

Spring 2014

Fieldwork in Autism

Douglass Developmental Disabilities Center

Dates to Remember

March 10-14	Initial FW Evaluations Feedback in Classroom
April 3	Article Critique Due
April 24	Log Due
April 24	Exam
May 5	Last Clinical Day (Final Evaluations)

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Required Readings

Lee, D., & Axelrod, S. (2005) Behavior modification: Basic Principles, 3rd Ed. Pro-Ed. This textbook is available at the Rutgers University Book Store

Douglass Developmental Disabilities Center (2006). *Tutor Handbook*, New Brunswick: Author. This handbook is available free on line at http://dddc.rutgers.edu/pdf/syllabus_s14_final.pdf

Schedule for Required Readings

January 30	Tutor Handbook
February 6	Tutor Handbook
February 13	Tutor Handbook
February 20	Lee & Axelrod, pp. 2-31
February 27	Lee & Axelrod, pp. 32-64
March 6	Lee & Axelrod, pp. 65-85
March 13	Lee & Axelrod, pp. 86-104
April 3	Lee & Axelrod, pp. 105-123

Campus Wide Emergency Contact

The University Department of Emergency Services urges everyone on campus to register with them for emergency contact. Their website address is: <https://ess.rutgers.edu/ens/>

Course Requirements

Welcome to Fieldwork in Autism. In this course, you will spend one full day during the week (M-F) from 8:45 to 2:50 at the Douglass Developmental Disabilities Center. The course involves lots of direct work with a child, adolescent or adult or small group of learners with autism. You will be assigned to single classroom and usually there is just one undergraduate student in the class along with a full complement of teaching staff. As a result, you get a lot of very good supervision in exchange for giving your time, energy and caring to the kids. You will carry out a variety of different teaching programs with the children. The details vary with the child, but most of the children have programs for speech and language, social skills and play, and for self-help and life independence. All of the details of those programs are carefully worked out and we show you how to use them. We don't expect you to have any experience – it's our job to teach you how to do the teaching.

In addition to the day working with the students, there are also the Thursday 5th period (i.e. 3:55 pm) lecture/demonstration/discussion meetings.

Getting Started

For many people it takes a little time to adjust to being at the DDDC. We don't expect you to understand your role when you first arrive. We will do our best to orient you and after a few weeks it will no doubt feel more comfortable. Don't hesitate to ask questions, not just in the first few weeks, but at any point when you are perplexed. Also, remember that your grade is not based on what you do the first few weeks, or on the mid-semester evaluation. The clinical component of your grade comes from your final evaluation near the end of the semester. We will give you plenty of feedback during the semester to help you focus on what you need to learn. We are not watching to catch you making a mistake, but to help you learn by giving you feedback so you can keep on growing!

Orientation to the DDDC

The first day you report to the DDDC to work in a classroom you will have an orientation to Autism Spectrum Disorders and Applied Behavior Analysis from 9:00 to 11:00. This will be held in the conference rooms of the Gibbons campus building. Students who are assigned to the Ryders Lane building should report first to the Gibbons building for the orientation and then come directly to the Ryders Lane building after the presentation.

Grading

Your grade is based on two components: clinical performance (70%) and academic proficiency (exam and article critique) (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

Readings and Exam

If you want to get the most out of the course you will complete the readings by the suggested date since these will be integrated into the lectures throughout the semester.

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 have missed more than one day in the semester, your grade will be lowered by one letter grade for each additional day missed. Every Thursday class meeting counts as ½ of one workday. You will be allowed to make up workdays 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 two weeks of the semester, and you will be able to arrange them ahead of time. All make up days must be completed no later than Wednesday May 15th. 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.

Please be aware that to be effective in the Field Work course you have to be able to put the needs of the children, adolescents or adults with whom you work above your own needs during the time you are at the DDDC each week. If you do not have the resources to be attentive to the needs of this population you should not take the Field Work course.

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.

