GRAND VALLEY STATE UNIVERSITY
Psy 490: Psychology Practicum (Autism)
Winter 2016

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Office hours: Tuesday 5:00-5:50 and by appointment

Readings and Materials:
• Coursepack of readings
  Once the pack is ordered it will take one day to reproduce and another day for shipping. You
  must list a street address for delivery.

Course Description
The Autism Practicum is designed to build knowledge about evidence based practices for
children with autism spectrum disorders (ASD) while providing the opportunity to utilize this
information in a school setting. Students will learn about the comprehensive educational
program developed for the children with ASD, which is an intensive, approach based on the
principles of applied behavior analysis, developmentally appropriate practice, and current
research in the field of ASD. Students will learn to work collaboratively with the educational staff
to effect change in the children’s social functioning, language, cognitive, and self-care skills by
using the knowledge accumulated in both the seminar and practicum placement. During the
semester, students will implement a specific evidence based practice with a child in the
classroom, collect data on the child’s progress, and develop a case study presentation at the end
of the semester.

Course Evaluation:
This is a 6-credit, credit/no credit course. Your grade will be determined based on a number of
factors including:
• Attendance and participation at seminar. (only one unexcused absence allowed)
• Consistent attendance and preparation for all scheduled sessions at the practicum site.
  Missing a session disrupts the classroom schedule and should be avoided unless you are ill.
  Missing a session due to illness is excused. (only one unexcused absence allowed and then
  you will need to make-up any absences)
• Passing grade on the ABA concepts quiz (grade of 80% or higher)
• Performance feedback by instructor and teacher. (appropriately responsive to verbal and
  written feedback)
• Acceptable performance on reading reflections. You will write a one-page reflection of each
  article or book chapter. Your summary will be based on questions provided. Each reading
  reflection will be worth 10 points. There will be 21 readings over the course of the semester.
  (you need at least 180 points for the semester)
• Develop a short presentation and handout on an evidence-based practice or a controversy
  in the field of ASD, as assigned. (grade of 80% or higher)
• Discussion board assignment for two weeks with no face to face class meeting (original post with assignment and at least two follow up posts)
• Development and implementation of the written procedure to teach a skill to a child in your classroom placement (procedure must be written and accepted by the instructor and supervising teacher and implemented for at least 4 weeks).
• Bring a copy of the data from your written procedure to seminar (3 weeks, as specified).
• Completion of end of the semester poster. You will write a review of the procedure project and the child’s overall progress. The paper will be presented in APA poster format (similar to professional conferences). You will submit a draft of the introduction for the paper and a draft of the entire paper before the final submission. (grade of 80% or higher)

You must attend seminar and practicum sessions regularly, pass the ABA quiz, receive acceptable performance feedback, do the reading, turn in data sheets, and complete assigned projects to receive “credit” for the course. Projects must be completed on time. This is a non-compensatory system. That means you can’t have perfect attendance and then not complete the poster, OR get an “A” on the poster and miss several teaching sessions with the children. You must have acceptable performance in ALL areas to receive credit for the course.

Note: If this seems like a lot of work for a course, please remember this is a 6-credit course.

Attendance:
Attendance at all seminars and scheduled practicum sessions is required. If you must miss seminar, please contact your instructor. If you must miss a practicum session, contact your supervising teacher as soon as possible before the session. They will typically have you in the schedule and plan for you to be there. The only excused absences are illness or family crisis. You may have one unexcused absence from a practicum session and one unexcused absence from the seminar, but you must still call in advance. More than one unexcused absence will need to be made up and could jeopardize your grade. The first time you miss a session in the classroom (excused or unexcused), you don’t need to make it up. If you are absent additional times from the classroom, you need to make up the time. If you are late more than twice without justification, it will count as an unexcused absence. If you know you will be late, call your supervising teacher as soon as possible.

Rationale for this policy: Your involvement in the classroom and seminar is important! 1) When you are in the classroom with children, it supports the classroom and children and if you miss a session, it can disrupt the schedule and children can lose valuable learning opportunities. You are needed. 2) The seminar time is critical for supervision and informational purposes. Supervision ensures that your time in the classroom is most productive and course content is important for the implementation of learning and behavioral strategies in the classroom.

