Autism (In Press). 25th IEEE International Symposium on Robot and Human Interactive Communication
- Gutierrez, A.**, Bennett, K., *McDowell, L., Cramer, E., & Crocco, E. (2016) Comparison of Video Prompting with and without Voice-Over Narration: A Replication with Young Children with Autism. *Behavioral Interventions*, 31, 377-389. doi: 10.1002/bin.1456.
- Ghilain, C., Parlade, M., McBee, M., Coman, D., Owen, T., **Gutierrez, A.**, Boyd, B., Odom, S., & Alessandri, M. (In Press). Validation of the Pictorial Infant Communication Scale for Preschool-Aged Children with Autism Spectrum Disorder. *Autism*.
- Bennett, K., **Gutierrez, A.**, & Loughrey, T. A. (In Press) Comparison of Screen Sizes when Using Video Prompting to Teach Adolescents with Autism. *Education and Training in Autism and Related Disabilities*.
- Ekas, N. V., Ghilain, C., Pruitt, M., Celimli, S., **Gutierrez, A.**, & Alessandri, M. (2016). The role of family cohesion in the psychological adjustment of non-Hispanic white and Hispanic mothers of children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 21, 10-24. doi:10.1016/j.rasd.2015.09.002
- *McDowell, L. S., **Gutierrez, A.**, Bennett, K. D. (2015). Analysis of live modeling plus prompting and video modeling for teaching imitation to children with autism. *Behavioral Interventions*, 30, 333-351.
- *Weber, J., & **Gutierrez, A.** (2015). A Treatment package without escape extinction to address food selectivity. *Journal of Visualized Experiments*, 102, e52898, doi:10.3791/52898
- Brian A. Boyd, B.A., Hume, K., McBee, M. T., Alessandri, M., **Gutierrez, A.**, Johnson, L., Sperry, L., & Odom, S. L. Comparative efficacy of LEAP, TEACCH and Non-Model-Specific special education programs for preschoolers with autism spectrum disorders.

- (2014). *Journal of Autism and Developmental Disorders*, 44 (2), 366-380. [\[PMID: 23812661\]](#)
- Gutierrez, A. Jr.**, Fischer, A. J., Hale, M. N., Durocher, J. S., & Alessandri, M. (2013). Differential response patterns to the control condition between two procedures to assess social reinforcers for children with autism. *Behavioral Interventions*, 28, 353-361.
- Bennett, K. D., **Gutierrez, A. Jr.**, & Honsberger, T. A Comparison of video prompting with and without voice-over narration on the clerical skills of adolescents with autism. (2013) *Research in Autism Spectrum Disorders*, 7, 1273-1281.
- Coman, D., Alessandri, M., **Gutierrez, A.**, Novotny, S., Boyd, B., Hume, K., Sperry, L., & Odom, S. (2013). Commitment to classroom model philosophy and burnout symptoms among high fidelity teachers implementing preschool programs for children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 43, 345-360.
- Gutierrez, A. Jr.**, & Petscher, E. S. (2011). A Behavior Analytic Approach to Teaching Language. *Journal of Communications Research*, 3, 39-53.
- Hume, K., Boyd, B., McBee, M., Coman, D., **Gutierrez, A.**, Shaw, E., Sperry, L., Alessandri, M., & Odom, S. (2011). Assessing implementation of comprehensive treatment models for young children with ASD: Reliability and validity of two measures. *Research in Autism Spectrum Disorders*, 5, 1430-1440.
- Gutierrez, A. Jr.**, Vollmer, T. R., & Samaha, A. (2010). Developing and assessing stimulus control based on establishing operations during mand training using representative objects. *Behavioral Interventions*, 25, 169-182.
- Gutierrez, A. Jr.**, Hale, M. N., O'Brien, H. A., Fischer, A. J., Durocher, J. S., & Alessandri, M. (2009). Evaluating the effectiveness of two commonly used discrete trial procedures for teaching receptive discrimination to young children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3, 630-638.
- Gutierrez, A. Jr.**, Hale, M. N., Gossens-Archuleta, K., & Sobrino-Sanchez, V. (2007). Evaluating the social behavior of preschool children with autism in an inclusive playground setting. *International Journal of Special Education*, 22, 25-29.
- Gutierrez, A. Jr.**, Vollmer, T. R., Dozier, C. L., Borrero, J. C., Bourret, J., Rapp J. T., & Gadaire, D. Manipulating establishing operations to verify and establish stimulus control during mand training. (2007). *Journal of Applied Behavior Analysis*, 40, 645-658.
- Dozier, C. L., Vollmer, T. R., Borrero, J. C., Borrero, C. S., Rapp, J. T., Bourret, J., **Gutierrez, A.** Assessment of preference for behavioral treatment versus baseline conditions, (2007). *Behavioral Interventions*, 22, 245-261.

Books, chapters, and monographs published:

- Petscher, E. S., **Gutierrez, A. Jr.**, & Wilder, D. A. (2010). Applied Behavior Analysis as a Treatment for Disruptive Behavior. In *Advances in Psychology Research*, Vol 67. Columbus, A M (Ed.). Nova Science Publishers. New York.
- Pennypacker, H. S., **Gutierrez, A. Jr.**, & Lindsley, O. R., (2003) Handbook of the standard celeration chart. The Cambridge Center for Behavioral Studies.
- Rand, M., & **Gutierrez, A.** (2002). Teaching parents reported for or at risk for child abuse and neglect to provide medical care for their children. *Behavioral Parenting*, 1, 21-22.

Other Works, Publications, and Abstracts: (* Ph.D. Student)

- * **Sepulveda, D. J., & Gutierrez, A. Jr.** (2014). McKnight Doctoral Fellows at the Behavior Analysis Autism Research Lab at Florida International University. *FABA Observer*, 9 (2), pp. 7.

- Gutierrez, A. Jr.** (2012). Behavior analysis in autism abstracts. *FABA Observer*, 7, pp. 10.
- Gutierrez, A. Jr.,** Petscher, E. S., Wilder, D. A., & Petscher, Y. (2009). FAAB task force on the dissemination of empirically supported behavioral treatments and evidence based practice. *FABA Observer*, 3, pp. 1.
- Rand, M., & **Gutierrez, A.** (2002). Teaching parents reported for or at risk for child abuse and neglect to provide medical care for their children. *Behavioral Parenting*, 1, 21-22.

Works in progress: (* Ph.D. Student)

Pedraza, P. & Gutierrez, A. (Submitted) A Comparison Of Two Procedures To Condition Social Stimuli To Function As Reinforcers In Children With Autism. *Behavior Development Bulletin*.

Mavadati, S.M., Feng, H., **Gutierrez, A.**, Mahoor, M.H. (Submitted) How Children with Autism Regulate Their Eye Gaze in Interaction with a Robot. *PLOS ONE*.

PROFESSIONAL

Current Funded Research:

Program: Simons Foundation Autism Research Initiative-SPARK Clinical Site Network for the National Autism Cohort

Project Title: University of Miami Clinical Site Network for the National Autism Cohort

Funding level: \$401,795 over 3 years

Co-PI: **Gutierrez, Ph.D.** PI: Hale, Ph.D.

Funded Research Performed:

Organization for Autism Research

Evaluating the Role of Social Motivation in Children with Autism.

2014 Graduate Research Grants Program.

Funding level: 2,000 1 year

PIs: Jessica Weber & **Gutierrez, Ph.D.**

Organization for Autism Research

Operant and Respondent Procedures to Establish Social Stimuli as Reinforcers in Children with Autism.

2013 Graduate Research Grants Program.

Funding level: 2,000 1 year

PIs: Paloma Pedraza & **Gutierrez, Ph.D.**

Institute of Education Sciences – With UNC- Subcontract from UM to FIU

Advancing Social-Communication and Play (ASAP): An Intervention Program for Preschoolers with Autism

Funding level: \$593,960 over 4 years

Site PI: **Gutierrez, Ph.D.**

Project PIs: Drs. Linda Watson & Brian Boyd, UNC

Organization for Autism Research

January 1, 2011 – December 31, 2011

Funding Level: \$30,000

PI: **Gutierrez, Ph.D.**

Institute of Education Sciences Grant – Subcontract from UNC to UM

July 1, 2007 – June 30, 2011

Funding Level: \$567,705

Site Co-PI: **Gutierrez, Ph.D.** Site PI: Michael Alessandri, Ph.D.

Project PIs: Drs. Samuel Odom & Brian Boyd, UNC

Organization for Autism Research

January 1, 2008 – December 31, 2008

Funding Level: \$30,000

Co-PI: **Gutierrez, Ph.D.** PI: Durocher, Ph.D.

Marino Autism Research Institute

January 1, 2008 – December 31, 2008

Funding Level: \$30,000

Co-PI: **Gutierrez, Ph.D.** PI: Durocher, Ph.D.

Children's Trust Grant

June 16, 2009 – July 25, 2009

Funding Level: \$58,000

Co-PI: **Gutierrez, Ph.D.** PI: Durocher, Ph.D.

Grant/Book Reviews and Editorial Responsibilities:

Editorial Board: *Behavioral Interventions*

Editorial Board: *Behavioral Development Bulletin*

Invited manuscript reviewer: *Clinical Psychology Review*.

Invited manuscript reviewer: *Education and Treatment of Children*.

Invited manuscript reviewer: *Journal of Autism and Developmental Disorders*.

Invited manuscript reviewer: *Journal of Applied Behavior Analysis*.

Invited manuscript reviewer: *Journal of Early Intervention*.

Invited manuscript reviewer: *The Behavior Analyst*.

Invited manuscript reviewer: *Research in Autism Spectrum Disorders*.

Invited manuscript reviewer: Corwin Press.

Professional and Honorary Organizations:

Member- Association of Behavior Analysis

Member- Cambridge Center for Behavioral Studies

Member- Florida Association for Behavior Analysis

Vice President- Miami Association for Behavior Analysis

Media:

FIU News story on EiBi program (5/13) <http://news.fiu.edu/2013/05/psychology-students-help-children-with-developmental-challenges-get-ready-for-preschool/59975>

Univision 23 segment on Autism and CCF (7/14) <http://mv.univision.com/video/481418>

CNN Español segment on Autism (8/14) cnn.it/1teOOOQ

CNN Español Vive La Salud segment on Autism (4/15)

http://s3.amazonaws.com/TVEyesMediaCenter/UserContent/52138/4762045.902/CNNES_04-18-2015_20.16.34.mp4

Other Professional Activities (Invited Addresses; Professional Presentations):

Invited Addresses:

Clinica Alemana de Santiago, VI Curso de Neurología Infantil: Neurodesarrollo en el Niño y en el Adolescente. Santiago, Chile. August 21-22, 2015

Els for Autism, 4th Annual Best Practices-Best Outcomes Conference. Las Vegas, NV. November 14, 2015

Professional Presentations:

Gutierrez, A., Jr., & Espanola, E. (2016). Training on the use of the Motor and Vocal Imitation Assessment (MVIA). Workshop presented at the Florida Association for Behavior Analysis 36th annual convention.

Gutierrez, A., Jr., Weber, J., Medina, V., & Pena, S. (2016). Training on the Use of a Reinforcement-Based Treatment Package to Address Picky Eating. Workshop presented at the Florida Association for Behavior Analysis 36th annual convention.

Sleiman, A., **Gutierrez, A., Jr.**, Weber, J., & Fernandez, N. (2016). Evaluating Single-Operant and Paired-Stimulus Free-Operant Reinforcer Assessments for Social Stimuli. Paper presented at the Florida Association for Behavior Analysis 36th annual convention.

Feola, V., Cabrera, V., Llanes, S., & **Gutierrez, A., Jr.**, (2016). An Assessment of the Effectiveness of Error-Correction Procedures in Young Learners with Autism. Poster presented at the Florida Association for Behavior Analysis 36th annual convention.

Feola, V., **Gutierrez, A., Jr.**, Gonzalez, S., & Mahoor, M. (2016). Behavior Change Through Robot-Human Interactions in Children and Adolescents with Autism Spectrum Disorder. Poster presented at the Florida Association for Behavior Analysis 36th annual convention.

Alvarez-Tabio, C., Roman, N., Llanes, S., Alvarez, C., Tuckler, S., Paolini, G., Abarca, E., Alessandri, M., & **Gutierrez, A., Jr.** (2016). Evaluating a Coaching Model to Increase Parent Behaviors that Promote Development of Joint Attention. Poster presented at the Florida Association for Behavior Analysis 36th annual convention.

Weber, J., Hale, M. N., & **Gutierrez, A., Jr.** (2016). Behavioral Profiles and Language Development of Children with ASD. Paper presented at the Florida Association for Behavior Analysis 36th annual convention.

Espanola, E., **Gutierrez, A., Jr.**, & Roman, N. (2016). Behavioral Profiles and Language Development of Children with ASD. Paper presented at the Florida Association for Behavior Analysis 36th annual convention.

Gutierrez, A., Jr. (2015) Intervención temprana ante riesgos del neurodesarrollo. Invited International Presenter. VI Curso de Neurología Infantil. Neurodesarrollo del Niño y del Adolescente: Desafíos Actuales y Futuros. Santiago, Chile.