Article Critique

You will do a **very brief critique** of an article from the *Journal of Applied Behavior Analysis*. One of your tasks as a Field Work student is to go the website of the *Journal of Applied Behavior Analysis*, print an article and do a very short critique of that article. Here are the specific steps:

1. Enter the JABA website at the following address:
[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1938-3703/issues](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1938-3703/issues)
2. You may search specific topics using the search function on the right-hand side of the page or you may browse articles from 2007-2013. Feel free to ask Dr. Sloman or the graduate assistants for help in locating an article.
3. **Answer each of the following questions in 2 to 5 typed sentences**
 - a. Give the APA style citation for the article. For example:

Ricciardi, J. N., Luselli, J. K., & Camare, M. (2006). Shaping approach responses as intervention for specific phobia in a child with autism. *Journal of Applied Behavior Analysis*, 39, 445-448.

- b. What is the problem that authors wanted to treat? (e.g., fear of animatronic objects)
- c. What methods did they use to treat it? (e.g., reinforcing approach behavior)
- d. Were their methods effective? Include the mean change (e.g., approach behavior went from 5% at baseline to 44% at a 6 month follow-up)

Personal log

We expect you to keep a log of your reactions to your experiences at the DDDC. After each day you spend at the school, write down some of your thoughts and feelings about the experience. Some days you may have no more than a few lines while other days you might want to write a page or two. It is up to you. Working with the kids will stir up a variety of feelings in you and it helps to be able to talk about them. Understanding one's feelings in a clinical setting is an important aspect of professional development. Grades will be based on your thoughtfulness in *describing* your feelings, not on the feelings as such. The logs are due in the middle of the semester and will be returned to you after the

discussion group leader has read them. The topics you raise, (but not the personal details of your experience), will form the basis for a discussion of these issues in class.

Procedure for Delayed Openings or Closings

Inclement weather and building emergencies are unpleasant but to be expected. In keeping with the **Delayed Opening/Closing Policy**, we will use a notification system called **Connect-Ed** to inform you when the school will have a delayed opening, when it will be closed, or if and when there will be an early dismissal. We will collect your information about points of contact to reach you (e.g. cell phone or e-mail) for this system

In addition you can listen to **WCTC (1450 AM)** or **WMGQ (98.3 FM)** between 6:15 a.m. and 7:30 a.m. for school closing information. It will be announced under **Special Facilities Closings**.

If the school is on a **delayed opening, staff and undergraduates will report at 10 a.m.**, and the **students will arrive at 10:30 a.m.** Staff are expected to come to work even if no students come to school.

If we have school during inclement weather and the conditions do not improve before midday, we will have an early dismissal at 1:15 p.m. If we have a delayed opening we will not have an early dismissal. It will be one or the other.

Location

The DDDC is located in two buildings. One Center building, the Gibbons Building, is on the Gibbons Campus of Douglass College (<http://rumaps.rutgers.edu/bldgnum/8370>) and the other is the Ryders Lane Building (<http://rumaps.rutgers.edu/bldgnum/8440>) on the Cook campus. To find the buildings and determine how to get there by campus bus see the DDDC website (<http://dddc/rutgers.edu>) or directly to the RU maps as noted above.

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	Organization/ Scheduling (LOR 115)
January 30	Classroom Teaching (Classroom)
February 6	Classroom Teaching (Classroom)
February 13	Classroom Teaching (Classroom)
February 20	Introduction to ABA Principles and Data Collection. Dr. Sloman (Gibbons Cir)
February 27	Data Based Decision Making, Writing an Article Critique, Ms. Selver and Mr. Edelstein (Gibbons Cir)
March 6	Classroom Teaching (Classroom)
March 13	Advanced topics in Reinforcement (Differential Reinforcement, Shaping, and Chaining), Dr. Massey (Gibbons Cir)
March 20	Spring Break
March 27	Classroom Teaching (Classroom)
April 3	Behavior Reduction, Dr. LaRue, Article Critique Due (GAs)
April 10	Classroom Teaching (Classroom)
April 17	Final Exam Review (Gibbons Cir) (GAs)
April 24	Exam (LOR 115)**** Logs Due. (GAs)
May 1	Exams reviewed. Discussion of Logs. Critique of course. (Gibbons Cir) (GAs)

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

Note: “Gibbons Cir” refers to the Douglass School Building on the Cook/Douglass campus