**RSED 7400 / 7400 – D01 Curriculum and Teaching in Specialization: Instruction for Students with Autism and Developmental Disabilities**

**Auburn University Department of Special Education, Rehabilitation, Counseling**

1. **Course Number**: RSED  7400/7400 – D01 (08/18-12/12)

* **Course Title:** Curriculum and Teaching in Specialization
* **Credit**: 3 hours

**Meeting Times: Thursday 6:30 to 9:00  Office hours:**by appt.

**Instructor:** Xueqin Qian          **Instructor’s email:**xzq0016@auburn.edu

1. **Date Syllabus Prepared:** July 2025
2. **Required Readings:**

Barbera, M. L. (2007). *The verbal behavior approach: How to teach children with autism and related disorders*. Jessica Kingsley Publishers.

Johnson, J.M. (2014). *Radical behaviorism for ABA practitioners*. Cornwall-on-Hudson, NY: Sloan Educational Publishing

Recommended book if planning to take the BCBA exam:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020).  *Applied Behavior Analysis* 3rd ed. Upper Saddle River, NJ: Pearson.

Articles associated with weekly topics posted on Canvas (modules section, organized by week)

1. **COURSE DESCRIPTION:** This course presents principles and procedures associated with interventions to establish verbal capabilities in children with developmental disabilities who have language delays.
2. **COURSE OBJECTIVES:** After appropriate learning activities, the student will:
3. Identify goals of behavior analysis as a science (A-1)
   * Explain philosophical assumptions underlying the science of behavior analysis (A-2)
   * Describe and explain behavior from the perspective of radical behaviorism (A-3)
   * Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis (A-4)
   * Describe and define the dimensions of applied behavior analysis (A-5)
   * Define and provide examples of the verbal operants (B-14)
   * Define and provide examples of derived stimulus relations (B-15)

1. 6**.  COURSE CONTENT SCHEDULE**

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| --- | --- | --- | --- |
| Date | Topic | Readings | Assignments Due |
| Aug 21 | Philosophical Underpinnings | Chapter 1 Radical Behaviorism  Verbal behavior approach (VBA): Chapters 1 and 2 |  |
| Aug 28 | Verbal Behavior Operants | VBA Chapters 3 and 4 | Article selection due |
| Sept 4 | Preference Assessments | VBA Chapters 5 and 6 |  |
| Sept 11 | Learning to Listen | Articles: Hansen et al., 2018a; 2018b |  |
| Sept 18 | Learning to Listen | VBA Chapter 7  Articles: Majdalany, 2014; 2016 | Preference assessment video project due |
| Sep 25 | Early speaker function | Articles: Kobari, 2014; Ross, 2003; Hansen et al 2018 |  |
| Oct 2 | Early Speaker Functions | VBA Chapter 8  Ward et al., 2020; Whalen and Schreibman 2003; Hansen et al., 2018  Verbal behavior podcast | DTT video #1 (massed trials) |
| Oct 9 | fall break no class |  |  |
| Oct 16 | Advanced Speaker Functions | VBA Chapter 9, 10  Essential for Living podcast | DTT video #2 |
| Oct 23 | Teaching verbal behavior | VBA Chapter 9 and 10  Marion; LeBlanc 2003 | DTT video #3 |
| Oct 30 | Teaching receptive language | Valentino; Wang et al., 2020; Neely 2016 | DTT video #4 |
| Nov 6 | Teaching receptive language | Grow and LeBlanc (2013) |  |
| Nov 13 | Problems in vocal development | Articles: Kodak, 2009; Love, 2012 | Article presentation due |
| Nov 20 | Review |  |  |
| Nov 27 | History of verbal behavior | https://pmc.ncbi.nlm.nih.gov/articles/PMC8789977/ |  |
| Dec 4 | Philosophy  Examination | Final | oral examination or recording due |

1. **COURSE REQUIREMENTS/EVALUATION:**Students are required to: a) successfully complete and submit all required projects, quizzes, and tests to the instructor **no later than the date designated for each**, b) pass all required quizzes and tests, and c) read assigned materials (research articles and book chapters) prior to attending classes.

**Test (50 pts):** Demonstrate competency on one test covering lecture, class activities, and information from the required text and readings. Tests will be taken online using Canvas, on the date noted on the course schedule. Testing proctors are not needed.

**Article Presentation** (**50 points total):** Each student will choose an article that includes an intervention published in Analysis of Verbal Behavior <https://link.springer.com/journal/40616>. Presentations should last 15-20 minutes and summarize each section of the peer-reviewed article. Online students will either attend class synchronously for their presentations or record themselves giving the presentation. Online and in person students are expected to watch each presentation and give feedback to each speaker. The presentation should summarize the introduction, method, results, and discussion.

**Skill Demonstration: Preference Assessments (50 points total)**: Each student will demonstrate each of the types of preference assessments: MSWO, paired choice, free operant, single stimulus, and MSW. Students will prepare treatment fidelity checklists for each procedure to turn in at the time of the exam. The professor will use the checklists to grade performance.

**Skill Demonstration: Instruction using DTT (50 points total):** Each student will demonstrate teaching each of the four types of verbal behavior (mand, tact, echoic, intraverbal) using DTT instruction (naturalistic, massed trial, mixed and varied), including at least one example of a transfer trial. Students will prepare treatment fidelity checklists for each teaching procedure to turn in at the time of the exam. The professor will use the checklists to grade performance.

**Final Exam (50 points)**:Please describe a student you have worked with (e.g., strengths, interest, language ability) and present how you will teach communication using a verbal behavior approach.You will be asked to (1) talk about how the philosophical assumptions (e.g., determinism, empiricism, parsimony) guide you in developing the intervention and (2) how your intervention plan is based on the seven dimensions of applied behavior analysis. You can choose to schedule a 30 minute zoom meeting with me (oral exam) and present it orally or submit it as a recording. No slides are needed.

**EVALUATION:**Final grades will be based on points assigned through the completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |
| --- | --- |
| Article Presentation | 50 points |
| Test 1 | 26 points |
| Preference assessment demonstration project | 40 points |
| Behaviorism Paper (final) | 50 points |
| DTT demonstration project | 40 points |
|  | **TOTAL: 206 points** |

**A=185-206 points, B= 164-205 points, C=144-163 points, D=123-143 points, F=122 and below**

Final grades will be determined by the scale above. Final grades will be comprised of points earned on the tests and projects described in the syllabus. No extra credit opportunities will be provided.

**Class Policies**

***Instructor feedback:***If sent by **the Monday before the due date**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft ([xzq0016@auburn.edu](mailto:cmd0109@auburn.edu)) no later than the **Monday before the due date** and the instructor will provide suggestions, recommendations for correction.

***Extra Credit:*** There is an RSED 7400 policy that no extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments (projects, quizzes, and tests) must be turned in **through Canvas** the day each are due prior to the start of class. Assignments must be turned in by the student completing the assignment.  **No late assignments will be accepted.**

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

**NOTE: Canvas does not accept late assignments. Assignments received via email with a time stamp after the time due will not be accepted.**

***Student Academic Grievance Policy:***The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration.  This resolution should be achieved at the lowest level and in the most equitable way.  The burden of proof rests with the complainants.”  See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:***Respect family rights to privacy, the identity of children and families will be confidential.

1. **University and College POLICIES:**

Participation:  Students are expected to participate in all class discussions and participate in all exercises.  Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Excused Absences:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be *(as specified by instructor).*

Disability Accommodations**:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code:   All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism:  As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.