



## Master Course Syllabus

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

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** AUTS

**Course and Section #:** 3810 - 601

**Course Title:** Autism Across a LifeSpan1: Infant and Children

**Credits:** 3

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### ***Course Description***

This course examines key issues related to infants and children diagnosed with autism spectrum disorder and their impact on families and communities. It emphasizes interdisciplinary care, cultural competence, family-centered approaches, and a life-course perspective.

This course is part of the verified course sequence required for those seeking their BCaBA or autism minor.

**This course is one of 7 courses in the Autism Minor**

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### ***Course Attributes***

This course has the following attributes:

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

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Jennifer Call

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### ***Student Learning Outcomes***

1. Identify early warning signs of autism and best practice screening
  2. Articulate the three core challenge areas for infants and children with autism spectrum disorders.
  3. Identify appropriate assessments for developing treatment plans for young children
  4. Identify successful educational strategies for toddlers and children with autism spectrum disorders
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### ***Course Materials and Texts***

1. *Learners on the Autism Spectrum, 3rd Edition*, Edited by Kari Dunn Buron and Pamela Wolfburg, ISBN-13: 978-1937473945 (**optional**)

2. Madden, j., Reed, D. D., & Reed, F. D. (2021). An Introduction to Behavior Analysis. Hoboken: Wiley. ISBN: 978-1-119-12653-9 (required)
  3. Choose one of the following two novels (required)
    1. Let Me Hear Your Voice: A Families Triumph Over Autism by Catherine Maurice ISBN-13 978-0449906644
    2. Forever Boy: A Mother's Memoir of Autism and Finding Joy by Kate Swenson
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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

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

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

**Reflection paper:** Read one of the two suggested novels and write a three-page analysis of the book.

**Sibling Interview:** Conduct a face-to-face interview with a sibling of an individual on the autism spectrum (i.e., diagnosis of ASD, PDD, Asperger's, etc.) and write a 2-page summary of the interview.

**Case Study:** A case study will be provided in class. As we work through the different assessments and treatments for individuals on the autism spectrum, students will complete the case study's components by writing measurable objectives. At the end of the semester, students will submit the case study.

**Resource Handbook:** Create a notebook designed to be a resource for you in the future. The resource notebook will include articles, handouts, and assignments collected throughout the course. This should be an addition to the handbook you created in AUTS 250G

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

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

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### **Required or Recommended Reading Assignments**

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

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## General Description of the Subject Matter of Each Lecture or Discussion

Overview of Assessment and Treatment of Autism in infants and Children

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

Chapter 2: Madden, j., Reed, D. D., & Reed, F. D. (2021).

- Early intervention and Comprehensive Treatment Programs
- Measuring Behavior, observation methods

Chapter 14: Madden, j., Reed, D. D., & Reed, F. D. (2021). Verbal Behavior

- Verbal Behavior, Rules and Rule governed behavior, Skinner functional Taxonomy of Speaker behaviors, training verbal operants

Tiger JH, Hanley GP, Bruzek J. Functional Communication(2008)

Prompting, Functional Communication Training,

Chapter 5: Madden, j., Reed, D. D., & Reed, F. D. (2021).

Reinforcement, shaping, motivation, habit formation

Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching Assessment Techniques. *The Analysis of verbal behavior*, 30(1), 36–47.

Assessment, mands, tacts, interviewing skills, ABLL's assessment, analyzing data

High-Probability Request Sequence to Increase Compliance of Children With Autism Spectrum Disorder: A Meta-Analysis Rosales et.al 2021

Behavior momentum, Prompting, Sequencing, High probability behaviors, low probability behaviors

Assessment and Skill Development of Play skills through Naturalistic Teaching strategies

Incidental Teaching, NET, prompting, assent, consent, Socially significant behaviors

Perone M. (2003). Negative effects of positive reinforcement.

Planning for unwanted side effects, behavior change, reinforcement & punishment procedures

Taylor, B. A., LeBlanc, L. A., & Nosik, M. R. (2018) Compassionate Care in behavior analytic Treatment

Compassionate Care, family stressors related to autism, relationship- building skills, collaborating with families and individuals.

Abadir, C. M., DeBar, R. M., Vladescu, J. C., Reeve, S. A., & Kupferman, D. M. (2021). Effects of video modeling on abduction-prevention skills by individuals with autism spectrum disorder. *Journal of applied behavior analysis*, 54(3), 1139–1156. <https://doi.org/10.1002/jaba.822>  
Safety skills, prompting, drowning statistics

Smeets, P. M., Lancioni, G. E., Ball, T. S., & Oliva, D. S. (1985). Shaping self-initiated toileting in infants. *Journal of applied behavior analysis*, 18(4), 303–308.  
Shaping and Chaining Self- help skills

de Rose, J. C., de Souza, D. G., & Hanna, E. S. (1996). Teaching reading and spelling: Exclusion and stimulus equivalence. *Journal of Applied Behavior Analysis*, 29(4), 451–469.  
Stimulus Class, Stimulus Equivalence, prompting, assessments, PEAK Program

Anderson, C. M., & Kincaid, D. (2005). Applying Behavior Analysis to School Violence and Discipline Problems: Schoolwide Positive Behavior Support. *The Behavior Analyst*, 28(1), 49–63.  
School Wide positive Behavior Support, prompting, intensive school interventions, IEP, Evidence based practice in schools

Council for Autism Service Providers [www.casproviders.org](http://www.casproviders.org)  
Treatment plans, session notes, service guidelines

3<sup>rd</sup> Knowledge-Based Quiz

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## ***Required Course Syllabus Statements***

### **Generative AI**

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

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

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

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

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

- Writing entire sentences, paragraphs or papers to complete class assignments.

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

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

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

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### Using Remote Testing Software

This course does not use remote testing software.

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

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## *Required University Syllabus Statements*

### Accommodations/Students with Disabilities

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

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

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

DHH is located on the Orem Campus in BA 112.

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### Academic Integrity

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

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

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

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

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### **Equity and Title IX**

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

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### **Religious Accommodation**

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

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

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