Mavadati, S. M., Feng, H., **Gutierrez, A.**, & Mahoor, M. H. Comparing the gaze responses of children with autism and typically developed individuals in human-robot interaction. (2014). IEEE-RAS International Conference on Humanoid Robots, Madrid, Spain.

Weber, J., Sleiman, A., Maharaj, A., & **Gutierrez, A. Jr.** (2013). Utilizing a stimulus control procedure to increase multiple appropriate verbal responses. Poster presented at the Association for Behavior Analysis 39th annual convention.

McDowell, L. & **Gutierrez, A. Jr.** (2013). Using video modeling to teach imitation to a young child with autism. Poster presented at the Association for Behavior Analysis 39th annual convention.

Feng, H., **Gutierrez, A. Jr.** Zhang, J., & Mahoor, M.H. (2013). Can NAO robot improve eye-

- gaze attention of children with high functioning autism? Presented at the IEEE International Conference on Healthcare Informatics.
- Gutierrez, A. Jr.,** Weber, J., Coman, D., Maharej, A., Bagner, D., Alessandri, M., Boyd, B., Hume K., Johnson, L., Sperry, L., & Odom, S. (2013). The impact of problem behavior on language outcomes for preschool-aged children with ASD. Poster presentation at the 2013 International Meeting for Autism Research.
- Rowley, A. M., Coman, D. C., **Gutierrez, A. Jr.,** & Alessandri, M. (2013). Social functioning and parental well-being in preschoolers with ASD. Poster presentation at the 2013 International Meeting for Autism Research.
- Ghilain, C., Alesandri, M., & **Gutierrez, A. Jr.** (2013). Commitment to classroom model philosophy, openness, and teacher burnout: A preliminary investigation of their relationships. Poster presentation at the 2013 International Meeting for Autism Research.
- Feng, H., Kastner, M., **Gutierrez, A.,** Hepburn, S., Zhang, J., & Mahoor, M. H. (2013). Using social robots to improve directed eye gaze of children with autism spectrum disorders. Poster presentation at the 2013 International Meeting for Autism Research.
- Durocher, J. S., Hale, M. N., **Gutierrez, A. Jr.,** LeMay, J., Novotny, S. E., & Rowley, A. M. (2013). Social motivation and its relation to the development of joint attention. Poster presentation at the 2013 International Meeting for Autism Research.
- Feng, H., **Gutierrez, A. Jr.,** & Mahoor, M. (2013). Using social robots to improve directed eye-gaze of children with autism spectrum disorder. Invited presentation at the Texas Autism Research and Resource Center's Annual Texas Autism Research Conference.
- Weber, J., Martinez, G. N., & **Gutierrez, A., Jr.** (2012). Evaluating the use of technology to improve parent training procedures. Presented at the Florida Association for Behavior Analysis 32nd annual meeting.
- Name, A., **Gutierrez, A. Jr.,** Hale, M. (2012). Manipulating establishing operations to verify mand training using cards: A replication and extension. Poster presented at the Florida Association for Behavior Analysis 32nd annual meeting.
- Maharaj, A., McDowell, L., S., & **Gutierrez, A. Jr.** (2012). Investigating individual variables predicting overall treatment progress. Poster presented at the Florida Association for Behavior Analysis 32nd annual meeting.
- Concepcion, A., & **Gutierrez, A., Jr.** (2012). Effectiveness of discrete trial procedures for teaching receptive discrimination training. Poster presented at the Florida Association for Behavior Analysis 32nd annual meeting.
- Weber, J., Uriarte, D., **Gutierrez, A., Jr.** (2012). Increasing appropriate responding using a transfer of stimulus control procedure. Poster presented at the Florida Association for Behavior Analysis 32nd annual meeting.
- Gutierrez, Jr.,** Maharaj, A., Caseres, W., & Olmstead, G. P. (2012). Investigating variables related to treatment progress using an electronic data collection system. Poster presented at the Association for Behavior Analysis 38th annual convention.
- Chaudhary, U., Hall, M., **Gutierrez, A.,** Messinger, D., Rey, G., Godavarty, A. (2011). Joint attention studies in normal and autistic children using NIRS, *Proceedings of SPIE* 7883, Photonic Therapeutics and Diagnostics VII, 788348 doi:10.1117/12.874360; <http://dx.doi.org/10.1117/12.874360>
- Caceres, W., **Gutierrez, Jr.,** Hale, Durocher, & Alessandri. (2011). Assessment of social stimulus preference and its relationship to treatment responsiveness for individuals with autism. Presented at the Florida Association for Behavior Analysis 31st annual meeting.
- Maharaj, **Gutierrez, Jr.,** Espanola, Alfonso, Hale, Durocher, & Alessandri. (2011). A comparison of two methods to assess social reinforcers for children with ASD. Presented at the Florida Association for Behavior Analysis 31st annual meeting.

- Alfonso, **Gutierrez, Jr.**, Espanola, Hale, Durocher, & Alessandri. (2011). Validation of preferred social consequences in preschool aged children with ASD. Presented at the Florida Association for Behavior Analysis 31st annual meeting.
- Tamayo, **Gutierrez, Jr.**, Benitez, Hale, Durocher, & Alessandri. (2011). A comparison of single operant and concurrent choice assessments for identifying socially-based reinforcers for young children with autism. Poster presented at the Florida Association for Behavior Analysis 31st annual meeting.
- LeMay, Durocher, **Gutierrez, Jr.**, Caceres, Hale, Bromley, Novotny, Samour, & Alessandri. (2011). The relationship between gains during a joint attention intervention and social motivation. Poster presented at the Florida Association for Behavior Analysis 31st annual meeting.
- Espanola, **Gutierrez, Jr.**, Alfonso, Hale, Durocher, & Alessandri. (2011), A comparison of parent report and parent delivery of social consequences. Poster presented at the Florida Association for Behavior Analysis 31st annual meeting.
- Friedman, **Gutierrez Jr.**, Hale, Durocher, & Alessandri. (2011). A Comparison of parent report to child preferences for social reinforcers for children with autism spectrum disorder. Poster presented at the Florida Association for Behavior Analysis 31st annual meeting.
- Maharaj, **Gutierrez, Jr.**, Caceres, Hale, Durocher, Pawlowski, & Alessandri. (2011). Evaluating the Stability of Preferred Social Stimuli across Time and Assessments for Children with ASD. Presented at the Association for Behavior Analysis 6th International Conference.
- Alfonso, **Gutierrez, Jr.**, Maharaj, Espanola, Hale, Durocher, & Alessandri. (2011). Identification and Validation of Preferred Social Consequences in Preschool Aged Children with ASD. Presented at the Association for Behavior Analysis 6th International Conference.
- Caceres, **Gutierrez, A. Jr.**, Hale, Durocher, & Alessandri. (2011). Evaluacion de la preferencia de estímulos sociales y su capacidad de prediccion del efecto de reforzamiento para las personas con autismo. Presented at the Association for Behavior Analysis 6th International Conference.
- Coman, D. C., **Gutierrez, A.**, & Alessandri, M. (2011). Teacher commitment and burnout: their effects on the fidelity of implementation of comprehensive treatment programs for preschool children with autism spectrum disorders. Poster presentation at the 10th annual International Meeting for Autism Research (IMFAR).
- Ghilain, C. S., Coman, D. C., **Gutierrez, A.**, Hume, K., Boyd, B. Odom, S., & Alessandri, M. (2011). The impact of teachers' attitudes towards evidence-based practices on experienced levels of burnout: Do comprehensive treatment models for children with autism positively affect teachers, too? Poster presentation at the 10th annual International Meeting for Autism Research (IMFAR).
- Hume, K., Boyd, B. A., McBee, M., Coman, D., **Gutierrez, A.**, Shaw, E., Alessandri, M., & Odom, S. L. (2011). Assessing implementation of comprehensive treatment models for young children with autism spectrum disorder: Reliability and validity of two measures. Presentation at the Association for Behavior Analysis 37th annual convention.
- Sam, A. M., Humphreys, B., Odom, S. L., Boyd, B., Hume, K., Alessandri, M., **Gutierrez, A.**, & Sperry, L. (2010). Key structural features of comprehensive treatment models for young children with autism spectrum disorders. Presentation at the 5th annual Institute of Education Sciences Research Conference (IES).
- Gutierrez, A. Jr.**, Hale, M. N., Fischer, A. J., Anderson, L. E., Durocher, J. S., & Alessandri, M. (2010). Increasing response effort to improve discrimination training for children with autism. Presentation at the Florida Association for Behavior Analysis 30th annual meeting.

- Gutierrez, A. Jr.,** Scaglia, F., Hale, M. N., Durocher, J. S., Alessandri, M., Anderson, L., Starin, S., & Garcia, D. (2010). Quantifying measures of intensity in early intervention. Poster session at the Association for Behavior Analysis 36th annual convention.
- Gutierrez, A. Jr.** (January, 2010). Metodologías de la Modificación de la Conducta. Universidad Iberoamericana. Santo Domingo, Dominican Republic.
- Coman, D. C., **Gutierrez, A.,** Schneider, M. R., Sperry, L., Hume, K., Alessandri, M., Boyd, B., & Odom, S. (2010). A preliminary investigation of the relationship between commitment to philosophy and burnout among teachers of preschool children with autism spectrum disorders. Presentation at the 9th annual International Meeting for Autism Research (IMFAR).
- Fischer, A. J., **Gutierrez, A. Jr.,** & Hale, M. N., Durocher, J. S., & Alessandri, M. (2010). A comparison of four methods to assess social reinforcers for children with autism spectrum disorders. Presentation at the Association for Behavior Analysis 36th annual convention.
- Novotny, S., Coman, D. C., Schoultz, P. S., **Gutierrez, A. Jr.,** Alessandri, M., Hume, K., Sperry, L., Boyd, B., & Odom, S. Joint Attention as a Predictor of Developmental Change in Preschool-Aged Children with Autism Spectrum Disorders. (2010). Presentation at the 9th annual International Meeting for Autism Research (IMFAR).
- Landoll, J. C., Schoultz, P. S., Coman, D. C., **Gutierrez, A. Jr.,** Alessandri, M., Hume, K., Sperry, L., Boyd, B., & Odom, S. Parent and Teacher Report of Behaviors in Children with Autism Spectrum Disorders: The effects of parent stress and teacher burnout. (2010). Presentation at the 9th annual International Meeting for Autism Research (IMFAR).
- Pawlowski, M., **Gutierrez, A. Jr.,** Hale, M. N., Durocher, J. S., & Alessandri, M. (2010). Evaluating the stability of preferences for attention for children with autism. Presentation at the Association for Behavior Analysis 36th annual convention.
- Schoultz, P. S., Landoll, J. C., Coman, D. C., **Gutierrez, A. Jr.,** Alessandri, M., Hume, K., Sperry, L., Boyd, B., & Odom, S. (2010). The Role of maternal education and stress on developmental rates for preschool children with autism spectrum disorders. Presentation at the 9th annual International Meeting for Autism Research (IMFAR).
- Gutierrez, A. Jr.** (November, 2009). Fundamentos de Autismo: Teoría y Practica Educativa. Universidad Iberoamericana. Santo Domingo, Dominican Republic.
- Boyd, B., Odom, S., Hume, K., McBee1, M., Alessandri, M., **Gutierrez, A.,** Sperry, L. Discriminant analysis and reliability evaluation of fidelity measures for comprehensive treatment models serving young children with autism spectrum disorder. (2009). Poster session at the Institute for Educational Sciences 4th annual research conference.
- Hume, K., Boyd, B., Coman, D., **Gutierrez, A.,** Shaw, E., Sperry, L., Alessandri, M., & Odom, S. Discriminant analysis and reliability evaluation of fidelity measures for comprehensive treatment models serving young children with ASD. (2009). Presentation at the 8th annual International Meeting for Autism Research (IMFAR).
- Durocher, J.S., Hale, M.N., **Gutierrez, Jr., A.,** & Alessandri, M. (2009). A randomized control trial targeting initiating joint attention skills in young children with autism spectrum disorders. Presentation at the 35th annual conference of the Association for Behavior Analysis.
- Fischer, A. J., **Gutierrez, A. Jr.,** & Hale, M. N., Durocher, J. S., & Alessandri, M. (2009). A comparison of two methods to assess social reinforcers for children with autism spectrum disorders. Poster session at the Association for Behavior Analysis 35th annual convention.
- James, E.D., Durocher, J.S., **Gutierrez, Jr., A.,** Hale, M.N., Rufin, M., Massa, C.L., Schoultz,

