

Fall 2017

Advanced Seminar

Field Work in Autism

Douglass Developmental Disabilities Center

Dates to Remember

Critique of Iwata Article Due October 12th

Critique of Carr Article Due November 2nd

Topic and List of Articles Due November 9th

Critique of Third Articles Due November 16th

Draft of Final Paper Due November 30th

Final Draft of Paper Due December 7th

Student Presentations December 7th

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Required Readings

Douglass Developmental Disabilities Center (1987). Tutor Handbook, New Brunswick: Author.

Carr, E.G. & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209.

DDDC Website: dddc.rutgers.edu

Course Requirements

The Advanced Seminar

As a returning student who has already taken a semester of Field Work your academic assignments for the semester will differ from those taking the course for the first time. You will also meet in a separate seminar. You are going to be writing a short paper, but will not be required to keep a log or take the multiple choice exam. Note that for the first 4 weeks of the semester your class meetings will follow the schedule for the rest of the class, and after that you will attend the seminar while your peers are in their lecture section.

Article Critiques and Final Paper

The goals of these assignments include:

1. Familiarizing yourself with the *Journal of Applied Behavior Analysis (JABA)* using the *JABA* website (<http://seab.envmed.rochester.edu/jaba/>) and the library's *JABA* collection if needed.
2. Learning how to write article critiques.
3. Writing a research paper according to APA format.
4. Understanding the history of a research area within the context of applied behavior analysis.
5. Applying research to your work in your fieldwork placement.

Final Paper Assignment:

Using your work in your fieldwork placement, find a research area of interest to you. Possible topics include generalization, functional analysis/assessment, functional

communication training, video modeling, picture activity schedules, and preference assessments. You could examine any of these topics (or another topic that you wish to study with the approval of the instructor) in the context of a particular skill or behavior. This will be the article for your third article critique.

You will use the articles from your three article critiques to write a research paper that addresses the following questions regarding the topic you have chosen:

1. When the first seminal articles on the topic were written, what was the status of the specific area? That is, according to the articles, what was going on in the field at the time with regard to generalization or functional assessment, and how did the authors of the articles contribute to or change the field with their research?
2. How did subsequent research build upon the work of the pioneering authors? Early authors contributed a specific way of thinking about the field; how did subsequent authors and their research either perpetuate that way of thinking, change it, or build upon it?
3. How do you see the research “in action” in your classroom placement? This can be specific to one student or to the classroom as a whole. If you do not see the research approaches used in the classroom, how might you apply the approaches to the classroom/student?

Grading

You will write a 4-5 page double-spaced critical thinking response to each of the two assigned articles (Carr and Iwata) as well as one of your choosing. These are due the day of the class discussion of each paper.

The final paper (7-10 pages double-spaced) will account for 85% of the academic proficiency portion of the course grade and the in-class presentation will account for the remaining 15% of that component of the grade. This final paper will tie together your three article critiques as well as allowing you to share your classroom experiences. You will be required to give a short presentation to the class about your final paper.

Your grade is based on two components: clinical performance (70%) and academic proficiency (paper, 3 article critiques and a final paper) (30%). You will receive two evaluations of your clinical skills during the semester. The first will be for feedback, and the second will be used for grading purposes. The criteria for that evaluation are attached.

Grade

A	at least 90
B+	at least 86
B	at least 80
C+	at least 76

C	at least 70
D	at least 60
F	below 59

Attendance

As in any job, we expect perfect attendance. This applies to both your clinical work day and the Thursday class meeting. Your attendance will affect your grade in that if you miss more than one day, your grade will be lowered one letter grade for every additional day missed. Every Thursday class meeting counts as ½ of one workday. You will be allowed to make up 4 days (both clinical days and Thursday meetings) that you missed providing you have called the school by 8:30 a.m. to let us know you are unable to make it in. Make-up days will occur during the last week of the semester, and you will be able to arrange them ahead of time. Make up days should be completed by December 20th. This can only be done if you were granted an excused absence. If you miss a Thursday class meeting, it is your responsibility to make sure to obtain the missed material from the classroom teacher, teaching assistants, or professor.

Safety

One of our most important responsibilities as therapists is to maintain a safe environment for our children. In most classrooms, this entails keeping track of where the children are at all times, not allowing them to engage in dangerous activities, keeping dangerous articles (such as scissors) out of their reach, etc. We regret having to establish punitive contingencies regarding this, but should a lapse in safety occur, this may be reflected in your clinical evaluation for that period.

Conduct

Students are expected to conduct themselves in a manner consistent with the Rutgers University Code of Student Conduct and treat all DDDC students and employees with respect. Failure to abide by the Code of Student Conduct may result in expulsion from the course.

Parking and Location of DDDC

For information about where the buildings are located which buses to take go to:
<http://gsappweb.rutgers.edu/dddc/>

A FINAL NOTE

We realize that all of this printed matter with the requirements, do's and don'ts, and assignments may seem somewhat overwhelming to you at this point. Although it seems like a great deal of work (which it is), it can also be very rewarding for you to work at the DDDC, and FUN too! Please give us suggestions and feedback often about what you're

getting out of your practicum experience and about how you could be getting more. We'll do whatever we can to make your experience here a positive one.

Topics and Locations for Thursday Lecture/Demonstrations

September 7	Overview, JABA website, How to write a paper (Ryders Ln) Fundamentals of Functional Assessment
September 14	Classroom Teaching (Assigned Classroom)
September 21	DDDC Closed- Rosh Hashanah
September 28	Classroom Teaching (Assigned Classroom)
October 5	Behavioral Treatment Development/ Linking Functional Assessment & Functional Communication Training in the Classroom (Ryders Lane)
October 12	Dr. LaRue lecture Due: Critique of Iwata (via email) Discussion of Iwata Article (Ryders Lane)
October 19	No Meeting (Autism NJ Conference)
October 26	Classroom Teaching (Assigned Classroom)
November 2	Due: Critique of Carr Article Discussion of Carr article. Discussion of Topics and articles needed for third critique. (Ryders Lane)
November 9	Generalization & Visual Cues in the Classroom. (Ryders Lane)
November 16	Meetings re: final papers Due: Critique of Third Article
November 21	Tuesday Meeting – Classroom Teaching (Assigned Classroom)
November 30	Dr. Fiske (Ryders Ln) (DRAFT OF FINAL PAPER DUE via EMAIL)
December 7	FINAL DRAFT OF PAPER DUE /Presentations by Students. Critique of course. (Ryders Lane)

Note: "Classroom" refers to the classroom to which you have been assigned.

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.