

Spring 2014

Advanced Seminar

Fieldwork in Autism

Douglass Developmental Disabilities Center

Dates to Remember

Critique of Iwata Article Due March 13th

Topic and List of Articles **and** Critique of Carr Article Due April 3th

Critiques of Articles Due April 10th

Draft of Research Paper Due April 17th

Final Draft of Paper Due May 1st

Student Presentations May 1st

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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.

Schedule for Required Readings

February 21	Tutor Handbook
March 14	Iwata et al. (1994) article
April 4	Carr & Durand (1985) article

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.

Paper

The goals of this assignment 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. Writing a research paper according to APA format
3. Understanding the history of a research area within the context of applied behavior analysis.
4. Applying research to your work in your fieldwork placement.

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.

Once you have decided on a topic, find a series of articles (minimum of 3 articles, one of which should be a “seminal” article) that inform your understanding of your topic. Use these articles 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 one-page double-spaced critical thinking response to each of the two assigned articles (Carr and Iwata). These are due the day of the class discussion of each paper.

You will be required to give a short presentation to the class about your three research articles and their findings. You should critique your articles in the same manner in which we critique the seminal literature written by Carr and Iwata.

Your grade is based on two components: clinical performance (70%) and academic proficiency (paper, 2 article critiques) (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.

The final paper 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.

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 are on the borderline between two grades and your attendance has been less than perfect, you will receive the lower grade. 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. 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.

Location of DDDC

For information about where the buildings are located go to:

<http://dddc.rutgers.edu/directions.html>.

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. (Loree 115)
January 30	Classroom Teaching (Classroom)
February 6	Classroom Teaching (Classroom)
February 13	Classroom Teaching (Classroom)
February 20	Overview, JABA website, Fundamentals of Functional Assessment (Ryders Lane)
February 27	Continue Functional Assessment, Linking FA to Treatment Development (Ryders Lane)
March 6	Classroom Meeting
March 13	Due: Critique of Iwata paper. Discussion of Iwata article/Linking Functional Assessment & Functional Communication Training in the Classroom & in Research with Dr. LaRue (Ryders Lane)
March 20	Spring Break
March 27	Classroom Meeting
April 3	Due: Topics & List of Articles/Due: Critique of Carr Article Discussion of Carr article/ How to write a paper /Generalization & Visual Cues in the Classroom (Ryders Lane)
April 10	Classroom Meeting (Critiques of articles due via email)
April 17	Guest Lecture (Ryders Ln) (DRAFT OF PAPER DUE via EMAIL)
April 24	Meetings re Draft Papers (Ryders Lane)
May 1	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.