- P.S., Fischer, A.J., Alvarez-Tabio, C. & Alessandri, M. (2009, April). Caregiver Synchrony, Language and Joint Attention in Children with Autism Spectrum Disorder. Poster to be presented at the 2009 Society for Research in Child Development (SRCD) Biennial Meeting Program, Denver, Colorado.
- Rowley, A., Rufin, M., Durocher, J.S., Hale, M.N., **Gutierrez, Jr., A.**, James, E.D., Fischer, A.J., Schoultz, P.S., Massa, C.L. & Alessandri, M. (2009, April). Collateral Effects of Joint Attention Intervention on Imitation and Pretend Play in Children with Autism. Poster to be presented at the 2009 Society for Research in Child Development (SRCD) Biennial Meeting Program, Denver, Colorado.
- Alessandri, M., Durocher, J. S., **Gutierrez, A. Jr.**, & Hale, M. N. (2009) Building the evidence base: UM treatment research- A focus on joint attention. Presentation at the Center for Autism and Related Disabilities 16th Annual Conference. West Palm Beach, Florida.
- Alvarez-Tabio, C., **Gutierrez, A. Jr.**, Hale, M. N., & Alessandri, M. (2008). An application of the matching law to interaction styles of parents of children with autism spectrum disorders. Poster at the Florida Association for Behavior Analysis 28th annual meeting.
- Fischer, A. J., **Gutierrez, A. Jr.**, Massa, C. L., Schoultz, P. S., Alvarez-Tabio, C., Hale, M. N., Durocher, J. S., & Alessandri, M. (2008). A social reinforcement-based intervention to improve joint attention skills in young children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.
- Gutierrez, A. Jr.**, Hale, M. N., Alessandri, M., Starin, S., & Garcia, D. (2008). Quantifying measures of intensity in early intervention. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.
- Hale, M. N., Massa, C. L., Fischer, A. J., Schoultz, P. S., Alvarez-Tabio, C., Durocher, J. S., **Gutierrez, A. Jr.**, & Alessandri, M. (2008). A method to assess preference and reinforcement effect of social consequences in children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.
- Schoultz, P. S., Durocher, J. S., Fischer, A. J., Massa, C. L., Alvarez-Tabio, C., Hale, M. N., **Gutierrez, A. Jr.**, & Alessandri, M. (2008). A clinical randomized control trial of joint attention intervention in young children with autism spectrum disorders. Presentation at the Florida Association for Behavior Analysis 28th annual meeting.
- Fischer, A. J., **Gutierrez, A. Jr.**, Hale, M. N., Durocher, J. S., & Alessandri, M. (2008). Increasing attending to stimuli to facilitate discrimination training for a child with autism. Poster session at the University of Miami Research and Creativity Forum.
- Schoultz, P. S., **Gutierrez, A. Jr.**, Hale, M. N., & Durocher, J. S. (2008). Evaluation of an intervention to improve response to bids for joint attention in children with autism spectrum disorders. Poster session at the University of Miami Research and Creativity Forum.
- Massa, C. L., Durocher, J. S., **Gutierrez, A. Jr.**, & Hale, M. N. (2008). Individual differences in treatment response to joint attention intervention among children with autism spectrum disorder. Poster session at the University of Miami Research and Creativity Forum.
- Gutierrez, A. Jr.**, Hale, M. N., Fischer, A. J., Durocher, J.S., Alessandri, M., & O'Brien, H. A. (2008). Comparing the effectiveness of two teaching procedures designed to increase receptive language for young children with autism spectrum disorder. Presentation at the 7th annual International Meeting for Autism Research (IMFAR).
- Gutierrez, A. Jr.** (2008). Tratamientos para el Autismo: ¿Que Funciona?

- Presentation at the Center for Autism and Related Disabilities 15th Annual Conference. Lake Mary, Florida.
- Gutierrez, A. Jr.** (February, 2008). Treating Autism: What Works? UM/NSU CARD Dan Marino Center Branch Parent & Professional Lecture Series, Weston, Florida.
- Gutierrez, A. Jr.** (December, 2007). Treating Autism: What Works? Broward County Association for Retarded Citizens. Sunrise, Florida.
- Gutierrez, A. Jr.** (December, 2007). Treating Autism: What Works? UM/NSU CARD Dan Marino Center Branch Parent & Professional Lecture Series, Weston, Florida.
- Gutierrez, A. Jr.** (November, 2007). Behavior Management in the Home. All-star Kids Rehabilitation Center. Hialeah, Florida.
- Gutierrez, A. Jr.** (September, 2007). Behavior Management. Broward County Schools/Nova Southeastern University, Davie, Florida.
- Gutierrez, A. Jr.** (September, 2007). Using Discrete Trials. Monroe School District. Key West, Florida.
- Gutierrez, A. Jr.** (September, 2007). Treating Autism: What Works? UM/NSU CARD Dan Marino Center Branch Parent & Professional Lecture Series, Weston, Florida.
- Gutierrez, A. Jr.** (August, 2007). Pivotal response training for children with autism. United Cerebral Palsy. Miami, Florida
- Gutierrez, A. Jr.** (April, 2007). Treating bedtime problems. Foundations Therapy. Coral Springs, Florida.
- Gutierrez, A. Jr., & Pennypacker, H. S.** (2007). Using the celeration chart to display and analyze data. Workshop at the Florida Association for Behavior Analysis 27th annual meeting.
- O'Brien, H., Hale, M. N., & **Gutierrez, A. Jr.** (2007). Comparing the effectiveness of two teaching procedures designed to increase receptive language for young children with autism spectrum disorder. Poster session at the Association for Behavior Analysis 33rd annual convention.
- Sellers, J. A., McKenney, E. L. W., Conroy, M. A., Daunic, A. P., **Gutierrez, A. Jr.,** Hale, M. N. (2007). Functional Analysis of Social Communicative Behavior for Young Children with Autism Spectrum Disorders. Poster session at the Association for Behavior Analysis Progress and Challenges in the Behavioral Treatment of Autism convention.
- Gutierrez, A. Jr.** (2006). Precision Teaching: The behavioral approach to tutoring. Presentation at the Perspectives in Neurodevelopmental Disorders Conference 2nd annual meeting.
- Gutierrez, A. Jr., & Pennypacker, H. S.** (2006). Using the celeration chart to display and analyze data. Workshop at the Florida Association for Behavior Analysis 26th annual meeting.
- Reeve, C., **Gutierrez, A.,** Kabot, S., Duffy, T., and Hale, M. N. (2006). Starting Right: A Pilot Project for Earliest Intervention for Children with Autism: Presentation at the 32nd annual conference for the Association for Behavior Analysis.
- Gutierrez, A. Jr.,** Gossens-Archuleta, K. L., Sobrino-Sanchez V. N., & Hale, M. N. (2006). Evaluating the social behavior of preschool children with autism in an inclusive playground setting. Poster session at the Association for Behavior Analysis 32nd annual convention.
- Gutierrez, A. Jr.,** Pennypacker, H. S., St. Peter, C. (2005). Using the celeration chart to display and analyze data. Workshop at the Florida Association for Behavior Analysis 25th annual meeting.
- Gutierrez, A. Jr.,** Vollmer, T. R., Samaha, A. L., & Rapp, T. J. (2002) Using errorless

- discrimination training to teach a simple PECS discrimination. Presentation at the 22nd annual meeting of the Florida Association for Behavior Analysis.
- Gutierrez, A. Jr., & Pennypacker, H. S. (2002).** Evaluating the effects of fluency training on equivalence class formation.
- Gutierrez, A. Jr., Vollmer, T. R., Borrero, J. C., Bourret, J., & Van Camp, C. (2002).** University of Florida-applied behavior analysis initiative: Current and future research. Presentation at the 28th annual conference of the Association for Behavior Analysis.
- Gutierrez, A. Jr., Williams, S. C., & Pennypacker, H. S. (2002).** Evaluating the effects of fluency training on stimuli pair retention. Poster session at the Association for Behavior Analysis 28th annual convention.
- Borrero, J. C., Vollmer, T. R., Bourret, J., **Gutierrez, A. Jr.,** Konkel, M., Reyes, J. R., Van Camp, C. M., & Whitehouse, C. (2001). A preliminary evaluation of the effects of a parenting curriculum on a parent behavior. Presentation at the 21st annual meeting of the Florida Association for Behavior Analysis.
- Dozier, C. L., Vollmer, T. R., Borrero, J. C., Bourret, J., **Gutierrez, A. Jr.** (2001). Assessing students' preference for behavioral treatment versus baseline conditions. Presentation at the 27th annual conference of the Association for Behavior Analysis.
- Gutierrez, A. Jr., Vollmer, T. R., Dozier, C. L., Borrero, J. C., Bourret, J., & Gadaire, D. (2001).** A simple manipulation of establishing operations to test for stimulus control during mand training. Presentation at the 27th annual conference of the Association for Behavior Analysis.
- Conroy, M., Hale, M., Evans, T., **Gutierrez, A. Jr., & Valcante, G. (2000).** Assessment and validation of setting events on challenging behavior. Presentation at the 26th annual conference of the Association for Behavior Analysis.
- Dozier, C. L., Vollmer, T. R., Borrero, J. C., Bourret, J., & **Gutierrez, A. Jr.** (2000). Assessing students' preference for behavioral treatment versus baseline conditions. Presentation at the Florida Association for Behavior Analysis 20th annual meeting.
- Gutierrez, A. Jr., & Pennypacker, H. S. (2000).** Evaluating the effects of fluency training on equivalence class formation. Poster session at the Association for Behavior Analysis 26th annual convention.
- Gutierrez, A. Jr., Vollmer, T. R., Dozier, C. L., Borrero, J. C., Bourret, J. & Gadaire, D. (2000).** A simple manipulation of establishing operations to test for stimulus control during mand training. Presentation at the Florida Association for Behavior Analysis 20th annual meeting.

TEACHING

Teaching Specialization (course taught):

Applications of Applied Behavior Analysis
 Behavioral Assessment Models in Applied Behavior Analysis
 Learning and Development
 Principles and Theory of Behavior Modification
 Principles of Applied Behavior Analysis
 Psychology of Mental Retardation

Student Advising (graduate):

Andre Maharaj. First place poster, FIU 2014 Scholarly Forum Winner Social Sciences: Psychology

Student Advising (undergraduate):

Aaron Fischer. Second place poster, University of Miami Research and Creativity Forum (April, 2008)

Cecilia Alvarez-Tabio. Best overall poster, Florida Association for Behavior Analysis 28th annual meeting (September, 2008)

SERVICE

2005 – 2006 **Nova Southeastern University**

Institutional Review Board, Alternate Member

2008- Present **Florida Association for Behavior Analysis**

Task Force for the Dissemination of Empirically Supported Behavioral Treatment and Evidence Based Practice, Chairperson

2011-Present Autism Special Interest Group, Chairperson

2010-Present **The Victory Center for Autism & Behavioral Challenges**

Board of Directors, Advisory Board Member

AWARDS & HONORS

2016 **William R. Jones Outstanding Mentor Award** for outstanding contribution to the McKnight Doctoral Fellowship Program. Awarded by The Florida Education Fund.

2016 Mavadati, M. S., Feng, H., Salvador, M., Silver, S., Gutierrez, A., & Mahoor, M. A. Robot-based Therapeutic Protocol for Training Children with Autism. 25th IEEE International Symposium on Robot and Human Interactive Communication, Columbia University, New York City, August 2016. **Awarded the RSJ/KROS Distinguished Interdisciplinary Research Award**

2014 Comparative efficacy of LEAP, TEACCH and Non-Model-Specific special education programs for preschoolers with autism spectrum disorders. (2014). *Journal of Autism and Developmental Disorders*, **publication recognized by the U.S. Department of Health and Human Services' Interagency Autism Coordinating Committee (IACC) as one of the [advances in ASD research for 2013](#).**

2013 **The Victory Center for Autism & Behavioral Challenges Annual Gala Award Recipient**

Table 4. Budget

Professional Masters Program: ABA	Year 1			Year 2			Year 3			Year 4 (Steady State)		
<u>REVENUES</u>												
	FALL	Sp	Sum	FALL	Sp	Sum	FALL	Sp	Sum	FALL	Sp	Sum
<i>Projected Students</i>	6	6	6	14	8	8	18	10	10	20	10	\$10
<i>Projected Credits</i>	72	72	18	168	96	24	216	120	30	240	120	30
<i>Projected Credits Waived</i>												
PROJECTED REVENUES	\$137,520	\$137,520	\$34,380	\$330,960	\$189,120	\$47,280	\$438,480	\$243,600	\$60,900	\$504,000	\$252,000	\$63,000
<u>Total Expense by year</u>												
Salary + Fringe+ costs		\$142,616			\$146,114			\$149,718			\$153,425	
<u>Net Revenue</u>		\$166,804			\$421,114			\$593,262			\$665,571	

Student Learning Outcomes and Related Measures

Student Learning Outcome 1: *Acquire knowledge of foundational principles and concepts in applied behavior analysis (ABA).*

Assessment Measure 1: Instruction on the foundational principles and concepts of ABA is primarily covered in the six required instructional (didactic) courses. In order to show mastery of course content, students will complete cumulative final exams at the end of each the instructional courses. The percentage of students whose final exam score are $\geq 85\%$ will be used to measure this outcome.

Assessment Measure 2: In order to become credentialed as Board Certified Behavior Analyst (BCBA) by the Behavior Analysis Certification Board (BACB), students must pass a written board examination. The percent of students passing the board examination will be used to measure this outcome.

