



Online Applied Behaviour Analysis
Certificate Course for Educators
Course Syllabus

Developed by Training Institute, Geneva Centre for Autism
elearning.autism.net

Part 1 : Course Information

INSTRUCTOR INFORMATION

Instructor: Geneva Centre for Autism – Training Institute Faculty

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COURSE OBJECTIVES

The objective of the ABA Certificate Course for Educators is for participants to learn the theory, strategies, and ethical considerations required to assist them in using ABA principles in their classrooms. The 12-module course will educate participants on the theory and history of ABA, with an emphasis on how to apply evidence-based strategies to teaching situations, and program development for students with ASD. Learning outcomes will ensure that educators will complete the course with an understanding of the theory and principles of ABA that can be used in the classroom to increase skill acquisition and independence, and decrease challenging behaviours.

You will meet the objectives listed above through a combination of the following activities in this course:

- Video presentations
- Quizzes
- Attendance and participation in online group discussions.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

LANGUAGE INSTRUCTION

This course is available in both English and French. Upon enrolment you will have access to both English and French versions. You are free to choose either language to complete the course. However, in order to receive your certificate, you need to complete all the requirements in one language. If you choose to complete the course in English, you need to complete all the required elements in English. For example, you cannot complete some of the quizzes or view presentations in English, and the rest in French.

If you complete ALL the required course elements in BOTH languages, you will receive a certificate of completion for BOTH the English and French Course.

TOPIC OUTLINE

Module 1 – What is Applied Behaviour Analysis?

At the end of this module, participants will be able to:

- Briefly describe the history of behaviour analysis
- Define Applied Behaviour Analysis
- Define the 7 dimensions of ABA
- Distinguish between observable and unobservable behaviour
- Describe ABA in relation to PPM-140

Module 2 – What is Behaviour?

At the end of this module, participants will be able to:

- Operationally define a behaviour to change
- Apply ethical and practical considerations for selecting target behaviours
- Identify measurable dimensions of behaviour
- Understand the ABCs of behaviour
- Describe how motivating operations influence behaviour

Module 3 – Functions of Behaviour

At the end of this module participants will:

- Describe the benefit of using a multidisciplinary assessment approach
- Identify events that predict WHEN & WHERE the behaviour occurs (4-term contingency)
- Identify WHY a student engages in behaviour (function)
- Identify assessment methods
- Construct a hypothesis statement to summarize the WHAT, WHEN, WHERE, & WHY of a student's behaviour
- Describe the functional behaviour assessment process Module 3-Defining Behaviour

Module 4 – Antecedent Strategies and Accommodations

At the end of this module, participants will be able to:

- Define antecedent strategies and discuss where they fit into behaviour support plan
- Describe different ABA-based techniques for antecedent strategies
- Select appropriate antecedent strategies based on the function of behaviour

Module 5 – Teaching Replacement Behaviours

At the end of this module, participants will be able to:

- Define replacement behaviors
- Select appropriate replacement behaviors
- Describe differential reinforcement procedures and extinction
- Describe the use of these techniques as applied to case examples

Module 6 – Skills/Curriculum Assessments

At the end of this module participants will:

- Describe the benefit of using a multidisciplinary assessment approach
- Interpret skill assessment methods (ABLLS-R & VB-MAPP)
- Interpret functional skill assessment methods (AFLS)
- How to use skill assessments to set goals
- Describe the curriculum planning process

Module 7 – ABA Teaching Methods

At the end of this module, participants will be able to:

- Describe how motivating operations affect learning
- Explain how to use reinforcement effectively
- Describe a shaping procedure
- Describe effective prompting techniques and how to systematically fade prompts
- Describe how to develop and implement a task analysis for complex skills

Module 8 – Is it working? Data Collection and Monitoring Progress

At the end of this module, participants will be able to:

- Describe the importance of data collection
- Describe the most common data collection methods
- Take data using the common data collection methods
- Describe the important components of a graph
- Graph data
- Describe the benefits of graphing data
- Interpret a baseline graph and decide when to start an intervention
- Observe and describe data trends

Module 9 – Generalizing & Maintaining Skills

At the end of this module, participants will be able to:

- Describe the importance of programming for generalization & maintenance
- Describe types of generalization & maintenance
- Describe strategies used for generalization & maintenance
- Identify a process to implement generalization strategies

Module 10 – Effective Collaboration Strategies with Parents and Relevant Community Partners in Joint Planning

As a result of your participation, you will be able to:

- Describe what is collaboration
- List the three effective collaboration skills
- Outline the six steps to a 'productive interaction'

Module 11 – Writing Effective Individual Education Plans (IEP) that Incorporate ABA Methods

As a result of your participation, you will be able to:

- Identify what is and is not included in an IEP
- Name sources of information to be consulted prior to development of the IEP
- List the 5 phases of IEP development
- Write a SMART IEP goal

Module 12 – The Use of ABA Methods to Support Students' Transitions

At the end of this module participants will be able to:

- Understand the importance of transition planning as it relates to the Ontario Ministry of Education guidelines, regulations, and policy/program memorandums
- Describe the benefits of creating transition plans
- Describe the process for transition plans for micro and macro transitions
- Create a transition plan for micro and macro transitions

COURSE STRUCTURE/ REQUIREMENTS

This course will be delivered entirely online at <http://elearning.autism.net>. You will use your elearning account to login to the course. Your detailed account information will be provided to you upon registration.

