



UNIVERSIDADE FEDERAL DE SÃO CARLOS

PRÓ – REITORIA DE PÓS-GRADUAÇÃO E PESQUISA

FICHA DE CARACTERIZAÇÃO DE DISCIPLINAS

1. Programa de Pós-Graduação em : Psicologia

Início	Ano	S
da	2011	1
Validade		

2. Objetivo da Ficha Nova

Código da Disciplina	PPG	Número
	Psi	57-7

Total de Créditos	2
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Nome da Disciplina	TÓPICOS AVANÇADOS SOBRE INVESTIGAÇÃO CIENTÍFICA EM PSICOLOGIA: Teaching Procedures to Develop Language in Individuals with ASD
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Campos a Serem Alterados				
<input type="checkbox"/> Código da Disciplina	Código Anterior	<input type="checkbox"/> Nome da Disciplina	<input type="checkbox"/> Carga Horária	X <input checked="" type="checkbox"/> Ementa
		<input type="checkbox"/> Créditos	<input type="checkbox"/> Requisitos	

Justificativa : Children with ASD and other developmental disabilities often have language delays that prevent them from communicating effectively. Behavior-analytic interventions have been demonstrated to be highly effective in remedying these skill deficits (National Autism Center, 2015). This course will describe recent advances in behavior-analytic research with the main focus on translating research into practice. The central theme is development, from simple to complex—as such, the modules of the course will map on the developmental trajectory of language development. We expect that students will learn how to select, develop, and implement empirically-based procedures to teach language to children with ASD and other developmental disabilities.

3. Carga Horária da Disciplina: 30

3.1. Aulas Teóricas	15
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3.2. Aulas Práticas	0
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3.3. Exercícios Seminários	15
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4. Ementa da Disciplina

ASSUNTOS

Ementa específica da disciplina:

The first module will provide an overview of language development from a behavior-analytic perspective. The second module will focus on establishing a listener repertoire in children (e.g., following directions, and responding to others' bids of attention). The third module will focus on emerging language—specifically, establishing voices as reinforcers and teaching children to verbally imitate others. The fourth module will discuss the pros and cons of different communication modalities, as well as prerequisites for each, that may be considered for children who are nonverbal. The fifth module will focus on teaching children to request things, actions, and information from others. The sixth module will focus on teaching children to label things in their environment, as well as to label private emotions and demonstrate say-do correspondence. The seventh module will focus on teaching simple to complex conversation skills. The eighth module will focus on teaching children to be a speaker and a listener within the same skin (i.e., bidirectional naming), which has been demonstrated to lead to learning without direct instruction (i.e., emergent learning). Finally, the eighth module will focus on teaching complex cognitive skills, such as problem-solving and analogical reasoning.

5. Caráter da Disciplina

Obrigatória para : Doutorado Mestrado Ambos

Especifica da Área de Concentração em :

X Optativa para : Doutorado Mestrado X Ambos

6. Disciplinas Pré – Requisitos, se houver

Código

Nome

1- _____

2- _____

7. Bibliografia Principal

(autor, Título, ano da Publicação e Editora)

- 1- Grow, L. L., & LeBlanc, L. (2013). Teaching receptive language skills: Recommendations for instructors. *Behavior Analysis in Practice*, 6, 56-75.
- Horne, P. J., Lowe, C. F., & Randle, V. R. L. (2004). Naming and categorization in young children: II. Listener behavior training. *Journal of the Experimental Analysis of Behavior*, 81, 267-288.
- LaFrance, D. L., & Miguel, C. F. (2014). Teaching language to children with autism
- Miguel, C. F. (2016). Common and Intraverbal Bidirectional Naming. *The analysis of Verbal Behavior*, 32, 125-128.
- Shillinguer, H. D. (2008). Listening is Behaving Verbally. *The Behavior Analyst*, 38, 145-161.
- Skinner, B. F. *Verbal Behavior* (1957). Englewood Cliffs, New Jersey: Prentice hall

8. Principais Docentes Responsáveis

Vínculo

- 1- Mariéle Diniz Cortez X
- 2- Mirela Cengher (convidada) – University of Maryland, Baltimore County
- 3- _____

9. Aprovação da Coordenação do Programa de Pós-Graduação

Esta Ficha de Caracterização foi Aprovada na 2.^a Reunião da Coordenação deste Programa de Pós – Graduação, realizada em 26 / 09 / 2007, e reiterada na 33.^a Reunião, de 16/12/2010, para o tópico específico acordado.

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Assinatura do Coordenador do Programa

10. Aprovação pelo Conselho Interdepartamental do Centro de _____

Aprovada na ____.^a Reunião do CID, realizada em ____ / ____ / ____.

Assinatura do Diretor do Centro

11. Aprovação da Câmara de Pós-Graduação e Pesquisa

Aprovada na ____.^a Reunião da Câmara de Pós-Graduação e Pesquisa, realizada em ____ / ____ / ____.

Assinatura do Presidente da Câmara