Student Learning Outcome 2: *Acquire clinical competency in the implementation of applied behavior analytic treatments and procedures.*

Assessment Measure 1: Clinical competency will be primarily demonstrated during students' practicum (experiential) courses. Students enrolled in practicum will receive monitoring and clinical oversight by faculty supervisors. Student performance during practicum is evaluated with a practicum rating grid (see Appendix A). Category 2 (Clinical Application) is closely aligned with this student learning outcome and the percentage of students who score at or above Level 4 (Very Good) on Category 2 will be used to assess this outcome.

Assessment Measure 2: Consumer satisfaction of clinical services provided by practicum-student will be obtained via a consumer satisfaction survey (Appendix B). Consumers will rate various satisfaction domains on a 4-point Likert scale, with 4 representing the highest level of satisfaction. Question 1 of the satisfaction survey is closely aligned with this student learning outcome and percentage of responders reporting at or above a score of 3 (Satisfied) on Question 1 will be used to assess this outcome.

Student Learning Objective 3: *Demonstrate ethical and responsible behavior analytic practices, in a manner that is consistent with the BACB Professional and Ethical Compliance Code for Behavior Analysts.*

Assessment Measure 1: Ethical and responsible conduct will be primarily demonstrated during students' practicum (experiential) courses. Students enrolled in practicum will receive monitoring and clinical oversight by faculty supervisors. Student performance during practicum is evaluated with a practicum rating grid (see Appendix B). Category 5 (Professional & Ethical Responsibility) is closely aligned with this student learning outcome and the percentage of students who score at or above Level 4 (Very Good) on Category 5 will be used to assess this outcome.

Assessment Measure 2: Consumer satisfaction of the clinical services provided by practicum-student will be obtained via a satisfaction survey (Appendix B). Consumers will rate various satisfaction domains on a 4-point Likert scale, with 4 representing the highest level of satisfaction. Question 4 of the satisfaction survey is closely aligned with this student learning outcome and the percentage of responders reporting at or above a

Appendix A

Practicum Performance Ratings & Explanations

Student Name:	Date:
Practicum Course:	Supervisor Name:

Category	1=Unacceptable	2-Poor	3=Average Acceptable	4=Very Good	5=Exceptional	Rating (1-5, from scale to left)
1. Planning (e.g., Developing a clinical plan for assessment or treatment; being prepared for clinical sessions)	Treatment plan is inappropriate for client/context; materials unprepared.	Treatment plan not well-conceptualized, material selection not optimal.	Treatment plan is appropriate for treatment goals; materials are prepared and appropriate.	Treatment plan shows thoughtful conceptualization of the presenting issue; materials are well-organized and appropriate.	Treatment plan is exceptionally well prepared with careful attention to detail.	
2. Clinical Application (e.g., delivery of clinical procedures and techniques)	Therapeutic procedures applied inaccurately.	Several mistakes in application of procedures.	Applies treatment procedures in an acceptable manner.	Demonstrates fluid, confident and accurate implementation of procedures.	Displays effortless clinical competency in the delivery therapeutic procedures.	
3. Critical Thinking & Problem Solving (e.g., recognizing and solving clinical/therapeutic challenges)	No meaningful attempt to problem-solve challenges.	Attempts to problem-solve are not well organized and ineffective.	Uses appropriate techniques to address therapeutic challenges.	Displays efficient and effective problem-solving to address therapeutic challenges.	Displays higher level critical thinking skills to effectively address therapeutic challenges.	
4. Communication (e.g., sharing clinical information (verbally or in writing) with clients, caregivers and other professionals.	Unable to effectively communicate.	Communications are inconsistently effective.	Able to communicate effectively, so that the messages are understood.	Able to present information clearly & concisely in a manner that is convincing.	Dynamic communicator; effectively presents complex and complicated information in a clear and engaging manner.	
5. Professional & Ethical Responsibility (e.g., maintaining ethical and responsible conduct per BACB)	Unable to demonstrate of professional behavior.	Relies on repeated prompts and instructions from supervisors to maintain professional behavior.	Independently complies with professional and ethical guidelines.	Demonstrates professional and ethical conduct that exceeds professional guidelines.	Professional conduct well-exceeds professional guidelines; meticulous care taken to ensure responsible practice.	
6. Overall						___/25
Comments: 						

Appendix B

Consumer Satisfaction Survey

Objective	1 Not at all Satisfied	2 Somewhat Satisfied	3 Satisfied	4 Highly Satisfied
1. Quality and effectiveness of therapeutic services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clinician(s) level of knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cleanliness and organization of environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Courteousness and professionalism of clinician(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall satisfaction with services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspects of treatment/clinic that I liked best:

Aspects of treatment/clinic that I liked least and why:

Additional comments/suggestions:

PSY 666
CONCEPTS AND PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course provides an introduction to Applied Behavior Analysis (ABA), which is the clinical application of behavioral science and learning theory towards the treatment of problematic behavioral and behavioral deficits. In this course, students will become familiar with the scientific foundations of behavioral science and the basic concepts and principles of behavior analysis. The course will emphasize terminology and definitions of behavioral concepts, as well as introduce the application of those concepts across a range of clinical scenarios. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 45 instructional hours in the area of *Concepts and Principles of Behavior Analysis*.

STUDENT LEARNING OBJECTIVES:

By the end of this course, students will be able to:

1. Demonstrate knowledge and understanding of the philosophical assumptions of behavior analysis, including the lawfulness of behavior, empiricism, determinism, and parsimony.
2. Demonstrate knowledge of the distinction between mentalistic and environmental explanations of behavior.
3. Demonstrate knowledge of behavioral concepts including operant and respondent behavior, conditioned and unconditioned stimuli, measurable dimensions of behavior, functional relationships between behavior and environment stimuli
4. Demonstrate knowledge of behavioral principles including: reinforcement, punishment, stimulus control, motivating operations, rule-governed behavior, generalization, discrimination and extinction, mands, tacts, echoic and intraverbals.

Required Text

Cooper, J. O., Heron, T. E. & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Required Reading

Baer, D. M., Wolf, M. M. & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

EVALUATION:

Students will be evaluated on (1) class participation and (2) performance on three in-class exams. The point breakdown is as follows:

Participation	15 points
Exam 1	25 points
Exam 2	25 points
Final Exam 3	35 points
Total:	100 points

Participation

Students earn up to 1-point per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Exams

Student will complete two non-cumulate mid-semester exams (Exam 1 & Exam 2), each worth 25 points and one cumulative final exam, worth 35 points. Exams will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation and the three exams.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

Final Grades

Final letter grades will be based on the above scale. No final grade will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

Date	Topic	Readings
Week 1	Introduction to course	Syllabus
Week 2	Definition and characteristics	Cooper Ch. 1 Article: Baer et al. (1968)
Week 3	Basic concepts	Cooper Ch. 2
Week 4	Operant and respondent conditioning	Cooper Ch. 2
Week 5	Positive reinforcement	Cooper Ch. 11
Week 6	Negative reinforcement	Cooper Ch. 12 Exam 1
Week 7	Schedules of reinforcement	Cooper Ch. 13
Week 8	Positive punishment	Cooper Ch. 14
Week 9	Negative punishment	Cooper Ch. 15
Week 10	Stimulus control	Cooper Ch. 17
Week 11	Motivating operations	Cooper Ch. 16 Exam 2
Week 12	Extinction	Cooper Ch. 21
Week 13	Contingency contracting	Cooper Ch. 26
Week 14	Generalization and maintenance	Cooper Ch. 28
Week 15	Verbal Behavior	Cooper Ch. 25
Week 16		Final Exam

4th Edition (BACB) Task List Topics Covered in PSY 666	
FK-01	Lawfulness of behavior
FK-02	Selectionism (phylogenic, ontogenic, cultural)
FK-03	Determinism
FK-04	Empiricism
FK-05	Parsimony
FK-06	Pragmatism
FK-07	Environmental (as opposed to mentalistic) explanations of behavior
FK-08	Distinguish between radical and methodological behaviorism.
FK-09	Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.
FK-10	Behavior, response, response class
FK-11	Environment, stimulus, stimulus class
FK-12	Stimulus equivalence
FK-13	Reflexive relations (US-UR)
FK-14	Respondent conditioning (CS-CR)
FK-15	Operant conditioning
FK-16	Respondent-operant interactions
FK-17	Unconditioned reinforcement
FK-18	Conditioned reinforcement
FK-19	Unconditioned punishment
FK-20	Conditioned punishment
FK-21	Schedules of reinforcement and punishment
FK-22	Extinction
FK-23	Automatic reinforcement and punishment
FK-24	Stimulus control
FK-25	Multiple functions of a single stimulus
FK-26	Unconditioned motivating operations
FK-27	Conditioned motivating operations
FK-28	Transitive, reflexive, surrogate motivating operations
FK-29	Distinguish between the discriminative stimulus and the motivating operation
FK-30	Distinguish between motivating operation and reinforcement effects
FK-31	Behavioral contingencies
FK-32	Contiguity
FK-33	Functional relations
FK-34	Conditional discriminations
FK-35	Stimulus discrimination
FK-36	Response generalization
FK-37	Stimulus generalizations
FK-38	Behavioral contrast
FK-39	Behavioral momentum
FK-40	Matching law
FK-41	Contingency-shaped behavior
FK-42	Rule-governed behavior
FK-43	Echoics
FK-44	Mands
FK-45	Tacts

FK-46	Intraverbals
FK-47	Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time).
FK-48	State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).

PSY 667
ASSESSMENT AND TREATMENT OF LANGUAGE AND LEARNING
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course focused on the application of behavior analysis toward the treatment of individuals exhibiting behavioral deficits or developmental delays. Throughout this course, students will acquire in-depth knowledge of behavior analytic approaches for promoting the development of new skills and for supporting and maintenance of those skills over time. Students will learn to prioritize target behaviors for clinical intervention as well as how to use applied behavior analytic techniques and procedures to develop effective treatment plans. Clinical and professional issues (e.g., fidelity of implementation, monitoring effectiveness) will also be discussed. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 10 instructional hours in the area of *Identification of the Problem and Assessment*, 30 instructional hours in the area of *Fundamental Elements of Behavior Change and Specific Behavior Change Procedures*, and 5 instructional hours in the area of *Behavior Change Systems*.

STUDENT LEARNING OBJECTIVES:

By the end of the course, students will be able to:

1. Demonstrate knowledge about behavior analytic procedures for the development of language and learning, including: chaining, shaping, discrete trial teaching, direct instructions, precision teaching, reinforcer assessment, preference assessment, contingency contracting, verbal operants, prompting and group contingencies. .
2. Gather and critically evaluate behavior analytic research related to the development of language and learning.
3. Effectively communicate, in writing and orally, about clinical procedures and research support for applied behavior analytic programs designed for skill acquisition.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Required Readings:

Binder, C., & Watkins, C. L. (2013). Precision teaching and direct instruction: Measurably superior instructional technology in schools. *Performance Improvement Quarterly*, 26(2), 73-115.

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(1), 18-27.

- Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L. A., & Kellet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior and problem behavior. *Journal of Applied Behavior Analysis*, 35(3), 213-231.
- Hagopian, L. P., Long, E. S., & Rush, K. S. (2004). Preference assessment procedures for individuals with developmental disabilities. *Behavior Modification*, 28(5), 668-677.
- Hume, K., Loftin, R., & Lantz, J. (2009). Increasing independence in autism spectrum disorders: A review of three focused interventions. *Journal of Autism and Developmental Disorders*, 39(9), 1329-1338.
- Koegel, L. K., Koegel, R. L., Harrower, J. K., & Carter, C. M. (1999). Pivotal response intervention I: Overview of approach. *Research and Practice for Persons with Severe Disabilities*, 24(3), 174-185.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55(1), 3.
- Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities*, 16(2), 86-92.
- MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. *Making a difference: Behavioral intervention for autism*, 37-50.
- Sundberg, C. T., & Sundberg, M. L. (1990). Comparing topography-based verbal behavior with stimulus selection-based verbal behavior. *The Analysis of Verbal Behavior*, 8, 31.
- Tincani, M. (2004). Comparing the picture exchange communication system and sign language training for children with autism. *Focus on Autism and Other Developmental Disabilities*, 19(3), 152-163.
- Tullis, C. A., Cannella-Malone, H. I., Basbigill, A. R., Yeager, A., Fleming, C. V., Payne, D., & Wu, P. F. (2011). Review of the choice and preference assessment literature for individuals with severe to profound disabilities. *Education and Training in Autism and Developmental Disabilities*, 46(4), 576.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) a research paper and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

Participation	15 points
Discussion Questions	20 points
Research Paper	30 points
Final Exam	35 points
Total:	100 points

Participation

Students earn up to 1-point per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 10 discussion question assignments throughout the semester, each worth 2 points.

Research Paper

Students earn up to 35 points for completing a written research paper. For this paper, students are to select a specific ABA intervention designed for the purposes of skill development. Examples of appropriate interventions include (but are not limited to) Discrete Trial Teaching, Precision Teaching, Pivotal Response Teaching, Picture Exchange Communication System, Verbal Behavior. Alternative topics must be approved by the instructor. For the selected intervention, students are write a 12-15 page research paper (using APA 6th Edition style) to summarize the intervention, review empirical literature supporting the intervention, and provide thoughtful conclusions about the utility and applicability of the intervention, based on available scientific literature.

Final Exam

Student will complete a cumulative final exam, totaling 35 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation, discussion questions, research paper and final exam.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

Final Grades:

Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways

in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

Date	Topic	Readings
Week 1	Introduction to course	Syllabus
Week 2	Selecting and defining target behaviors	Cooper Ch. 3
Week 3	Conducting preference and reinforcer assessments	Cooper Ch. 12 Hagopian et al. (2004) DQ 1
Week 4	Strengthening behavioral repertoires: reinforcement, conditioned reinforcement and schedules of reinforcement	Cooper Ch.11 & 12 DQ 2
Week 5	Prompting strategies	Cooper Ch. 19 & 20 MacDuff et al. (2001) DQ 3
Week 6	Shaping & chaining	Cooper Ch. 19 & 20
Week 7	Discrete trial training	Lovaas (1987) Smith (2001) DQ 4
Week 8	Pivotal response training & incidental teaching	Koegal et al. (1999) DQ 5
Week 9	Precision teaching, direct instruction and	Binder & Watkins (2005)

	personalized systems of instruction	Online Training Module: https://psych.athabasca.ca/html/387/OpenModules/Lindsley/ DQ 6
Week 10	Introduction verbal behavior	Cooper Ch. 25 DQ 7
Week 11	The verbal behavior approach to language acquisition	Carr & Firth (2005) Charlop-Christy (2002) Sundberg & Sundberg (1990) Ticani (2004) DQ 8
Week 12	Rule-governed behavior & behavioral instructions	Cooper Ch 26 & 27 DQ 9
Week 13	Stimulus control and promoting independence	Chapter 17 Hume et al. (2009) DQ 10
Week 14	Generalization and maintenance	Cooper Ch. 28
Week 15	Special topics on skill acquisition	TBD Research Paper
Week 16		Final Exam

4th Edition (BACB) Task List Topics Covered in PSY 667	
D-01	Use positive and negative reinforcement
D-02	Use appropriate parameters and schedules of reinforcement
D-03	Use prompts and prompt fading
D-04	Use modeling and imitation training
D-05	Use shaping
D-06	Use chaining
D-07	Conduct task analyses
D-08	Use discrete-trial and free-operant arrangements
D-09	Use the verbal operants as a basis for language assessment
D-10	Use echoic training
D-11	Use mand training
D-12	Use tact training
D-13	Use intraverbal training
D-14	Use listener training
E-02	Use discrimination training procedures
E-03	Use instructions and rules
E-04	Use contingency contracting (i.e., behavioral contracts)
E-05	Use independent, interdependent, and dependent group contingencies
E-06	Use stimulus equivalence procedures
E-11	Use pairing procedures to establish new conditioned reinforcers and punishers
E-12	Use errorless learning procedures
E-13	Use matching-to-sample procedure
F-01	Use self-management strategies
F-02	Use token economies and other conditioned reinforcement systems
F-03	Use Direct Instruction

F-04	Use precision teaching
F-05	Use personalized systems of instruction (PSI)
F-06	Use incidental teaching
J-03	Select intervention strategies based on task analysis
J-13	Select behavioral cusps as goals for intervention when appropriate
J-14	Arrange instructional procedures to promote generative learning (i.e., derived relations)
J-15	Base decision-making on data displayed in various formats

PSY 668
FUNCTIONAL ASSESSMENT AND TREATMENT OF ABERRANT BEHAVIOR
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course will focus on the application of behavior analysis toward the treatment of aberrant behavior. Throughout this course, students will acquire in-depth knowledge of behavior analytic approaches toward the assessment of aberrant behavior (e.g., functional behavioral assessment (FBA) and functional analysis). In addition, the course will focus on how behavior analysts use the results of a behavioral assessment to develop effective and ethical behavioral interventions to reduce aberrant behavior. Clinical and professional issues (e.g., fidelity of implementation, monitoring effectiveness) will also be discussed. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 25 instructional hours in the area of *Identification of the Problem & Assessment*, 15 instructional hours in the area of *Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* and 5 instructional hours in the area of *Intervention and Behavior Change Considerations*.

STUDENT LEARNING OBJECTIVES:

By the end of the course, students will be able to:

1. Demonstrate knowledge about behavior analytic procedures for the reduction of problematic behavior including: functional behavioral assessment, function-based treatments, extinction, punishment and functional communication training.
2. Demonstrate knowledge about the ethical and professional responsibilities associated with the development of a behavior analytic treatment plan for behavioral reduction including: use of available scientific evidence, client preferences, client repertoire, client biological/medical factors, supporting environment, and unwanted side effects of contingency-based interventions.
3. Effectively communicate, in writing, a clinical analysis of functional assessment data and a clinical protocol for the treatment of aberrant behavior.

Required Text

Cipani, E. & Schock, K. M. (2011). Functional behavioral assessment, diagnosis and treatment: A complete system for education and mental health settings (2nd ed.). New York, NY: Springer Publishing. ISBN-13: 978-0826106049

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780131421134

Required Readings

Carr, J. E., Coriaty, S., Wilder, D., Gaunt, B. T., Dozier, C. L., Britton, L.N., Avina, C., & Reed, C. L. (2000). Review of “noncontingent” reinforcement as treatment for the aberrant behavior of individuals with developmental disabilities. *Research in Developmental Disabilities*, 21, 377–391.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197–209. (Reprinted from *Analysis and Intervention in Developmental Disabilities*, 2, 3–20, 1982).

Matson, J. L., Shoemaker, M.E., Sipes, M., Horovitz, M., Worley, J. A., & Kozlowski, A. M. (2011). Replacement behaviors for identified functions of challenging behaviors. *Research in Developmental Disabilities* 32, 681–684.

Patel, M. R., Carr, J. E., Kims, C., Robles, A., & Eastridge, D. (2000). Functional analysis of aberrant behavior maintained by automatic reinforcement: Assessments of specific sensory reinforcers. *Research in Developmental Disabilities*, 2, 393–407.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on the Functional Assessment Activity (3) performance on the Behavior Plan Activity, (4) performance on written responses to discussion questions (DQ), and (5) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

Participation	15 points
Functional Assessment Activity	10 points
Behavior Plan Activity	20 points
Discussion Questions	20 points
Final Exam	35 points
Total:	100 points

Participation

Students earn up to 1-points per week for attending and maintaining active participation in class. Participation includes arriving on-time, staying for the duration of the scheduled session(s), demonstrating preparedness by meaningfully contributing to class discussions of assigned readings and presented content and maintaining a respectful and collegial demeanor during class discussions and activities.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 10 discussion question assignments throughout the semester, each worth 2 points.

Functional Assessment Activity

Students earn up to 10 points for completing the *Functional Assessment Activity*. For this assignment, students will be given sample behavioral data. Students will review and interpret the data in order to make a clinical determination about the environmental factors maintaining the behavior. Students will submit a written description (2-3 pages) explaining the process they used to interpret the data and the

identified hypothesized function (including specific maintaining consequences, motivating operations, discriminative stimuli etc.).

Behavior Plan Activity

Students earn up to 20 points for completing the *Behavior Plan Activity*. For this assignment, students will be given a clinical case scenario (including summarized results of a FBA). Students will review provided information in order to develop a behavior intervention plan. Students will submit a written description (3-4 pages) detailing a function-based treatment plan. Written descriptions should include references to proactive/preventative treatment strategies, replacement behavior strategies and consequence-based strategies. Students should also incorporate written justification for their chosen behavior plan strategies.

Final Exam

Student will complete a cumulative final exam, totaling 35 points. The exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned in class participation, discussion questions, functional assessment activity, behavior plan activity, and final exam.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

Final Grades

Final letter grades will be based on the above scale. No final grade will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

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Schedule by Week:

Date	Topic	Readings
Week 1	Introduction to course	Syllabus
Week 2	Basic concepts and principles of ABA treatments for aberrant behavior	Cipani & Schock Ch. 1 Cooper Ch. 24
Week 3	A function-based diagnostic classification system for problem behavior	Cipani & Schock Ch. 3 DQ 1
Week 4	Measuring and assessing aberrant behavior	Cooper Ch. 3 & 4 Cipani & Schock Ch. 2 DQ 2
Week 5	Experimental assessment of aberrant behavior	Iwata, et al. (1994) Patel et al. (2000) DQ 3
Week 6	Interpreting assessment data & conceptualizing treatment needs	Cooper Ch. 6 & 7 DQ 4
Week 7	Antecedent-based intervention strategies	Cooper Ch.23 Functional Assessment Activity
Week 8	Antecedent-based intervention strategies	Cipani & Schock Ch.4 Carr et al. (2000) DQ 5
Week 9	Replacement behavior intervention strategies	Cooper Ch 22 Cipani & Schock Ch.5 DQ 6
Week 10	Replacement behavior intervention strategies	Matson et al. (2011) DQ 7
Week 11	Consequence-based intervention strategies	Cooper Ch 21

		DQ 8
Week 12	Non-function based treatments for aberrant behavior	Cooper Ch 26
Week 13	Non-function based treatments for aberrant behavior	Cooper Ch 27 DQ 9
Week 14	Generalization and Maintenance	Cooper Ch 28 DQ 10
Week 15	Writing Behavior Plans	Behavior Plan Activity
Week 16		Final Exam

4th Edition (BACB) Task List Topics Covered in PSY 668	
C-01	State and plan for the possible unwanted effects of reinforcement
C-02	State and plan for the possible unwanted effects of punishment
C-03	State and plan for the possible unwanted effects of extinction
D-15	Identify punishers
D-16	Use positive and negative punishment
D-17	Use appropriate parameters and schedules of punishment
D-18	Use extinction
D-19	Use combinations of reinforcement with punishment and extinction
D-20	Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement)
D-21	Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH)
E-01	Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli
E-07	Plan for behavioral contrast effects
E-08	Use the matching law and recognize factors influencing choice
E-09	Arrange high-probability request sequences
E-10	Use the Premack principle
F-07	Use functional communication training
F-08	Use augmentative communication system
G-01	Review records and available data at the outset of the case
G-02	Consider biological/medical variables that may be affecting the client
G-03	Conduct a preliminary assessment of the client in order to identify the referral problem
G-04	Explain behavioral concepts using nontechnical language
G-05	Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms
G-06	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients
G-07	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary
G-08	Identify and make environmental changes that reduce the need for behavior analysis services
I-01	Define behavior in observable and measurable terms
I-02	Define environmental variables in observable and measurable terms
I-03	Design and implement individualized behavioral assessment procedures
I-04	Design and implement the full range of functional assessment procedures
I-05	Organize, analyze, and interpret observed data
I-06	Make recommendations regarding behaviors that must be established, maintained, increased,

	or decreased
I-07	Design and conduct preference assessments to identify putative reinforcers
J-01	State intervention goals in observable and measurable terms
J-02	Identify potential interventions based on assessment results and the best available scientific evidence
J-04	Select intervention strategies based on client preferences
J-05	Select intervention strategies based on the client's current repertoires
J-06	Select intervention strategies based on supporting environments
J-07	Select intervention strategies based on environmental and resource constraints
J-08	Select intervention strategies based on the social validity of the intervention
J-09	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness
J-10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased
J-11	Program for stimulus and response generalization
J-12	Program for maintenance

PSY 669
PROFESSIONAL ISSUES IN DESIGNING AND MONITORING
INTERVENTIONS

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course covers a number of professional issues related to the competent and ethical delivery of applied behavior analytic services. The course will provide in-depth information related to the selection of appropriate interventions, including staying abreast of current research, critically interpreting research, considering individual client needs and developing treatment programs that are consistent with the science of applied behavior analysis. The course will additionally cover issues related to the implementation and management of clinical service provisions, including ensuring appropriate and accurate data collection, maintaining procedural fidelity and providing supervision and training. Finally, the course will provide information about the professional and ethical compliance code for behavior analysts, as outlined by the Behavior Analysis Certification Board (BACB). In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 15 instructional hours in the area of *Ethical and Professional Conduct*, 10 hours in the area of *Measurement*, 10 hours in the area of *Experimental Design* and 10 hours in the area of *Implementation, Management and Supervision*.

Student Learning Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge about professional and ethical guidelines for practicing behavior analysts, as outlined by the BACB.
2. Demonstrate knowledge of behavior analytic research methodologies (e.g., single-subject design).
3. Critically evaluate ABA research and research methodology.
4. Effectively communicate, orally and in writing, about ethical and professional guidelines in ABA therapy and research.
5. Effectively communicate, in writing, about ABA research methodology.

Required Text:

Bailey, J. & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Taylor & Francis Group
ISBN-13: 978-0415880305

Kazdin, A. E. (2010). *Single-case research designs: Methods for clinical and applied settings*. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Required Readings:

Behavior Analysis Certification Board (BACB) (2014) Professional Disciplinary and Ethical Standards. <http://www.bacb.com/index.php?page=85>

Allen, K. D., & Warsak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33(3), 373-391.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97

Bannerman, D. J., Sheldon, J. B., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79-89.

Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*, 3(2), 13-18.