Once you are enrolled in the course, you will have access to your account for 120 days. To obtain your certificate you MUST complete all course requirements within this time.

The course is comprised of 12 modules. Participants will engage in a blend of self-paced and interactive group-based learning. We estimate the course will require an average of 20 hours including interactive activities and quizzes. Lessons in each module are presented as a series of video recordings. Participants must complete a quiz for each module.

In addition to the video presentations and quizzes, participants will also be required to participate in 4 online live group discussions with a course facilitator. Each group discussion will be approximately 45 minutes in length, and will be offered multiple times each month.

Important Note: Refer to the course calendar for specific group discussion dates and times. If you have any questions, please contact us at traininginstitute@autism.net.

TEXTBOOK & COURSE MATERIALS

Required Textbook

There is no required text for this course. All of the information that participants will be evaluated on will come from the 12 modules.

Recommended Texts & Other Readings

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.
- Alberto, P. A., & Troutman, A. C. (2012). Applied behavior analysis for teachers (9th ed.) Where. Upper Saddle River, NJ: Pearson Education Inc.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 1, 91-97.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. Journal of Applied Behavior Analysis, 10, 349-376.

TECHNICAL REQUIREMENTS

Hardware

- Windows XP or higher, Mac OS X or higher
- Internet connection (high speed internet preferred)
- Audio: sound card and speakers or headphones for listening

Internet Browser

- Even though you can access the online course via any browser, Mozilla Firefox is highly recommended. – Latest version at <http://www.mozilla.org/en-US/>
- Some of the courses use pop-up windows, therefore you will need to disable pop-up blockers in your browser.

Software

- MS Word 2003 or later version
- Acrobat Reader – Latest version at <http://get.adobe.com/reader>
- Adobe Flash – Latest version - <http://get.adobe.com/flashplayer>

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with e-learning you can:

- Visit the Student FAQ's Web Page in your online course
- Send us an email at elearning@autism.net

Part 2: Grading Policy

GRADED COURSE ACTIVITIES

Participants will be evaluated in two ways.

1. Multiple choice quizzes

- Each module will have a multiple choice quiz component
- Your average score of all 12 quizzes should be at least **85%**
- There will be **2 attempts** allowed for each quiz

2. Live chats with facilitators

- There are total of four live chat sessions. Upon completion of attending the live chat session, your attendance will be marked. If you DO NOT attend the registered live chat session, you will receive a 'no-show'.
- Chat A is for Module 1, 2, and 3. Chat B is for Module 4, 5, and 6. Chat C is for Module 7, 8, and 9. Chat D is for Module 10, 11, and 12
- Attendance in all four live chat sessions is mandatory.
- Your attendance in live chat sessions will NOT be included in your final passing grade for this course.

LATE WORK POLICY

You need to complete all of the graded course elements within **120** days from your course start date.

Be sure to pay close attention to the schedule of live chat sessions with your facilitator — you need to complete all four chats within the 120 days.

VIEWING GRADES IN ELEARNING.AUTISM.NET

Marks you receive for graded elements will be posted to the elearning.autism.net Grade Book. Click on the Grades link on the left navigation panel to view your marks.

You will be able to view your quiz grades immediately after each attempt.

Your facilitator will update your live chat attendance after the live chat has been completed. You will see a visual indication of new grades posted on your elearning.autism.net course page. Please allow a few days for your attendance to be marked.

PASSING GRADE

Final grades assigned for this course will be based on the percentage of total marks earned.

The passing grade for this course is 85%.

Part 3: Course Policies

PARTICIPATION

Students are expected to participate in all online activities as listed above.

COMPLETE QUIZZES

All quizzes for this course must be completed electronically through elearning.autism.net unless otherwise instructed. Quizzes will only become accessible after viewing all of the video presentations for that module. Once the quiz becomes available, participants will have the option to complete it immediately or at a later time within their 120 day registration period. There will be a limited number of attempts for each quiz, and the highest score among your attempts will count toward your final grade. Correct answers to the quizzes will be provided when a mark of 75% or higher is received.

REQUESTS TO DROP THIS COURSE

Once participants enroll themselves in the course they are granted access to all of the course materials for 120 days. After 120 days you will automatically be un-enrolled of the course. Should a participant decide they no longer want to achieve a certificate, they can simply stop logging in.

INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATIONS NEEDED

If you require any special accommodations, please contact traininginstitute@autism.net prior to registration to discuss your needs.