Psychology 3ZZ3E  
Interventions for Persons with Developmental Disabilities:  
Treatment Issues

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COURSE OUTLINE

A. PURPOSES OF THE COURSE:

General Description: This course explores conceptual and applied issues pertaining to the adjustment of children and adults with developmental disabilities in community settings. Students will learn alternative approaches to the treatment of persons with developmental disabilities and evaluation of intervention outcome with an emphasis on a behavioural perspective. The goals of the course are:

1. To familiarize students with the theoretic, conceptual, and treatment issues pertaining to interventions for persons with developmental disabilities.

2. To enable students to discuss, criticize, and compare the theoretical, conceptual and applied issues under study.

3. To provide student with limited experiences in the treatment planning and delivery for persons with developmental disabilities.

Format
The course consists of 11, 3-hour lectures. With each lecture there are associated assigned readings. For topics not well covered by the readings in the text, extra readings will be assigned and held on reserve at Mills Library. Cue sheets of the important points in the readings can be found in this outline. There will also be periodic videos, or guest lecturers in the course. Some time will be set aside each lecture for questions on the lecture or the readings. In addition, two Teaching Assistants will be available to aid students in the course material and will announce office hours during which they would be available.

C. TOPICS

Applied behavioural interventions - introductory topics
Applied behavioural interventions - advanced topics
Social skills training
Generalization and maintenance of effects
Instructional techniques
Psychopharmacology
Individual and group psychotherapies
Parent training
Staff training
School-based interventions
Dealing with dangerous behaviours (e.g., pica, self-injurious behaviours, violence)

D. Grade Determination

  Mid-term exam - 35%
  Final exam - 35%
  Term paper / mini-practicum- 30%

E. MID-TERM EXAM

  A mid-term exam will be given in class, pertaining to the content of the course covered in lectures and text until that point. The mid-term exam will consist of short-answer and essay questions. The results will comprise 35% of the course final grade.

F. FINAL EXAM

  A 2-hour final exam will be given at the end of the course and will cover material presented both in the lectures and text from the point of the midterm. The final exam will consist of true/false and multiple-choice questions. The final exam is worth 30% of your total grade.

G. TERM PAPER / MINI-PRACTICUUM

  There is a limited number of spaces for students to take a min-practicum pertaining to intervention with persons with developmental disabilities. Mini-practica may be provided by the course instructors or students may arrange their
own placement with permission of the professors (see end of outline).

The mini-practicuum will entail:

A total of 20 hours of direct contact with the client, not including any training time.

Students can find their own placement as long as it is approved by one of us. The placement must be at a setting in which students can be supervised in the implementation of an assessment plan. Please recognize that you are to conduct yourself with utmost professional respect and courtesy. Also you are to maintain the strictest confidence about the individual with whom you are working.

For those needing our approval, please submit the following brief description found at the end of this course outline.

Also note that at the end of this outline is a form that explains the expectations to potential hosts of your placement and a waiver of liability.

Please keep track of the dates and times of your placement and include that information in the method section of your paper.

You will submit at least a 10-page, double-spaced paper on the results of your placement.

Include at least 5 recent research articles to support the points you raise in your paper.

The write-up of the mini-practicuum should be under the following headings:

**Introduction** (describe the setting, the person, presenting problem, history of treatment, research supporting particular, etc.)

**Method** (describe your involvement, list the dates and times of your placement, describe the assessment method, any problems encountered).

**Results** (collect data on the effect of the treatment on the person. The results are to be described in the body of the paper and to be supplemented by charts or graphs.)

**Discussion** (discuss your conclusions about your placement, what was the benefit for the client, for you, what were your main learnings, what would you suggest for future attempts of helping the client)
Include in your introduction at least 5 references from scholarly sources. You must use American Psychological Association format in the paper.

Marks for the mini-practicuum will be based on the thoroughness and logical flow of the ideas, synthesis of information, and writing style as follows:

- Introduction 20 marks
- Method 30 marks
- Results 30 marks
- Discussion 20 marks.