DiGennaro Reed, F. D., & Coddling, R. S. (2014). Advancements in procedural fidelity assessment and intervention: Introduction to the special issue. *Journal of Behavioral Education*, 23(1), 1-18.

Hanley, G. P. (2010). Toward effective and preferred programming: A case for the objective measurement of social validity with recipients of behavior-change programs. *Behavior Analysis in Practice*, 3(1), 13-21.

Holburn, S. (2001). Compatibility of person-centered planning and applied behavior analysis. *The Behavior Analyst*, 24, 271-281.

Parsons, M. B., Rollyson, J. H. & Reid, D.H. (2012): Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice. Winter*; 5(2), 2-1

Van Houten, R. Axelrod, S. Bailey, J. S. Favell, J. E. Foxx, R. M. Iwata, B. A. & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21, 381-384.

Vollmer, T. R., Hagopian, L.P., Bailey, J. S., Dorsey, M. F., Hanley, G. P., Lennox, D., Riordan, M. M. & Spreat, S. (2011). The association for behavior analysis international position statement on restraint and seclusion. *Behavior Analysis in Practice*, 34(1), 103-110.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) class presentation and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

Participation	30 points
Discussion Questions	20 points
In-Class Presentation	20 points
Final Exam	30 points
Total:	100 points

Participation

Students earn up to 2-points per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 15 discussion question assignments throughout the semester, each worth 2 points.

Class Presentation

Students will earn up to 20 points for a class presentation. Students will be assigned, by the course instructor, one content area from the *BACB Professional and Ethical Compliance Code for Behavior Analysts* (the “Compliance Code”) (e.g., 1.0 Responsible Conduct of Behavior Analysts, 2.0 Behavior Analysts Responsibility to Client ...). Students will prepare and present a 20-30 minute presentation to the class. Presentations should include information about the area content and explicit examples delineating the applicability of the code during every-day clinical practice.

Final Exam

Student will complete a cumulative final exam, totaling 30 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points eared from class participation, discussion questions, class presentation and final exam.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

Final Grades:

Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

Date	Topic	Readings
Week 1	Selecting & Designing Interventions: Conceptual Issues	Baer et al. (1968)
Week 2	Selecting & Designing Interventions: Professional Competencies and Knowledge	Bailey & Burch: Ch. 1-6 DQ 1
Week 3	Selecting & Designing Interventions: Client & Caregiver Issues	Bailey & Burch: Ch. 7-9 Hanley (2010) Holburn (2001) DQ 2
Week 4	Implementing & Monitoring Interventions: Fidelity of Implementation	Allen & Warsak (2000) DiGennaro Reed & Coddington (2014) Parsons et al. (2012) DQ 3
Week 5	Implementing & Monitoring Intervention: Background to the Scientific Study of Behavior Change	Kazdin Ch. 1-2 DQ 4
Week 6	Implementing & Monitoring Interventions: Assessment	Kazdin Ch. 3-4 DQ 5
Week 7	Implementing & Monitoring Interventions: Accuracy and Reliability of Data Collection	Kazdin Ch. 5 DQ 6
Week 8	Implementing & Monitoring Interventions: Experimental Evaluations	Kazdin Ch. 6-7 DQ 7
Week 9	Implementing & Monitoring Interventions: Experimental Evaluations	Kazdin Ch. 8-10 DQ 8
Week 10	Implementing & Monitoring Interventions: Data Analysis	Kazdin Ch. 12-13 DQ 9
Week 11	Implementing & Monitoring Interventions: Professional Supervision	Bailey & Burch Ch. 10 DQ 10
Week 12	Professional Code of Conduct	Carr & Briggs (2010) Student Presentations
Week 13	Professional Code of Conduct	Bannerman et al. (1990) Van Houten et al. (1988) Student Presentations
Week 14	Ethical Guidelines & Professional Conduct	Bailey & Burch Ch. 11-15
Week 15	Ethical Guidelines & Professional Conduct	Bailey & Burch Ch. 16-19
Week 16		Final Exam

4 th Edition (BACB) Task List Topics Covered in PSY 669	
A-01	Measure frequency.
A-02	Measure rate.
A-03	Measure duration.
A-04	Measure latency.
A-05	Measure interresponse time.

A-06	Measure percent of occurrence.
A-07	Measure trials to criterion.
A-08	Assess and interpret interobserver agreement.
A-09	Evaluate the accuracy and reliability of measurement procedures.
A-10	Design, plot, and interpret data using equal-interval graphs.
A-11	Design, plot, and interpret data using a cumulative record to display data.
A-12	Design and implement continuous measurement procedures (e.g., event recording).
A-13	Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).
A-14	Design and implement choice measure
B-01	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature
B-02	Review and interpret articles from the behavior-analytic literature.
B-03	Systematically arrange independent variables to demonstrate their effects on dependent variables.
B-04	Use withdrawal/reversal designs.
B-05	Use alternating treatments (i.e., multielement) designs.
B-06	Use changing criterion designs.
B-07	Use multiple baseline designs.
B-08	Use multiple probe designs.
B-09	Use combinations of design elements
B-10	Conduct a component analysis to determine the effective components of an intervention package.
B-11	Conduct a parametric analysis to determine the effective values of an independent variable.
H-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
H-02	Select a schedule of observation and recording periods.
H-03	Select a data display that effectively communicates relevant quantitative relations.
H-04	Evaluate changes in level, trend, and variability.
H-05	Evaluate temporal relations between observed variables (within & between sessions, time series)
K-01	Provide for ongoing documentation of behavioral services
K-02	Identify the contingencies governing the behavior of those responsible for carrying out the behavior-change procedures and design interventions accordingly.
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.

PSY 676
APPLICATIONS OF ABA: PRINCIPLES AND CONCEPTS
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in selecting, developing and implementing applied behavior analytic procedures and techniques. During this course, students will provide direct ABA services aimed at improving the behavioral functioning of individuals participating in ABA therapy. Experiential activities provided during this practicum course focus on the application of basic principles and concepts in ABA, including the identification of behavioral targets, measuring behavioral, monitoring changes in behavior over time, and implementing reinforcement-based interventions. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

1. Demonstrate knowledge of and clinical competency in the implementation of behavior analytic procedures including: defining target behavior, measuring behavior, collecting and displaying data, contingency-based procedures, arranging schedules of reinforcement, and antecedent-based procedures.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

Practicum Performance	30 points
Practicum performance (based on 7 evaluations):	<u>70 points</u>
Total:	100 points

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Develop operational definitions of target behavior.
2. Develop and implement behavior measurement system.
3. Create and interpret graphical displays of data.
4. Implement consequence-based strategies to promote behavior change.
5. Arrange schedules of reinforcement to promote behavior change.
6. Use antecedent-based strategies (MO, SD) to promote behavior change.
7. Identify function of verbal operants.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

A+ 97 – 100%

A 93 – 96%

A- 90 – 92%

B+ 87 – 89%

B 84 – 86%

B- 80 – 83%

C+ 77 – 79%

C 74 – 76%

C- 70 – 73%

D+ 67 – 69%

D 64 – 66%

D- 60-63%

F 0 – 59%

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

1 unexcused absence = A (-6 pts/94)

2 unexcused absences = B (-12 pts/88)

4 unexcused absences = C (-24 pts/76)

5 or more unexcused absences will result in a failing grade.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

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Schedule by week:

Date	Topic
Week 1	<ul style="list-style-type: none">• Introduction and Overview of Practicum
Weeks 2-15	<ul style="list-style-type: none">• Accumulate 12 hours of practicum experience• Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks)

PSY 677
**APPLICATION OF THE ASSESSMENT AND TREATMENT OF LANGUAGE AND
LEARNING**

Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in the application of behavior analysis toward the treatment of individuals who exhibit behavioral deficits or developmental delays. During this course, students will provide direct ABA services aimed at promoting the development and maintenance of new skills. Experiential activities provided during this practicum course focus on the identification of meaningful treatment goals, identification of reinforcers via systematic assessment, and the implementation of ABA intervention techniques and programs to treat behavioral and language deficits. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical-competency in the implementation of behavior analytic procedures including: curriculum-based assessment, shaping, chaining, discrete trial training, verbal behavior instruction, and generalization training.
2. Demonstrate competency in the implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

Practicum Performance	30 points
Practicum performance (based on 7 evaluations):	<u>70 points</u>
Total:	100 points

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Use a curriculum-based assessment to identify target behavior.
2. Conduct preference and reinforcer assessments.
3. Develop and implement shaping programs.
4. Develop and implement chaining programs.
5. Developing and implement discrete trial teaching program.
6. Develop and implement verbal behavior instructional program.
7. Develop and implement a plan to facilitate generalization of learned skill.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

A+ 97 – 100%

A 93 – 96%

A- 90 – 92%

B+ 87 – 89%

B 84 – 86%

B- 80 – 83%

C+ 77 – 79%

C 74 – 76%

C- 70 – 73%

D+ 67 – 69%

D 64 – 66%

D- 60-63%

F 0 – 59%

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

1 unexcused absence = A (-6 pts/94)

2 unexcused absences = B (-12 pts/88)

4 unexcused absences = C (-24 pts/76)

5 or more unexcused absences will result in a failing grade.

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Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

Schedule by week:

Date	Topic
Week 1	<ul style="list-style-type: none"> • Introduction and Overview of Practicum
Weeks 2-15	<ul style="list-style-type: none"> • Accumulate 12 hours of practicum experience • Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks)

PSY 678
APPLICATIONS OF ABA IN THE TREATMENT OF ABERRANT BEHAVIOR
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in the application of behavior analysis towards the treatment of individuals with aberrant behavior. During this course, students will provide direct ABA services aimed at reducing and eliminating the occurrences of aberrant behavior. Experiential activities provided during this practicum course include conducting functional behavioral assessments as well as developing and implementing behavioral plans to treat aberrant behavior. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical competency in the implementation of behavior analytic procedures including: functional behavior assessment, functional communication training, development and implementation of a function-based behavior plan.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Texts

Cipani, E. & Schock, K. M. (2011). Functional behavioral assessment, diagnosis and treatment: A complete system for education and mental health settings (2nd ed.). New York, NY: Springer Publishing. ISBN-13: 978-0826106049

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records).

Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every other week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every other week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

Practicum Performance	30 points
Practicum performance (based on 7 evaluations):	<u>70 points</u>
Total:	100 points

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Use indirect measures to conduct a functional behavioral assessment.
2. Use direct measures to conduct a functional behavioral assessment.
3. Conduct an experimental assessment of behavioral function (functional analysis).
4. Interpret the results of a functional assessment and identify behavioral function.
5. Develop and implement a functionally-related, antecedent-based intervention.
6. Implement a functional communication training procedure.
7. Develop and implement a functionally-related, consequence-based intervention.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

- 1 unexcused absence = A (-6 pts/94)
- 2 unexcused absences = B (-12 pts/88)
- 4 unexcused absences = C (-24 pts/76)
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Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

Schedule by week:

Date	Topic
Week 1	<ul style="list-style-type: none"> • Introduction and Overview of Practicum
Weeks 2-15	<ul style="list-style-type: none"> • Accumulate 12 hours of practicum experience • Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks)

PSY 679
ADVANCED APPLICATIONS OF ABA
Department of Psychology, University of Miami

Instructor:
Office Hours:
Office:
E-mail:
Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in selecting, developing and implementing applied behavior analytic procedures and techniques. During this course, students will provide direct ABA services aimed at improving the behavioral functioning of individuals participating in ABA therapy. Experiential activities provided during this practicum course additionally focus on advanced professional issues in the design and implementation of ABA programs, so as to facilitate appropriate treatment selection, fidelity of implementation and systematic monitoring of treatment efficacy. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical competency in the implementation of behavior analytic procedures including: calculating inter-observer agreement, assessing fidelity of treatment, assessing treatment preference, demonstrating experimental control and using data to guide treatment decisions.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Texts

Bailey, J. & Burch, M. (2011). Ethics for behavior analysts: 2nd expanded edition. New York, NY. Taylor & Francis Group
ISBN-13: 978-0415880305

Kazdin, A. E. (2010). Single-case research designs: Methods for clinical and applied settings. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case

consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (8% of total hours in practicum).

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EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

Practicum Performance	30 points
Practicum performance (based on 7 evaluations):	<u>70 points</u>
Total:	100 points

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Collect inter-observer data and calculate IOA.
2. Develop and implement a systematic assessment of treatment fidelity.
3. Develop and implement a procedure to assess treatment preference.
4. Evaluate the efficacy of an intervention by demonstrating experimental control.
5. Use obtained data to guide programmatic change (data-based decision making).
6. Review literature (peer-reviewed) to guide treatment selection.
7. Use competency-based training procedures to train others to implement a behavior plan.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no**

less than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

- 1 unexcused absence = A (-6 pts/94)
- 2 unexcused absences = B (-12 pts/88)
- 4 unexcused absences = C (-24 pts/76)
- 5 or more unexcused absences will result in a failing grade.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric,

vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by week:

Date	Topic
Week 1	<ul style="list-style-type: none">• Introduction and Overview of Practicum
Weeks 2-15	<ul style="list-style-type: none">• Accumulate 12 hours of practicum experience• Attend 1-hour group <u>or</u> 1-hour of individual supervision (alternating weeks)

ETHICS AND PROFESSIONAL CONDUCT IN BEHAVIOR ANALYSIS

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course provides an overview of ethics and professional conduct in the field of behavior analysis. The course will provide in-depth information on the BACB Professional and Ethical Compliance Code for Behavior Analysts. The course will cover professional issues related to responsible conduct of behavior analysts, behavior analysts' ethical responsibility to clients and colleagues, including issues related to assessment of behavior, development and implementation of behavior change programs, clinical supervision and mentoring, the profession of behavior analysis and the BACB, and the conducting and reporting of research. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 30 instructional hours in the area of *Ethical and Professional Conduct*, 5 hours in the area of *Intervention and Behavior Change Consideration*, 5 hours in the area of *Behavior Change Systems* and 5 hours in the area of *Implementation, Management and Supervision*.

