



SCHOOL OF SOCIAL SCIENCES CAPILANO UNIVERSITY

Bachelor of Arts in Applied Behaviour Analysis – Autism

The Bachelor of Arts degree with a major in Applied Behaviour Analysis - Autism is a unique degree program in British Columbia and Western Canada. At this time, it is the only baccalaureate program in Western Canada that blends rigorous academic training and a BCBA supervised intensive practicum experience that enables successful graduates to meet the requirements to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination. With 1 in 68 children on the Autism spectrum (CDC, 2014), this program has tremendous potential to improve the lives of people with Autism Spectrum Disorder (ASD) and their families who are currently struggling to find competent professionals in the field of applied behaviour analysis.

Admission Requirements:

- Year 1 Entry: High school diploma - minimum GPA 2.0 (60%) calculated on English 12 and two academic grade 12 courses
- Year 2 Entry: Completion of Education Assistant Certificate (or similar certificate/diploma program)
- Year 3 Entry: Associate of Arts or Science (or equivalent) - minimum GPA of 2.5
- *Exceptional* spoken and written English language skills – see University English language requirements
- For Year 3 entry, the following is also required:
 - An interview may be requested (in person or via Skype)
 - A 250 to 350-word letter of intent describing your career goals and how this program fits into your goals
 - Documentation of at least 300 hours of experience as a Behavior Interventionist prior to the start of the program (ideally BCBA supervised experience)

FIRST AND SECOND YEARS					
ABA 100 Introduction to Behaviour Principles		ABA 101 Observations of ABA In Community Settings			
ABA 200 A Survey of Applied Behaviour Analytic Applications		ABA 201 Observation Practicum			
<ul style="list-style-type: none">• 48 credits of 100/200 level electives – See University Calendar for details• Up to 30 credits of course work in related areas of study such as education assistant, child and youth development, developmental disabilities, early childhood education, special needs, applied behaviour analysis, behavioural sciences, social work, etc., may be applied towards transfer credit.					
THIRD YEAR		FOURTH YEAR			
ABA 341	Applied Behaviour Analysis I: Principles of Behaviour	3 credits	ABA 410	Practicum II – Assistant Behavior Analyst® (350 hours)	12 credits
ABA 312	Single Subject Research Design & Statistics	3 credits	ABA 345	Behavioural Assessment & Positive Behavioural Support	3 credits
ABA 343	Ethics and Professional Standards	3 credits	ABA 412	Directed Studies in ABA	3 credits
ABA 344	Autism Spectrum Disorders – I	3 credits	ABA 415	Adults with Developmental Disabilities: ABA Interventions	3 credits
300 or 400	Level Elective	3 credits			
ABA 342	Applied Behaviour Analysis II: Procedures for Behaviour Change	3 credits			
ABA 346	Autism Spectrum Disorders – II	3 credits	ABA 443	Advanced Topics in ABA	3 credits
ABA 313	Supporting Individuals with ASD and Their Families Across the Lifespan	3 credits	ABA 411	Practicum III – Assistant Behavior Analyst® (150 hours)	3 credits
ABA 426	Assessment & Intervention Planning for Young Children with ASD	3 credits	300 or 400	Level Elective	3 credits
300 or 400	Level Elective	3 credits			



FOR FURTHER INFORMATION CONTACT:

Dr. Miriam Elfert, BCBA - Program Coordinator
Applied Behaviour Analysis – Autism Department
School of Social Sciences, Capilano University
2055 Purcell Way, North Vancouver, BC
Canada V7J 3H5
Tel: 604.986.1911 local 3479
E-mail: miriamelfert@capilano.ca
www2.capilano.ca/programs/applied-behaviour-analysis.html

COURSE DESCRIPTIONS

ABA 312 Single Subject Research Design and Statistics

This research methods course focuses on procedures and issues related to the design, implantation and analysis of single subject research, also referred to as small N research. It covers general methodological information as well as specific details about single subject methods in applied settings. The course also introduces issues and applications of statistical procedures to single subject and time series data.

ABA 313 Supporting Individuals with ASD and Their Families Across the Lifespan

The course will address the critical professional skills of how to collaborate with and effectively support families that have a child with autism from diagnosis through adulthood. Students, in their professional careers, will encounter various types of families (e.g., cultural diversity, family structure, etc.) and the need to consider family factors in intervention and support strategies is essential. This course will also address "special topics" in programming for children, adolescents and young adults and further prepare service providers to create appropriate curriculum throughout the lifespan for individuals with ASD.

ABA 341 Applied Behaviour Analysis I: Principles of Behaviour

Applied Behaviour Analysis is the application of the basic principles of behaviour to the participants involved. The field is based on a scientific approach to human behaviour and has resulted in various techniques that are effective at changing behaviour. The goal of this course is to acquaint you with the various principles and their applications.

ABA 342 Applied Behaviour Analysis II: Procedures for Behaviour Change

This course covers behavioural assessment, behaviour change procedures, programming strategies for the generality of behaviour change, emergency procedures, and staff training and management. In addition, the class presents an overview of ethical and social issues in Applied Behaviour Analysis. It is the second of two parts. The two classes are based on the Behavior Analyst Certification Board's® Fourth Edition Task List. Applied Behaviour Analysis II builds on the goals and objectives of Applied Behaviour Analysis I.