**Term Paper.** The term paper would be a scholarly report of an empirical, but applied question pertaining to assessment of persons with developmental disabilities. The paper should be at least 20 double-spaced, pages. You should use at least 10 scholarly articles to support the points you raise in your paper. Discuss the treatment issue, what treatment approaches have been used, their relative efficacy, limitations, advantages and recommendations to the field for: (i) future research; (ii) implications for practitioners in the field. You must use American Psychological Association format in the paper. A copy of the APA guidelines should be available in the library or bookstore. The paper will be marked as follows:

The term paper will be graded for quality in the following areas:
- Development of ideas/synthesis and analysis - 25%
- Logical flow/Organization - 25%
- Thoroughness - 25%
- Writing style/APA format - 25%

Both the mini-practicuum and the term paper are due the last day of classes in class.

**H. COURSE SCHEDULE**

1. January 8
   - **LECTURE:** Applied behavioural interventions - introductory topics (JH)
   - **Video:** on ABA with children with autism
READING:  Chapter 26

2.  January 15
LECTURE:  Applied behavioural interventions - advanced topics (NWA)
READING:  Chapter 27

3.  January 22
LECTURE:  Social skills training (JH)
Video - Classwide Social Skills Training
READING:  Module 9.1: Promoting Peer Interaction

4.  January 29
LECTURE:  Generalization and maintenance of effects (NWA)

5.  February 5
LECTURE:  Interventions for children with autism (JH)
READING:  Chapter 20

6.  February 12
LECTURE:  Psychopharmacology (NWA)
Video
READING:  Chapter 25

February 19:  Reading Week

7.  February 26:  MID-TERM

8.  March 5
LECTURE:  Individual and group psychotherapies (NWA)
READING:  Chapter 28

9.  March 12
LECTURE:  Parent training (JH)
READING:  Chapter 21,22

10.  March 19
LECTURE:  Staff training (NWA)
READING:  Chapter 29

11.  March 26
LECTURE:  School-based interventions and instructional techniques (JH)

12.  April 2
LECTURE:  Dealing with dangerous behaviours (e.g., pica, self-injurious
behaviours, violence) (NWA)

READING: Module 5.2: Dealing With Difficult Behaviours

J. MISCELLANEOUS

Details of the course requirements may be subject to change. If so, students will receive a revised course outline.

Message from the Chair - The instructor cannot be responsible for returning long distance calls from students. Any student wishing to reach an instructor is invited to e-mail the instructor.

Policy Reminder - Attention is drawn to the "Statement on Academic Ethics" and the "Senate Resolutions on Academic Dishonesty" as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy.

Marking - The instructor reserves the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. A percentage marking system will be used. The course mark will be converted to a letter grade by the Registrar's office using the Senate-approved, standard scale.

- 90-100 A+
- 85-89 A
- 80-84 A-
- 77-79 B+
- 73-76 B
- 70-72 B-
- 67-69 C+
- 63-66 C
- 60-62 C-
- 57-59 D+
- 53-56 D
- 50-52 D-
- 0-49 F

K. Reading Cues

The following are cues for each of the readings to suggest what is important to learn. Any questions on the exam will be based on these cues.
Chapter 20: Cognitive and Vocational Interventions

Pg 266  What is taught to students with severe to moderate MR
Pg 267  How are new responses taught?
Pg 270  Where does teaching occur?
Pg 271  What is taught to students with mild MR
Pg 273  How are new responses taught?
Pg 275  Where does teaching occur?

Chapter 21: Families Coping with Mental Retardation

Pg 280  How does family life cycle apply to families with a child with mental retardation?
Pg 281  Describe how families with a child with mental retardation are at heightened risk for depression.
Pg 282-284  Describe how a family assessment is conducted.
Pg 285-286  Describe the existential and reality crisis facing families.

Chapter 22: Parent Training

Pg 289-293  Describe how parent training has been conducted with families with a child with mental retardation.
Pg 293  Which families benefit most from parent training?
Pg 295  Is there a critical period for parent training?
Pg 296  Describe the issue of father involvement.
Pg 296-299  Describe strategies to promote generalization of effects of parent training.