Student Learning Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge about professional and ethical guidelines for practicing behavior analysts, as outlined by the BACB.
2. Demonstrate knowledge of supervision guidelines as outlined by the BACB.
3. Demonstrate knowledge about how to keep and protect client privacy.
4. Effectively communicate, orally and in writing, about ethical and professional guidelines in ABA therapy and research.
5. Effectively communicate, in writing, about supervision and privacy guidelines in ABA.

Required Text:

Bailey, J. & Burch, M. (2011). *Ethics for behavior analysts*: 2nd expanded edition. New York, NY. Taylor & Francis Group
ISBN-13: 978-0415880305

Required Readings:

Behavior Analysis Certification Board (BACB) (2014) Professional Disciplinary and Ethical Standards. <http://www.bacb.com/index.php?page=85>

Goldiamond, I. (1974). Toward a constructional approach to social problems: ethical and constitutional issues raised by applied behavior analysis. *Behaviorism*, 2(1), 1-84.

Hastings, R. P., & Noone, S. J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 335-342. Holburn, S. (2001). Compatibility of person-centered planning and applied behavior analysis. *The Behavior Analyst*, 24, 271-281.

Wolf, M. M. (1978). Social Validity: The Case for Subjective Measurement or How Applied Behavior Analysis Is Finding Its Heart¹. *Journal of applied behavior analysis*, 11(2), 203-214.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) class presentation and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

Participation	30 points
Discussion Questions	20 points
In-Class Presentation	20 points
Final Exam	30 points
Total:	100 points

Participation

Students earn up to 2-points per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 15 discussion question assignments throughout the semester, each worth 2 points.

Class Presentation

Students will earn up to 20 points for a class presentation. Students will be assigned, by the course instructor, one content area from the BACB *Professional and Ethical Compliance Code for Behavior Analysts* (the “Compliance Code”) (e.g., 1.0 Responsible Conduct of Behavior Analysts, 2.0 Behavior Analysts Responsibility to Client ...). Students will prepare and present a 20-30 minute presentation to the class. Presentations should include information about the area content and explicit examples delineating the applicability of the code during every-day clinical practice.

Final Exam

Student will complete a cumulative final exam, totaling 30 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned from class participation, discussion questions, class presentation and final exam.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

Final Grades:

Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance and class participation are required. Most of the information will be presented in lectures. Each student is responsible for the material presented in class if they are not able to attend.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Exams/Assignments: Missed exams and assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an exam or assignment. Requests are subject to approval and may require medical or other relevant documentation.

HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by Week:

Date	Topic	Readings
Week 1	Responsible Conduct of Behavior Analyst	
Week 2	Responsible Conduct of Behavior Analyst	DQ 1
Week 3		DQ 2
Week 4	Behavior Analysts' Responsibility to Clients	DQ 3
Week 5	Behavior Analysts' Responsibility to Clients	DQ 4
Week 6	Assessing Behavior	DQ 5
Week 7	Assessing Behavior	DQ 6
Week 8	Behavior Analysts as Supervisors	DQ 7
Week 9	Behavior Analysts as Supervisors	DQ 8
Week 10	Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysts	DQ 9
Week 11	Behavior Analysts' Ethical Responsibility to Colleagues	DQ 10
Week 12	Public Statements	Student Presentations
Week 13	Behavior Analysts and Research	Student Presentations
Week 14	Behavior Analysts and Research	
Week 15	Behavior Analysts' Ethical Responsibility to the BACB	
Week 16	Behavior Analysts' Ethical Responsibility to the BACB	Final Exam

4 th Edition (BACB) Task List Topics Covered	
F-01	Use self-management strategies.
F-02	Use token economies and other conditioned reinforcement systems.
F-03	Use Direct Instruction.
F-04	Use precision teaching.
F-05	Use personalized systems of instruction (PSI).
F-06	Use incidental teaching.

F-07	Use functional communication training.
F-08	Use augmentative communication systems.
C-01	State and plan for the possible unwanted effects of reinforcement.
C-02	State and plan for the possible unwanted effects of punishment.
C-03	State and plan for the possible unwanted effects of extinction.
K-01	Provide for ongoing documentation of behavioral services
K-02	Identify the contingencies governing the behavior of those responsible for carrying out the behavior-change procedures and design interventions accordingly.
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.
K-04	Design and use effective performance monitoring and reinforcement systems.
K-05	Design and use systems for monitoring procedural integrity.
K-06	Provide supervision for behavior-change agents.
K-07	Evaluate the effectiveness of the behavioral program.
K-08	Establish support for behavior-analytic services from direct and indirect consumers.
K-09	Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
K-10	Arrange for the orderly termination of services when they are no longer required.

ADVANCED TOPICS IN APPLIED BEHAVIOR ANALYSIS

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

This course covers a number of advanced research and clinical issues relevant to the field of applied behavior analysis including, particularly as they relate to the field of developmental disabilities. The course will provide in-depth information related to the selection of appropriate interventions, including staying abreast of current research, critically interpreting research, considering individual client needs and developing treatment programs that are consistent with the science of applied behavior analysis. The course will additionally cover issues related to the implementation and management of clinical service provisions, including ensuring appropriate and accurate data collection, maintaining procedural fidelity and providing supervision and training. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 15 instructional hours in the area of *Measurement*, 15 hours in the area of *Experimental Design* and 15 hours in the area of *discretionary*

Student Learning Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge of behavior analytic research methodologies (e.g., single-subject design).
2. Critically evaluate ABA research and research methodology.
3. Effectively communicate, orally and in writing, about ethical and professional guidelines in ABA therapy and research.
4. Effectively communicate, in writing, about ABA research methodology.

Required Text:

Kazdin, A. E. (2010). Single-case research designs: Methods for clinical and applied settings. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Required Readings:

Week 2:

Reid, D. H., Phillips, J. F., & Green, C. W. (1991). Teaching persons with profound multiple handicaps: A review of the effects of behavioral research. *Journal of Applied Behavior Analysis*, 24(2), 319-336. Allen, K., D., & Warsak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33(3), 373-391.

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of applied behavior analysis*, 10(2), 349-367.

Week 3:

Kennedy, C. H., Itkonen, T., & Lindquist, K. (1994). Nodality effects during equivalence class formation: An extension to sight-word reading and concept development. *Journal of Applied Behavior Analysis*, 27(4), 673-683.

Young, J. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1994). Generalized imitation and response-class formation in children with autism. *Journal of Applied Behavior Analysis*, 27(4), 685-697.

Week 4:

Touchette, P. E., & Howard, J. S. (1984). Errorless learning: Reinforcement contingencies and stimulus control transfer in delayed prompting. *Journal of applied behavior analysis*, 17(2), 175-188.

Halle, J. W., & Holt, B. (1991). Assessing stimulus control in natural settings: An analysis of stimuli that acquire control during training. *Journal of Applied Behavior Analysis*, 24(3), 579-589.

Week 5:

Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of applied Behavior analysis*, 25(2), 491-498.

Neef, N. A., Shade, D., & Miller, M. S. (1994). Assessing influential dimensions of reinforcers on choice in students with serious emotional disturbance. *Journal of Applied Behavior Analysis*, 27(4), 575-583.

Week 6:

Azrin, N. H., & Foxx, R. M. (1971). A rapid method of toilet training the institutionalized retarded. *Journal of applied behavior analysis*, 4(2), 89-99.

Horner, R. D., & Keilitz, I. (1974). Training mentally retarded adolescents to brush their teeth. *Journal of applied behavior analysis*, 8(3), 301-309.

Week 7:

Carr, E. G., Binkoff, J. A., Kologinsky, E., & Eddy, M. (1978). Acquisition of sign language by autistic children. I: Expressive labelling. *Journal of applied behavior analysis*, 11(4), 489-501.

Halle, J. W., Baer, D. M., & Spradlin, J. E. (1981). Teacher's generalized use of delay as a stimulus control procedure to increase language use in handicapped children. *Journal of Applied Behavior Analysis*, 14(4), 389-409.

Week 8:

Riordan, M. M., Iwata, B. A., Finney, J. W., Wohl, M. K., & Stanley, A. E. (1984). Behavioral assessment and treatment of chronic food refusal in handicapped children. *Journal of Applied Behavior Analysis*, 17(3), 327-341.

Week 9:

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of applied behavior analysis*, 27(2), 197-209.

Lalli, J. S., Browder, D. M., Mace, F. C., & Brown, D. K. (1993). Teacher use of descriptive analysis data to implement interventions to decrease students' problem behaviors. *Journal of Applied Behavior Analysis*.

Week 10:

Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of applied behavior analysis*, 18(2), 111-126.

Week 11:

Zencius, A. H., Davis, P. K., & Cuvo, A. J. (1990). A personalized system of instruction for teaching checking account skills to adults with mild disabilities. *Journal of applied behavior analysis*, 23(2), 245-252.

Week 12:

Neef, N. A., Parrish, J. M., Egel, A. L., & Sloan, M. E. (1986). Training respite care providers for families with handicapped children: Experimental analysis and validation of an instructional package. *Journal of applied behavior analysis*, 19(2), 105-124.

Week 13:

Haring, T. (1985). Teaching between-class generalization of toy play behavior to handicapped children. *Journal of applied behavior analysis*, 18(2), 127-139.

Week 14:

Daly, E. J., & Martens, B. K. (1994). A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy. *Journal of applied behavior analysis*, 27(3), 459-469.

Cuvo, A. J., Ashley, K. M., Marso, K. J., Zhang, B. L., & Fry, T. A. (1995). Effect of response practice variables on learning spelling and sight vocabulary. *Journal of Applied Behavior Analysis*, 28(2), 155-173.

EVALUATION:

Students will be evaluated on (1) class participation, (2) performance on written responses to discussion questions (DQ), (3) class presentation and (4) a cumulative final exam. Late assignments will not be accepted. The point breakdown is as follows:

Participation	30 points
Discussion Questions	20 points
In-Class Presentation	20 points
Final Exam	30 points
Total:	100 points

Participation

Students earn up to 2-points per week for attending class and maintaining active participation. Active participation includes arriving on-time, staying for the duration of the scheduled session(s), meaningfully contributing to class discussions and maintaining a respectful and collegial demeanor throughout.

Discussion Questions (DQ)

Students earn up to 20 points for the quality of written responses to provided discussion questions. On select weeks (see below), the instructor will provide students will discussion questions related to the upcoming reading materials. Students are to prepare a brief written response (1-2 pages) and submit the response at the following class meeting. Students will have 15 discussion question assignments throughout the semester, each worth 2 points.

Class Presentation

Students will earn up to 20 points for a class presentation. The course instructor will assign students one area within the field of ABA in developmental disabilities. Students will prepare and present a 20-30 minute presentation to the class. Presentations should address the following issues: 1. Etiology of the disorder, 2. Behavioral characteristics of the disorder, and 3. Special considerations for behavior analysts.

Final Exam

Student will complete a cumulative final exam, totaling 30 points. Exam will consist of multiple choice, short answer and/or essay questions.

GRADING

The final grade is based on the cumulative points earned from class participation, discussion questions, class presentation and final exam.

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
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Final Grades:

Final letter grades will be based on the above scale. No final grades will be lower than that indicated by the total number of points earned. To obtain a grade you must earn **no less** than the minimum average stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

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Schedule by Week:

Date	Topic	Readings
Week 1	Introduction/organization meeting	
Week 2	Intellectual disabilities Topic: General issues	Reid, D. H., Phillips, J. F., & Green, C. W. (1991). Stokes, T. F., & Baer, D. M. (1977).
Week 3	Autism Topic: Basic processes	Kennedy, C. H., Itkonen, T., & Lindquist, K. (1994). Young, J. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1994). DQ # 1
Week 4	Down syndrome Topic: Stimulus control	Touchette, P. E., & Howard, J. S. (1984). Halle, J. W., & Holt, B. (1991). DQ # 2
Week 5	Fragile X syndrome Topic: Reinforcer identification and evaluation	Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). Neef, N. A., Shade, D., & Miller, M. S. (1994). DQ # 3
Week 6	Angelman's syndrome Topic: Self-care	Azrin, N. H., & Foxx, R. M. (1971). Horner, R. D., & Keilitz, I. (1974). DQ # 4
Week 7	Rett syndrome Topic: Verbal behavior	Carr, E. G., Binkoff, J. A., Kologinsky, E., & Eddy, M. (1978).

		Halle, J. W., Baer, D. M., & Spradlin, J. E. (1981). DQ # 5
Week 8	Tuberous Schlerosis Topic: Feeding interventions	Riordan, M. M., Iwata, B. A., Finney, J. W., Wohl, M. K., & Stanley, A. E. (1984). DQ # 6
Week 9	Lesch-Nyhan syndrome Topic: Assessment of behavior disorders	Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Lalli, J. S., Browder, D. M., Mace, F. C., & Brown, D. K. (1993). DQ # 7
Week 10	Prader-Willi syndrome Topic: Treatment of behavior disorders	Carr, E. G., & Durand, V. M. (1985). DQ # 8
Week 11	PKU Topic: Community preparation	Zencius, A. H., Davis, P. K., & Cuvo, A. J. (1990). DQ# 9
Week 12	Asperger's disorder Topic: Staff training	Neef, N. A., Parrish, J. M., Egel, A. L., & Sloan, M. E. (1986). DQ #10
Week 13	William's syndrome Topic: Leisure and recreation	Haring, T. (1985).
Week 14	Cornelia De Lange Topic: Academic performance	Daly, E. J., & Martens, B. K. (1994). Cuvo, A. J., Ashley, K. M., Marso, K. J., Zhang, B. L., & Fry, T. A. (1995).
Week 15	Overview	
Week 16		Final Exam

4 th Edition (BACB) Task List Topics Covered	
A-01	Measure frequency.
A-02	Measure rate.
A-03	Measure duration.
A-04	Measure latency.
A-05	Measure interresponse time.
A-06	Measure percent of occurrence.
A-07	Measure trials to criterion.
A-08	Assess and interpret interobserver agreement.
A-09	Evaluate the accuracy and reliability of measurement procedures.
A-10	Design, plot, and interpret data using equal-interval graphs.
A-11	Design, plot, and interpret data using a cumulative record to display data.

A-12	Design and implement continuous measurement procedures (e.g., event recording).
A-13	Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).
A-14	Design and implement choice measure
B-01	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to evaluate whether interventions are behavior analytic in nature
B-02	Review and interpret articles from the behavior-analytic literature.
B-03	Systematically arrange independent variables to demonstrate their effects on dependent variables.
B-04	Use withdrawal/reversal designs.
B-05	Use alternating treatments (i.e., multielement) designs.
B-06	Use changing criterion designs.
B-07	Use multiple baseline designs.
B-08	Use multiple probe designs.
B-09	Use combinations of design elements
B-10	Conduct a component analysis to determine the effective components of an intervention package.
B-11	Conduct a parametric analysis to determine the effective values of an independent variable.
H-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
H-02	Select a schedule of observation and recording periods.
H-03	Select a data display that effectively communicates relevant quantitative relations.
H-04	Evaluate changes in level, trend, and variability.
H-05	Evaluate temporal relations between observed variables (within & between sessions, time series)
K-01	Provide for ongoing documentation of behavioral services
K-02	Identify the contingencies governing the behavior of those responsible for carrying out the behavior-change procedures and design interventions accordingly.
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.

APPLICATIONS OF ABA IN DEVELOPMENTAL DISABILITIES

Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in the application of behavior analysis toward the treatment of individuals with autism and developmental disabilities who exhibit problematic behavior, behavioral deficits or developmental delays participating in ABA therapy. During this course, students will provide direct ABA services aimed at reducing problematic behavior and promoting the development and maintenance of new skills. Experiential activities provided during this practicum course focus on functional assessment, the identification of meaningful treatment goals, identification of reinforcers via systematic assessment, and the implementation of ABA intervention techniques and programs to treat problematic behavior and behavioral and language deficits. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate competency in maintaining clinical records and protecting client privacy.
2. Demonstrate competency in the implementation of ethical and professional conduct when delivering ABA services.
3. Effectively communicate, orally, with colleagues and caregivers about the implementation and progress of behavior analytic services.

Required Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.

ISBN-13: 9780131421134

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation of the therapeutic program (e.g., developing and creating materials, collecting and interpreting data, case consultation/supervision, literature review, parent/caregiver training, and maintaining clinical records). Direct implementation of behavioral programs will not exceed 50% of the total accrued experience hours. Students are also required to maintain professional and ethical behavior throughout the course of the practicum, in a manner that is consistent with the BACB ethical guidelines.

Practicum Supervision

Practicum supervision will be conducted in accordance with the requirements of the BACB. Students will receive supervision from a Board Certified Behavior Analyst (BCBA) for 1 hour per week (7.5% of total hours in practicum).

Individual Supervision: A BCBA will provide direct and individual supervision for 1-hour every week. Individual supervision will include opportunities for the BCBA to observe student providing direct clinical services, to provide case consultation in order to review data and plan treatments, and to provide verbal and written feedback to the student. Performance on the clinical competency assignments (See Below) will be assessed during individual supervision.

Small Group Supervision: A BCBA will provide small-group (2-10 students) supervision for 1-hour every week. Group supervision will include opportunities for clinical case review, role-play of interventions, discussions of professional conduct and behavioral analytic topics relevant to presenting cases. Clinical competency assignments (See Below) will be described and assigned at each group supervision meeting.

EVALUATION:

Students will be evaluated on participation and demonstrated clinical competency. Furthermore, attendance is required and failure to attend practicum may negatively affect end of term grade (see attendance section below). The point breakdown is as follows:

Practicum Performance	30 points
Practicum performance (based on 7 evaluations):	<u>70 points</u>
Total:	100 points

Practicum Performance

Students earn up to 30-points for demonstrated clinical skills and professional behavior throughout practicum. Using a practicum performance rating system, students are evaluated in several domains including (1) planning & preparedness, (2) clinical application, (3) critical thinking & problem-solving, (4) communication (5) professional and ethical responsibility and (6) overall quality.

Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Develop and provide didactic training to supervisees & colleagues on a topic related to ethical and professional practice of behavior analysis
2. Develop and implement procedures to ensure appropriate gathering, storing and maintaining of client records.
3. Provide and obtain informed consent from legal guardian prior to beginning a treatment plan.
4. Provide appropriate feedback to legal guardian regarding treatment progress.
5. Provide ongoing face-to-face supervision of trainee's implementation of behavior change programs in order to ensure the high-fidelity of implementation.
6. Provide ongoing supervision and review of trainee's data collection and data display, such that behavioral data can be meaningfully used in treatment decisions.
7. Prepare summaries of assessment and treatment results.

GRADING

The final grade will be based on the cumulative points from attendance/participation and clinical competency. Grades will be assigned according to the scale below. To obtain a grade you must earn **no less** than the minimum points stated (e.g., an average of 92.70 would earn a course grade of A- not A; a minimum average of 93 is required for an A).

Grading Scale:

A+ 97 – 100%	C+ 77 – 79%
A 93 – 96%	C 74 – 76%
A- 90 – 92%	C- 70 – 73%
B+ 87 – 89%	D+ 67 – 69%
B 84 – 86%	D 64 – 66%
B- 80 – 83%	D- 60-63%
	F 0 – 59%

ABSENCES AND MAKE-UP EXAMS/ASSIGNMENTS POLICY:

Attendance Policy: Attendance is required. *Excused absences*, for which a student has *pre-approval* from his or her supervisor, will be granted on a limited basis. *Unexcused absences* will result in a 6-point deduction (per occurrence) from a student's total score. Throughout the practicum students are required to accumulate 168 hours of experience. Any experience hours missed due to absence (excused or unexcused) must be made-up at a later (supervisor agreed-upon) date/time. Failure to make-up missed time will result in a grade of Incomplete for the course, regardless of the student's obtained point total.

- 1 unexcused absence = A (-6 pts/94)
- 2 unexcused absences = B (-12 pts/88)
- 4 unexcused absences = C (-24 pts/76)
- 5 or more unexcused absences will result in a failing grade.

Religious Holy Day Policy: The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first three meetings of our class. The ways in which missed tests, quizzed and other assignments can be made up after you return to class will be provided at a later date.

Policy on Make-Up Assignments: Make-up assignments will be permitted only in the event of a serious illness or a similar compelling emergency. You should contact your instructor as soon as possible to make arrangements to make-up an assignment. Requests are subject to approval and may require medical or other relevant documentation.

Schedule by week:

Date	Topic
Week 1	<ul style="list-style-type: none"> Introduction and Overview of Practicum
Weeks 2-15	<ul style="list-style-type: none"> Accumulate 12 hours of practicum experience (each week) Attend 30 minutes of group <u>AND</u> 30 minutes of individual supervision (each week)

ADVANCED APPLICATIONS OF ABA II
Department of Psychology, University of Miami

Instructor:

Office Hours:

Office:

E-mail:

Phone:

Class Times & Location:

COURSE DESCRIPTION:

The purpose of this course is to provide students with supervised clinical experience in selecting, and developing applied behavior analytic procedures and techniques for individuals with autism and developmental delay and providing clinical supervision to those implementing behavioral procedures. During this course, students will assist instructors in providing supervision to individuals who provide direct ABA services for individuals participating in ABA therapy. Experiential activities provided during this practicum course additionally focus on advanced professional issues in the design and implementation of ABA programs, so as to facilitate appropriate treatment selection, collection of data related to fidelity of implementation and systematic monitoring of treatment efficacy. In accordance with the Behavior Analysis Certification Board (BACB), this course meets criteria for 168 hours of *practicum experience*.

STUDENT LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Demonstrate clinical competency in the design and selection of behavior analytic procedures including: calculating inter-observer agreement, assessing fidelity of treatment, assessing treatment preference, demonstrating experimental control and using data to guide treatment decisions.
2. Demonstrate knowledge of and implementation of ethical and professional conduct when providing clinical supervision to individuals delivering ABA services.
3. Effectively communicate, orally, with colleagues, caregivers, and those implementing direct services about the implementation and progress of behavior analytic services.

Required Texts

Bailey, J. & Burch, M. (2011). Ethics for behavior analysts: 2nd expanded edition. New York, NY. Taylor & Francis Group
ISBN-13: 978-0415880305

Kazdin, A. E. (2010). Single-case research designs: Methods for clinical and applied settings. (2nd ed.). New York, NY: Oxford University Press.
ISBN-13: 978-0195341881

Course Expectations

This course meets the Behavior Analyst Certification Board standards for Supervised Practicum. Throughout the semester, students must participate in 12 hours per week for 14 weeks (earning an accumulated 168 hours of practicum experience). Each student will be assigned one or more clinical cases for ABA intervention. For assigned case(s), students will be responsible for direct and competent implementation of behavioral programming as well as other tasks necessary for maintaining operation

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Clinical Competency

Students will demonstrate clinical competency by completing 7 performance-based assignments, each worth 10-points. Grading will be based upon criteria specified in a provided rubric. Clinical competency assignments will cover the following areas:

1. Implement, compare and interpret results of 2 or more different preference assessment procedures.
2. Implement a behavioral assessment procedure to identify and prioritize clinical targets.
3. Develop and implement behavior change program (including learning objectives, intervention strategies, mastery criteria), based upon results of behavioral assessment.
4. Develop and implement a data collection procedure to capture behavior changes associated with behavior change program.
5. Monitor behavior change data across time, and make programmatic changes/updates based upon data.

6. Communicate effectively with colleagues an overview of case (including results of behavioral assessment, overview of behavior change program, graphical displays of treatment, and considerations for future treatment/intervention).
7. Communicate effectively with caregivers/parents about client's therapeutic program, behavioral changes during treatment and longer-term clinical objectives.

GRADING

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HONOR CODE:

All forms of academic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking.

Academic dishonesty includes, but is not limited to cheating, plagiarism, misrepresentation, collusion, falsification of data or records, fabrication, disruption of council procedures, unauthorized or inappropriate use of university computing facilities and/or assisting another student to commit any such violation. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this Graduate Student Honor Code, common sense, and information provided by the faculty member. All graduate students are responsible for reading, understanding and upholding this code.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services at (305) 284-2374 at the beginning of the semester.

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Schedule by week:

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Weeks 2-15	<ul style="list-style-type: none">• Accumulate 12 hours of practicum experience (each week)• Attend 30 minutes of group <u>AND</u> 30 minutes of individual supervision (each week)



Memorandum

November 29, 2016

To: Leonidas Bachas, Dean of the College of Arts and Sciences

From: Philip McCabe, Professor and Chair, Department of Psychology

Subject: Letter of Support for Applied Behavior Analysis Track of the Master's Degree in Psychology

I am writing to express my support for the Applied Behavior Analysis Track of the Master's Degree in Psychology. This program was initiated by the Department of Psychology and was approved unanimously by the departmental faculty on November 17, 2016. The program is designed to benefit students who have earned a bachelor's degree in psychology from the and are seeking a Master's degree and professional certification in applied behavior analysis, a subspecialty of psychology. Students who complete the program will meet the coursework and experiential requirements necessary to become a Board Certified Behavior Analyst, which is a Master's level certification offered by the Behavior Analysis Certification Board (the primary agency offering professional credentialing in this field). We anticipate that this program will attract high quality students, and will provide an additional viable option of future employment for these students.