



Kursplan

för kurs på avancerad nivå

Special Education; Applied Behaviour analysis, early intervention and developmental disabilities

7.5 Höskolepoäng

7.5 ECTS credits

Special Education; Applied Behaviour analysis, early intervention and developmental disabilities

Kurskod:	UQ417F
Gäller från:	VT 2010
Fastställt:	2009-12-16
Institution	Specialpedagogiska institutionen
Ämne	Specialpedagogik

Beslut

The course is independent of a study programme. The subject area is special education.

This syllabus was approved by the board of the Department of Special Education on December 16, 2009.

This syllabus is valid as of spring 2010.

Beslut om upphävande är fattat av institutionsstyrelsen vid Specialpedagogiska institutionen 2021-03-16.

Förkunskapskrav och andra villkor för tillträde till kursen

Students with different educational backgrounds such as educators, special educators, psychologists, physiotherapists, speech and language therapists, or who have a degree equivalent of 180 ECTS.

Kursens uppläggning

Provkod	Benämning	Höskolepoäng
DK01	Appl. Beh. analysis, early intervention & dev. disabilities	7.5

Kursens innehåll

This is an advanced level introductory course to applied behaviour analysis and autism. The course provides an introduction to biological and medical aspects of autism, as well as diagnostic criteria. The principles and procedures of applied behaviour analysis will be introduced. Students will read and analyze behavioural research within the field of autism. Instructional mediums will utilize face-to-face meetings with computer mediated technology.

Literature is in English.

Förväntade studieresultat

At completion of the course, students are expected to:

Identify psycho-educational diagnostic instruments used to diagnosis autism
Describe system complexities regarding interactions from a parental perspective.

Define basic learning principles from a behaviour analytic perspective.

Describe the concept of experimental evaluation in the context of single-case research design.

Define key features of joint attention from a behaviour analytic perspective.

Demonstrate the similarities and differences between discrete trial teaching and incidental teaching.

Define similarities and differences between stimulus equivalence and relational frame theory.

Undervisning

Lectures, seminars, group work and role play.

Kunskapskontroll och examination

Three group reflection papers, one group assignment and one individual assignment.

The group assignment and the individual assignment will be graded using the seven-point scale:

A = Excellent
B = Very Good
C = Good
D = Satisfactory
E = Adequate
Fx = Inadequate
F = Totally Inadequate

The assessment criteria for the course will be distributed at the beginning of the course.
In order to pass the course, the grade E or higher is required in all components.

If students fail a course unit and receive the grade Fx or F on an examination, they are allowed to retake The examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher.

Students who receive a grade of E or higher on an examination may not retake the examination to attain a higher grade.

If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have another examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

Kurslitteratur

BACB ethical guidelines, www.BACB.com

Klin, Saulnier, Tsatsanis & Volkmar (2005). Chap 29. Clinical Evaluation in Autism Spectrum Disorders: Psychological Assessment within a Transdisciplinary Framework. In Volkmar, Paul, Klin and Cohen (Eds) *Handbook of Autism and Developmental Disorders; Diagnosis, Development, Neurology and Behaviour 3rd Edition*; New Jersey, John Wiley and sons.

Grandin, T (2005). Kap 51. A personal perspective on autism. In Volkmar, Paul, Klin and Cohen (Eds) *Handbook of Autism and Developmental Disorders; Diagnosis, Development, Neurology and Behaviour 3rd Edition*; New Jersey, John Wiley and sons.

Holth, P. (2005) An operant analysis of □joint attention□. *Journal of Early and Intensive Behavioral Intervention*, 2, 160-175. [Also reprinted, 2007, in the *European Journal of Behavior Analysis*, 8, 77-91.

Lord & Corsello (2005) kap 28. Diagnostic Instruments in Autistic Spectrum Disorders. In Volkmar, Paul, Klin and Cohen (Eds) *Handbook of Autism and Developmental Disorders; Diagnosis, Development, Neurology and Behaviour 3rd Edition*; New Jersey, John Wiley and sons.

Maurice, C. (1993). *Let me hear your voice: A family's triumph over Autism*. New York: Ballantine Books

National Standards Project, download the whole report at:
<http://www.nationalautismcenter.org/affiliates/>

Ramnerö. J. & Törneke, N. (2006). *The ABCs of Human Behavior; Behavioral Principles for the Practicing*.

Clinician: Oakland California, New Harbinger Publications.

Schreibman, L. & Koegel, R. L. (2005). Training for parents of children with autism: Pivotal responses, generalization, and individualization of interventions. In E. D. Hibbs & P. S. Jensen (Eds.), *Psychosocial treatment for child and adolescent disorders: Empirically based strategies for clinical practice (2nd Edition)*. (pp. 605-631). Washington, D. C.: American Psychological Association.