Additional Support:
If you have special needs because of learning, physical or other disability, please let me know and I will provide appropriate assistance as needed.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Foundations in autism and effective classroom practices</td>
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<td>Online readings as assigned at orientation meeting</td>
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<tr>
<td>Jan 18</td>
<td>Effective classroom practices <em>Via Blackboard (no face to face class meeting)</em></td>
<td>Reading Reflections</td>
<td>Ferraioli &amp; Harris (2011) Earles-Vollrath et al. (2008)</td>
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<td>Mar 7</td>
<td><em>Spring Break</em></td>
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<td>Mar 14</td>
<td>Communication <em>Assign EBP/current issue topics</em></td>
<td>Reading Reflection</td>
<td>Paul (2008)</td>
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<td>Mar 21</td>
<td>Preparing for Transition to Adulthood and Asperger Syndrome</td>
<td>Reading Reflections</td>
<td>Sansosti (2010) ch. 5 Test et al. (2014)</td>
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<tr>
<td>Mar 28</td>
<td>Evidence based practices and Current controversies</td>
<td>Reading Reflections</td>
<td>Odom et al. (2010)</td>
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<tr>
<td>Apr 4</td>
<td>Evidence based practices and Current controversies <em>Via Blackboard (no face to face class meeting)</em></td>
<td>Reading Reflection</td>
<td>Get articles on assigned topic</td>
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<tr>
<td>Apr 11</td>
<td>Evidence based practices and Current controversies</td>
<td>Reading Reflection</td>
<td>Celiberti et al. (2010)</td>
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<td>Apr 18</td>
<td>Poster presentations</td>
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<td>Apr 25</td>
<td>Poster presentations</td>
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Psy 490: Autism Practicum
Reading Reflections

When reading articles and book chapters, answer the following questions for the reading reflection. Your summary should be one typed page (1.5 spacing).

- Highlight the key points in the article or critical issues addressed. Note: This is not a complete summary of the article but should demonstrate that you have a complete understanding of the article or chapter.

- Describe what new information you learned from the article or chapter that you can apply, either in your classroom placement or in any other capacity.

Be prepared to discuss the article.
The procedure assignment will be the main project for the semester and will include writing a procedure to teach a new skill to a student, implementing the procedure, collecting data, graphing the data, creating an APA style paper based on the project, and delivering an oral presentation.

**DUE DATES**
A typed draft of the teaching program is due February 8th. Data sheets are due at three times during the semester – see schedule.

**Writing the program**
Use the template to write a procedure to teach a skill or behavior to one child.
- You may choose from one of these evidence-based procedures to teach a play, social, communication, or self-management skill: visual supports, self-management, or verbal behavior/manding.
- Identify a child for the procedure.
- Choose a skill to teach and define the objective. You will need to identify the steps for the procedure.
- Write up the procedure using the template provided.
- Create a data collection form using the examples provided as a template.

**Implementing the Program**
- Create or find materials for the procedure.
- Collect baseline data.
- Identify times in the day to implement the procedure.
- Collect data during the procedure.
- Analyze the data to determine if the student is making progress and if the procedure needs adjustment
*Others may implement the procedure when you are not in the classroom as long as they are trained.

**Completing the Program**
- Graph the data
- Summarize the results for the poster and oral presentation.
Goal: Make this specific, observable, and measurable.

Materials: Identify materials that will be needed, including those that must be developed.

Description of teaching program: Be specific about how to conduct the teaching program/activity, under what conditions (when, where, and with whom), child response, types of prompting used, how the skill will be generalized. This may include a script for the adult and/or child.

Data collection system: Identify type of data collection, frequency of data collection, and who will take data. Attach a data sheet developed for data collection.

Criteria for mastery: Specify the criteria for mastery. Indicate how you will know the child has mastered steps in the procedure as well as the overall goal.
For your poster presentation, you will present the procedure you developed along with general progress made by your target student. Use a pseudonym on the poster in place of the student’s name.

**DUE DATES**
A draft of your introduction for your poster is due **February 22**\textsuperscript{nd}
A draft of the entire paper for the poster presentation is due **April 4**\textsuperscript{th}
The final poster is due at your scheduled presentation time on either **April 18**\textsuperscript{th} or **April 25**\textsuperscript{th}

Note: You will be submitting drafts of your procedure, intro, and the entire paper during the semester. I strongly recommend that you read and edit your paper carefully before turning it in, and you might also consider having another student read it to provide feedback and/or getting it reviewed at the writing center.