ABA 343 Ethics and Professional Standards

This course is designed to provide students who are pursuing training in Applied Behaviour Analysis (ABA) with the opportunity to learn ethical principles and laws pertinent to the practice of ABA. An additional focus will be on developing and maintaining effective relationships with mental health professionals.

ABA 344 Autism Spectrum Disorders – I

This is an overview of autism spectrum disorders (ASD). The course is an examination of the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism, pervasive development disorder, Rett's disorder, Asperger's syndrome and childhood disintegrative disorder. By the end of this course, students will demonstrate knowledge and skills related to: The definition and characteristics of persons with autism spectrum disorders, causes and prevalence of ASD as well as changes throughout the lifespan.

ABA 345 Behavioural Assessment and Positive Behavioural Support

The purpose of this course is to introduce students to the philosophy and methods of behavioural assessment and positive behavioural support with persons who engage in challenging behaviour in school and community contexts. Topics covered will include principles of behaviour change, summary hypothesis statements and competing behaviour pathway diagrams, design of multi-component behaviour support plans, and the design of plans that are both technically sound and contextually-appropriate

ABA 346 Autism Spectrum Disorders – II

This course builds on content covered in ABA 344. In this course, students learn about a number of common, behaviorally based interventions designed to teach specific skills to individuals with autism spectrum disorder. Students learn about intervention approaches to address toilet training, bedtime and sleep challenges, feeding problems and food refusal behavior. Additional topics include literacy development, augmentative and alternative communication, video modeling, the use of tablet technology, and family-centered positive behavior support. The course features a number of local experts who speak to students regarding specific evidence-based approaches to intervention for children, youth, and adults with ASD. Upon completion of this course, students will demonstrate an increased knowledge of evidence-based interventions to address common challenges and needs experienced by individuals with ASD in home, school, and community settings.

ABA 410 Practicum II - Assistant Behavior Analyst®

Students will gain practical experience in the design and implementation of behavioural programs with individuals. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by a BCBA and ABA department faculty. To obtain 350 hours of the 500 supervised hours required towards certification as an Assistant Behavior Analyst®.

ABA 411 Practicum III - Assistant Behavior Analyst®

Students will gain practical experience in the design and implementation of behavioural programs with individuals. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by a BCBA and ABA Department faculty. To obtain 150 hours of the 500 supervised hours required towards certification as an Assistant Behavior Analyst®.

ABA 412 Directed Studies in Applied Behaviour Analysis

This directed studies course integrates and expands the knowledge and skills learned during the two Assistant Behavior Analyst® practicums. Students will present an in-depth case study which includes integration and critical analysis of relevant research literature and applied resources.

ABA 415 Adults with Developmental Disabilities: ABA Interventions

This course will introduce students to commonly encountered issues and topics for adults with Autism Spectrum Disorders and other Developmental Disabilities (e.g., intellectual disability, Down Syndrome, multiple disabilities, etc.). Topics will include: person centred planning, health and self-care, community and daily living skills, house, social skills and employment, literacy, and post-secondary education.

ABA 426 Assessment and Intervention Planning for Young Children with ASD

In this course, students will gain a better understanding of how to design programming for young children with ASD. Students will be introduced to a range of commonly used assessment tools and strategies for effective assessment. This will be followed by discussion of individual child goal setting. Students will be expected to choose effective short and long-term goals for young children receiving home or clinic-based intervention. Finally, students will spend several classes learning more about how to break down and effectively teach complex skills including language, social, play, and adaptive daily living skills.

ABA 443 Advanced Topics in Applied Behaviour Analysis

Advanced Topics in Applied Behaviour Analysis expands on the behaviour-analytic knowledge base developed in ABA 341 and ABA 342 with a focus on mastery and application on a full range of basic behavioural principles. Students are expected to complete weekly assignments based on the Behavior Analyst Certification Board's® Fourth Edition Task List in order to prepare for and actively participate in class discussions and clinical application exercise. Emphasis will be placed on applying principles in "real-life" clinical situations. Additionally, content relevant to consulting skills will be included.

FACULTY

Richard Stock: PhD, BCBA-D has a doctoral degree in Special Education and is a Board Certified Behavior Analyst – Doctoral. He has extensive clinical experience providing behavioral/educational services to children and youth with ASD in home and school settings. His scholarly interests include: applied behavior analysis, behavioral intervention, dissemination and inter-disciplinary collaboration, and the application of ABA to education and environmental sustainability.

Brenda Fossett: PhD, BCBA-D has a doctoral degree in Special Education, is a Board Certified Behavior Analyst - Doctoral, and a member of the BC College of Teachers. She has extensive clinical experience providing behavioral/educational services to children with ASD and other developmental disabilities, including deaf children with developmental disabilities. Her scholarly interests include: applied behavior analysis, the implementation of positive behavior support in home and school settings, and educational interventions for deaf children with developmental disabilities.

Miriam Elfert: PhD, BCBA has a doctoral degree in Special Education and is a Board Certified Behavior Analyst. She has extensive clinical experience providing behavioral/educational services to children and youth with ASD in home and school settings. Her scholarly and clinical interests include applied behaviour analysis, behavioural intervention, regulation of behaviour analysis practitioners, and the psychological experiences of parents, particularly fathers, of children with special needs.