

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HMDV 571B

**COURSE TITLE**

INSTRUCTIONAL AIDE II

**ALTERNATE TITLE(S)**

SPECIAL ED ASSISTANT II  
EDUCATIONAL AIDE II  
INCLUSION AIDE II  
BEHAVIOR TECHNICIAN II

**TYPE COURSE**

NON-FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

Introduction to principles of applied behavior analysis (ABA) for the purpose of providing instructional support to individuals with disabilities. This course provides an overview of the following: ABA teaching strategies; reinforcement; functions of behavior; areas for intervention; behavioral terms; data collection; and standards in communication and training. (FT)

**LECTURE/LABORATORY HOURS**

54

**ADVISORIES**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand the principles of Applied Behavior Analysis.
2. Analyze the functions of behavior and data collection procedures used in education and treatment plans.
3. Understand skill deficit areas for Applied Behavior Analysis systematic intervention and teaching.
4. Evaluate communication strategies with clients, supervisors, families and other professionals.

COURSE OBJECTIVES

1. Discuss principles of Applied Behavior Analysis.
2. Demonstrate understanding of reinforcement strategies.
3. Compare functions of behavior as related to education and treatment goals.
4. Examine data collection procedures as related to tracking progress of ABA education and treatment goals.
5. Identify areas for systematic intervention and teaching.
6. Appraise effective communication skills when serving individuals with disabilities.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Overview of Applied Behavior Analysis (ABA)
  - 1.1.1. Definition and principles of ABA
  - 1.1.2. Reinforcement
    - 1.1.2.1. Positive reinforcement
    - 1.1.2.2. Negative reinforcement
    - 1.1.2.3. Non-contingent reinforcement
  - 1.1.3. Schedules of reinforcement
    - 1.1.3.1. Token economy
    - 1.1.3.2. Self-Management
  - 1.1.4. Preference assessment
- 1.2. Defining ABA punishment terminology

1.2.1.1. Extinction procedures  
COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2.1.2. Correction procedures
- 1.3. Teaching strategies
  - 1.3.1. Discrete trial training
    - 1.3.1.1. Types of prompts
    - 1.3.1.2. Prompt hierarchy
    - 1.3.1.3. Inadvertent prompts
    - 1.3.1.4. Prompt dependence
  - 1.3.2. Antecedent strategies
    - 1.3.2.1. Priming
    - 1.3.2.2. Social stories
  - 1.3.3. Chaining
- 1.4. Functions of Behavior
  - 1.4.1. Attention
  - 1.4.2. Escape/removal
  - 1.4.3. Automatic/sensory
  - 1.4.4. Access
- 2. Goals
  - 2.1. How they are written
  - 2.2. Data collection
    - 2.2.1. Antecedent behavior consequence (ABC) data
    - 2.2.2. Percent of opportunities
    - 2.2.3. Rate/frequency
    - 2.2.4. Duration
    - 2.2.5. Interval recording
  - 2.3. Mastery criteria
  - 2.4. Generalization and maintenance
  - 2.5. Caregiver education
- 3. Areas for intervention
  - 3.1. Mand
    - 3.1.1. Augmentative and alternative communication (AAC) device
    - 3.1.2. Picture exchange communication system (PECS)
  - 3.2. Tact
  - 3.3. Imitation
  - 3.4. Listener responding
  - 3.5. Echoic
  - 3.6. Social
  - 3.7. Self help or adaptive living skills
  - 3.8. Behaviors for reduction
    - 3.8.1. Behavior intervention plan (BIP)
    - 3.8.2. Managing maladaptive behaviors
- 4. Supervision and training
  - 4.1. Purpose and frequency of supervision
    - 4.1.1. Performance feedback
    - 4.1.2. Individualized care

5. Communication
  - 5.1. Communicating progress and concerns
- COURSE CONTENT AND SCOPE (CONTINUED)

- 5.2. Confidentiality
- 5.3. Caregiver education
- 5.4. Cultural competencies
- 5.5. Providing resources
- 5.6. Coordination of care

### APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Taking class notes
2. Satisfactory performance on written exams
3. Short essays demonstrating understanding of topics covered in class
4. Completing class handouts for data collection practice

### OUTSIDE ASSIGNMENTS

Outside class assignments may include, but are not limited to:

1. Readings as assigned to enhance understanding of course material
2. Writing assignments demonstrating understanding of topics covered in class
3. Viewing videos on the internet as assigned that demonstrate teaching strategies for individuals with disabilities
4. Attend field trip/s to clinical, school or community settings as assigned

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Successful performance on course exams
2. Demonstration of teaching strategies during role play exercises in class
3. Written assignments that incorporate core concepts regarding teaching strategies, milestones and characteristics of individuals with disabilities
4. Completion of class handouts that apply course concepts and principles
5. Engage in class discussions related to practical application of concepts learned in class

EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives but are not limited to: exams, writing assignments, role play and participation.

Examples of assessments may include:

1. Satisfactorily define the principles of Applied Behavior Analysis
2. Demonstration of understanding of reinforcement strategies
3. Identification of the functions of behavior as related to education and treatment goals
4. Examine data collection procedures as related to tracking progress of ABA education and treatment goals
5. Critique skills for systematic intervention and teaching
6. Demonstration of effective communication skills during role play exercises

Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

The methods of instruction may include but are not limited to direct instruction, group discussion, role play, handouts, videos, lecture, guest speakers, hands-on demonstrations, computer-assisted instruction, laboratory assignments, role modeling, problem solving, in group activities using critical thinking, exams, assignment portfolio and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks may include, but are not limited to:

*Applied Behavior Analysis, Second Edition.* Cooper, J.O., Heron, T. E., & Heward, W. L. Upper Saddle River, New Jersey: Pearson Education, Inc., 2007

PREPARED BY Carlie Robitaille, Rachel Rose

DATE April 6, 2022

REVISED BY \_\_\_\_\_

DATE \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog