

Psychology 830:383

Douglass Developmental Disabilities Center

Spring 2020

Advanced Seminar

Field Work in Autism

Douglass Developmental Disabilities Center

Dates to Remember

Critique of Iwata Article Due February 27th

Critique of Carr Article Due March 12th

Topic and List of Articles Due March 26th

Critique of Third Articles Due April 2nd

Final Paper Due April 16th

Student Presentations April 16th & 23th

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Professor

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Required Readings

Douglass Developmental Disabilities Center (2018). 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 take the multiple choice exam.

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 (clinical and/ or 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 May 13th. This can only be done if you were granted an excused absence.

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

January 23	Overview/Orientation/Scheduling
January 30	Lecture in your assigned class
February 6	Lecture in your assigned class
February 13	Lecture in your assigned class
February 20	JABA website, How to write a paper (Ryders Ln) Fundamentals of Functional Assessment
February 27	Dr. LaRue lecture Due: Critique of Iwata (via email) Discussion of Iwata Article (Ryders Lane)
March 5	Discussion of how to write final paper. (Ryders Lane) Discussion of Topics and articles needed for third critique.
March 12	Due: Critique of Carr Article Discussion of Carr article. (Ryders Lane)
March 19	Spring Break
March 26	Behavioral Treatment Development/ Linking Functional Assessment & Functional Communication Training in the Classroom (Ryders Lane) Due: Topics & List of Articles
April 2	Generalization & Visual Cues in the Classroom. Due: Critique of Third Article (Ryders Lane)
April 9	Dr. Fiske Guest lecture (Ryders Ln) (DRAFT OF FINAL PAPER DUE via EMAIL)
April 16	FINAL PAPER DUE /Presentations by Students (Ryders Lane)
April 23	Presentations by Students. Critique of course. (Ryders Lane)

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.