

## REHB 445H, Developmental Disabilities Spring 2015 Course Syllabus and Calendar

### Instructor Information

Instructor: Mark R. Dixon, PhD  
Email: mdixon@siu.edu  
Office Location: 336A Rehn Hall  
Office Hours: M 8am – 2pm  
Course Time: M 1pm - 3:50pm

Teaching Assistant: Ashley Shayter  
Email: ashayter@siu.edu  
Office Location: 334 Rehn Hall  
Office Hours: M 4pm – 5pm or by appt.  
Course Location: 0112 Pulliam Hall

### Course Materials

Readings for this class will consist of chapters from the primary text and from assigned research articles. Students are expected to have read all assigned readings prior to the specified class. Reading objectives will be provided for each reading.

- Odom, S., Horner, R. H., Snell, M. E., & Blacher, J. (2007). *Handbook of Developmental Disabilities*. Guilford Press: New York.
- Assigned research articles can be accessed online, from the JABA website. Find it!

### Course Description

The objective of this course is to provide an in-depth examination of the medical, psychological, and cultural contexts that are experienced by individuals with developmental disabilities and their families. We will explore the etiology, assessment, intervention, and integration of individuals with specific types of developmental disabilities. A heavy emphasis will be placed on viewing developmental disabilities from functional and behavioral perspectives. The course will be taught through a combination of lecture, assigned readings, and class discussion.

### Grades

Your grade will be calculated based on points earned from 12 quizzes, class participation, and a term paper.

Quizzes (12 @ 20pts each)	240pts
Participation	15pts
Final EXAM	50pts
Total:	305pts

Grade distribution will be as follows:

	A	B	C	D	F
Percent	90	80	70	60	50
Points	274	244	213	183	< 182

### Quizzes

Quizzes will be presented at the end of each class. Quizzes will consist of short essay questions on the materials covered during that class lecture and from the assigned readings you should have completed upon the start of class. The lowest quiz grade will be dropped. No makeup quizzes will be provided so plan accordingly.

### Participation

Participation points will be earned by speaking in class. Silent for a full class? Deduct a point from your grade.

### FINAL EXAM

Comprehensive final exam. Administered during finals week at time noted on the SIU website.

### Students with Disabilities

Students with disabilities must contact the University's Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall, or refer to the DSS website for further information: <http://disabilityservices.siu.edu/>.

## Academic Dishonesty

You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs.

## Class Schedule

Date	Topics	Assigned Readings
19-Jan	<b>HOLIDAY – NO CLASS</b>	
26-Jan	Construct of Developmental Disabilities	Ch. 1, 2 Hanley, Iwata, & McCord (2003)
2-Feb	Disability Research and Demographics <b>QUIZ 1</b>	Ch. 3, 4 Baer, Wolf, & Risley (1968)
9-Feb	Medical Aspects <b>QUIZ 2</b>	Ch. 5, 6, 7 Slifer, Koontz, & Cataldo (2002)
16-Feb	Early Interventions <b>QUIZ 3</b>	Ch. 8, 9 Jones, Feeley, & Takacs (2007)
23-Feb	Autism Interventions <b>QUIZ 4</b>	Ch. 10 Carbone et al (2010)
2-Mar	Communication Interventions <b>QUIZ 5</b>	Ch. 11, 16 Marjorie et al (2003)
9-Mar	<b>SPRING BREAK – NO CLASS</b>	
16-Mar	Academic Interventions <b>QUIZ 6</b>	Ch. 12, 13, 14 Lowe & Cuvo (1976) Trace, Cuvo, & Takacs (1977)
23-Mar	Social and Physical Interventions <b>QUIZ 7</b>	Ch. 15, 17 Perez-Gonzales, Garcia-Asenjo, Williams, & Carnerero (2007) Hanley, Cammilleri, Tiger, & Ingvarisson (2007)
30-Mar	Transition to Adulthood <b>QUIZ 8</b>	Ch. 18, 19 Cuvo, Leaf, & Borakove (1978) Hall, Sheldon-Wildgen, & Sherman (1980) Kregel, Welman, & Banks (1989)
6-Apr	Living Arrangements <b>QUIZ 9</b>	Ch. 20, 21, 22
13-Apr	Behavior Supports <b>QUIZ 10</b>	Ch. 23 Ross & Horner (2009) Dixon, Benedict, & Larson (2001)
20-Apr	Mental Health Supports <b>QUIZ 11</b>	Ch. 24, 25 Kayser, Wacker, Derby, Andelman, Golonka, & Stoner (1997) Neef, Bicard, Endo, Coury, & Aman (2005) LaRue Jr., Northup, Baumeister, Hawkins, Seale, Williams, & Ridgway (2008)
27-Apr	Impact on Families <b>QUIZ 12</b>	Ch. 26, 27, 28 Krantz, MacDuff, & McClannahan (1993) Green, Hardison, & Greene (1984)
4-May	Future Directions and Review <b>QUIZ 13</b>	Ch. 30 Binder, Dixon, & Ghezzi (2000) Dixon, Hayes, Binder, Manthey, Sigman, & Zdanowski (1998) Rosales & Rehfeldt (2007)
11-May	<b>FINALS WEEK – EXAM</b>	Final Exam: 12:30 – 2:30pm Friday 5/15/15

## Supplemental Reading List

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.