Chapter 26: Applied Behavioral Interventions

Pg 341.  Learn the focus of applied behavioral interventions. Measurement techniques are either continuous or discontinuous.
Pg 342  What is functional analysis.
Pg 343  Describe the Axelrod et al. (1993) model.
Pg 345  Describe positive reinforcement, shaping
Pg 346  Define stimulus control, stimulus fading, stimulus shaping, overselection
Pg 348  What is the least restrictive treatment model? Define DRA, DRO, DRL
Pg 348  Describe functional communication training.
Ch 27: Behaviour Therapies

Pg 349 Define extinction and its secondary effects.
Pg 350 Define the punishment procedure presented.
Pg 351 Define stimulus and response generalization.

Pg 357 Describe the multimodal functional approach.
Pg 359 - 361 Describe steps 1, 2 and 3.
Pg 361 What is the benefit of identifying an individual’s coping skill deficits?
Pg 364 What is the difference between a skill deficit and a performance deficit?
Pg 366 Describe how competing behaviours and competing emotional arousal were treated.

Ch 28: Counselling and Psychotherapy

Pg 371 What erroneous assumptions and biases have hampered the availability of counselling for people with mental retardation?
Pg 372-374 In what ways can counselling techniques be modified?
Pg 374 Describe a directive style and how it should be used with people with mental retardation.
Pg 376 How does transference and countertransference play themselves out with people with mental retardation.

Chapter 29: Management and Organizational Issues

Pg 384-390 What are the main areas of responsibility for psychologists working with people with developmental disabilities.


Pg 350 Why should one program for generalization?
Pg 350-365 Describe the 9 generalization strategies.


Pg 97-98: What is positive behaviour supports and the suggested 4 central messages.
Pg. 99 Describe functional assessment
Pg 101: How behaviour support should be comprehensive.
Pg 102: The unit of intervention

Modules 5.2 and 9.1 are from the training for the Autism Initiative and all content is relevant.
MINI-PRACTICUUM APPROVAL

Student name ___________________  Student number ____________

Describe the setting _____________________________________________

_______________________________________________________________

_______________________________________________________________

Describe the person with whom you will be working ________________

_______________________________________________________________

_______________________________________________________________

Who will be supervising you in the implementation of the program

_______________________________________________________________

Days and times of placement _______________________________________

________________________________________________________________

I understand that I must undertake an assessment of a person with developmental disabilities using one or more of the techniques covered in the course. I understand that I must submit a paper of at least 10 double-spaced pages containing the results of my assessment.

________________________________________________________________

STUDENT NAME: ________________________________________________

YES I APPROVE OF THE PLACEMENT _________________________________

NO I DO NOT APPROVE OF THE SETTING FOR THE FOLLOWING REASONS __________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Dear Potential Placement Provider:

This is the description of the expectations for students seeking a mini-practicum in the McMaster University Psychology course 3z03, Assessment of Persons with Developmental Disabilities. The course is introducing 3rd year psychology students to conceptual and practical issues of assessment of this population. In the mini-practicum, it is expected that the student get permission to participate with children or adults with developmental disabilities in a natural setting. The activities you set up for the student should be ones in which the student is directly interacting with the person with developmental disabilities and collecting some type of objective information.

It is expected that the student submit a 10-page, double-spaced paper on the case study with support literature. The minimum number of student time to commit is 20 hours.

Obtaining signed consent, oaths of confidentiality, etc. is the responsibility of the placement. Please ask the student to sign the enclosed waiver indicating that the placement is not responsible for any mishap that may happen to the student.

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WAIVER

I understand that __________________ is not responsible for any personal injury, property loss/damage or other mishap that I might suffer during my volunteer work from ___________ to ___________. I have been informed of any potential hazards by the agency.

Student name _____________________________
Address ___________________________________
Telephone number ___________________________

Date ____________________________
______________________________________