**POSTER FORMAT**

**Introduction**
Use published readings from class and find at least 3 additional journal articles. You can choose 1-2 general articles about intervention in the field of autism and 2-3 articles related to your teaching procedure (e.g. visual supports to teach play, self-management for on-task behavior, manding for information). These articles should come from professional journals, such as *Journal of Autism and Developmental Disorders*, *Focus on Autism and Other Developmental Disabilities*, *Journal of Applied Behavior Analysis*, *Journal of the American Academy of Child and Adolescent Psychiatry*, *Exceptional Children*, *Journal of Early Intervention* and *Journal of Positive Behavior Interventions*. In the introduction, introduce autism spectrum disorder (ASD), the topic of your procedure, the articles on your topic related to students with ASD, and a brief introduction to your case study.

Note: For any diagnostic information about ASD, please use articles that are 2014 or newer since the diagnosis changed with the DSM 5 (May 2014).

**Method**
*Subject* - Describe your subject  
*Procedure* – Describe your teaching procedure

**Results**
Graphs – clearly display data visually and identify dates  
Description – describe the data including hypotheses about patterns in the data

**Discussion**
Integrate all of the above information including the journal articles into your summary and conclusions. Talk about how the procedure worked with the student. Consider the
types of changes that could be made to allow the student to make more progress. Describe the next step for the student in learning play or social skills.

Reference list – Use APA style (see APA manual)

Note: Do not use first person (I or we) in a research paper.
# Autism Practicum
## Poster Presentation Grading Criteria

Name: _______________________

Date: ______________

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<tr>
<th><strong>Oral presentation</strong></th>
<th><strong>Scoring 0-4</strong></th>
<th><strong>Comments</strong></th>
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<tbody>
<tr>
<td>Information clearly presented</td>
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<tr>
<td>Professional presentation style</td>
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<td>Comprehensive presentation</td>
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<td>- Introduce subject</td>
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<td>- Describe procedure and results</td>
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<td>- Discuss articles</td>
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<td>- Conclusions and questions</td>
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<th><strong>Poster presentation</strong></th>
<th><strong>Scoring 0-4</strong></th>
<th><strong>Comments</strong></th>
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<tbody>
<tr>
<td>Organized and easy to read</td>
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<tr>
<td>Professional presentation style</td>
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<tr>
<th><strong>Poster format</strong></th>
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<tr>
<td><strong>Introduction</strong></td>
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<td>Presentation of autism and topic</td>
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<td>Incorporates journal articles</td>
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<tr>
<td><strong>Method</strong></td>
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<tr>
<td>Description of subject</td>
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<tr>
<td>Description of procedure</td>
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<tr>
<td><strong>Results</strong></td>
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<tr>
<td>Clear presentation of data</td>
<td>______</td>
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<tr>
<td>Description of data</td>
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<tr>
<td><strong>Discussion</strong></td>
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<td>Logical integration of information</td>
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<td>Incorporates journal articles</td>
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<tr>
<td>Summary and conclusion</td>
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<td><strong>References listed</strong></td>
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<td><strong>Clear, professional writing</strong></td>
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<td><strong>Total</strong></td>
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Overall comments:
ORAL PRESENTATION

Presentation should be about 5-7 minutes.

Presentation style should be professional.

Avoid reading directly from your paper, poster, or note cards.

Make sure you cover all 4 of the core areas of the poster: introduction, method, results, and discussion.

Make sure you talk about your research articles.

You don’t have to present a detailed account of “what is autism spectrum disorder” but talk about the characteristics of ASD that are relevant to your case study student.

Your discussion and conclusions should be the most powerful part of the presentation. Talk about how the program worked, what changes you would recommend and why, how the articles integrated with what happened with your student, and recommendations for future goals.

You need to solicit and answer 2 questions from the audience.

Feel free to bring video or materials to demonstrate your work with the student.

Most importantly, make it interesting and meaningful. Think about yourself as an audience member and consider what you would want to hear.