- Binder, L. M., Dixon, M. R., & Ghezzi, P. M. (2000). A procedure to teach self-control to children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 33*, 233-237.
- Carbone, V., Sweeney-Kerwin, Attanasio, & Kasper (2010). Increasing the vocal responses of children with autism and developmental disabilities using manual sign mand training and prompt delay. *Journal of Applied Behavior Analysis, 43*, 705-709.
- Cuvo, A. J., Leaf, R. B., & Borakove, L. S. (1978). Teaching janitorial skills to the mentally retarded: Acquisition, generalization, and maintenance. *Journal of Applied Behavior Analysis, 11*, 345-355.
- Dixon, M. R., Benedict, H., & Larson, T. (2001). Functional analysis and treatment of inappropriate verbal behavior. *Journal of Applied Behavior Analysis, 34*, 361-363.
- Dixon, M. R., Hayes, L. J., Binder, L. M., Manthey, S., Sigman, C., & Zdanowski, D. M. (1998). Using a self-control training procedure to increase appropriate behavior. *Journal of Applied Behavior Analysis, 31*, 203-210.
- Green, R. B., Hardison, W. L., & Greene, B. F. (1984). Turning the table on advice programs for parents: Using placemats to enhance family interaction at restaurants. *Journal of Applied Behavior Analysis, 17*, 497-508.
- Hall, C., Sheldon-Wildgen, J., & Sherman, J. A. (1980). Teaching job interview skills to retarded clients. *Journal of Applied Behavior Analysis, 13*, 433-442.
- Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis, 36*, 147-185.
- Hanley, G. P., Cammilleri, A. P., Tiger, J. H., & Ingvarsson, E. T. (2007). A method for describing preschoolers' activity preferences. *Journal of Applied Behavior Analysis, 40*, 603-618.
- Jones, E. A., Feeley, K. M., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. *Journal of Applied Behavior Analysis, 40*, 565-570.
- Kayser, K. H., Wacker, D. P., Derby, K. M., Andelman, M. S., Golonka, Z., & Stoner, E. A. (1997). A rapid method for evaluating the necessity for both a behavioral intervention and methylphenidate. *Journal of Applied Behavior Analysis, 30*, 177-180.
- Krantz, P. J., MacDuff, M. T., & McClannahan, L. E. (1993). Programming participation in family activities for children with autism: Parents' use of photographic activity schedules. *Journal of Applied Behavior Analysis, 26*, 137-138.
- Kregel, J., Wehman, P., & Banks, P. D. (1989). The effects of consumer characteristics and type of employment model on individual outcomes in supported employment. *Journal of Applied Behavior Analysis, 22*, 407-415.
- LaRue Jr., R. H., Northup, J., Baumeister, A. A., Hawkins, M. F., Seale, L., Williams, T., & Ridgway, A. (2008). An evaluation of stimulant medication on the reinforcing effects of play. *Journal of Applied Behavior Analysis, 41*, 143-147.
- Lowe, M. L., & Cuvo, A. J. (1976). Teaching coin summation to the mentally retarded. *Journal of Applied Behavior Analysis, 9*, 483-489.
- [Marjorie H. Charlop-Christy](#), [Michael Carpenter](#), [Loc Le](#), [Linda A. Leblanc](#), and [Kristen Kellet](#). (2003). Using the picture exchange communication system (pecs) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior, and problem behavior. *JABA, 35*, 213-231.
- Neef, N. A., Bicard, D. F., Endo, S., Coury, D. L., & Aman, M. G. (2005). Evaluation of pharmacological treatment of impulsivity in children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 38*, 135-146.
- Pérez-González, L. A., García-Asenjo, L., Williams, G., & Carnerero, J. J. (2007). Emergence of intraverbal antonyms in children with pervasive developmental disorder. *Journal of Applied Behavior Analysis, 40*, 697-701.
- Rosales R., & Rehfeldt, R. A. (2007). Contriving transitive conditioned establishing operations to establish derived manding skills in adults with severe developmental disabilities. *Journal of Applied Behavior Analysis, 40*, 105-121.

Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis*, 42, 747-759.

Slifer, K. J., Koontz, K. L., & Cataldo, M. F. (2002). Operant-contingency-based preparation of children for functional magnetic resonance imaging. *Journal of Applied Behavior Analysis*, 35, 191-194.

Trace, M. W., Cuvo, A. J., & Criswell, J. L. (1977). Teaching coin equivalence to the mentally retarded. *Journal of Applied Behavior Analysis*, 10, 85-92.