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 12, 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 be placed in pdf-format and able to be downloaded from:
You are responsible for completing the readings. 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, a Teaching Assistant will be available to aid students in the course material and will announce office hours during which they would be available.

B. **TEXTS:**


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 - 30%
Summary of a paper – 10%
Final exam - 30%
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 questions. The results will comprise 30% of the course final grade.

F. **SUMMARY OF A SCHOLARLY PAPER**

You will select a topic for your final paper from the following:
Supported inclusion of children with developmental disabilities

a) teaching social skills: social stories, social script training, classwide programs, peer-mediated approaches

b) teaching communication: Augmentative and Alternative Communication (PECS, sign language), incidental teaching of language

c) dealing with problem behaviours: positive behaviour supports, functional communication training

d) following routines independently: visual schedules, picture activity schedules, prompting and prompt-fading procedures

e) teaching children with developmental disabilities within a group: embedded instruction, individualized group instruction

f) teaching cognitive skills: perspective-taking, self-management, making inferences

Supported inclusion of adults with developmental disabilities

a) supported living

b) supported employment

c) supporting families with adult children at home

d) treating sex offenders

Other topics pertaining to the course subject matter may be selected with instructor written permission (See Appendix D). All topics must pertain to: a) treatment procedures demonstrated to be effective in scholarly articles; and, b) used with persons with developmental disabilities in an inclusive environment.

Please use the following format in your paper summary:

Authors: Smith, H. & Jones, A. K.
Title: The effect of reinforcement on speech-initiation of young children with Down Syndrome
Participants: Describe the number and characteristics of participants of the study
Setting: Describe where the study took place
Measures: Describe the measures that were used. How was the reliability of the
Design: Describe the research design that was used.
Intervention: Describe the intervention that was used.
Implementer(s): Describe who implemented the intervention.
Designer(s): Describe who designed the intervention.
Results: Describe the main effects of the intervention and if generalization was assessed.
Contribution: In your opinion, what were the main contributions of this article to the research literature?
Limitations: What were the main limitations of the paper.

This assignment is due at the beginning of class on March 29. Please hand in: a) your summary in hard copy; b) a copy of the paper you summarized in either hard copy or an electronic copy on a CD or 3.5 inch disc. Please make sure that you place your name and student number clearly on your submissions.

The summary will be marked out of 100 and converted to a score out of 10% of your total grade. The marking will be as follows:

- General Lay-out – 20
- Description of Participants Setting and Measures – 20
- Description of and Design, Results, Intervention, Implementers, Designers – 20
- Contribution – 20
- Limitations - 20

A late penalty of 5% of your grade will be deducted for every day your submission is late.

G. 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 short-answer questions. The final exam is worth 30% of your total grade.

H. TERM PAPER / MINI-PRACTICUM

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 Appendix B).

The mini-practicum 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 your 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 7-page, double-spaced paper on the results of your placement.
- Include at least 4 recent research articles to support the points you raise in your paper

The write-up of the mini-practicum 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. In particular,
follow the rules for citation in text and for listing your references.

Marks for the mini-practicum 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. See the topics listed under “F: A Summary of A Scholarly Paper” (pg. 3). The paper should be at least 15 double-spaced, pages. You should use at least 8 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-practicum and the term paper are due the last day of classes in class. Five marks will be deducted for each day the paper is late.

I. **COURSE SCHEDULE**

1. **January 4**
   - **LECTURE:** Applied behavioural interventions - introductory topics (JH)
   - **Video:** on ABA with children with autism
   - **READING:** Sigafoos et al., Chapter 6
2. January 11  
LECTURE: Applied behavioural interventions - advanced topics (NWA)  
READING: Sigafoos et al., Chapter 7  

3. January 18  
LECTURE: Social skills training (JH)  
Video - Classwide Social Skills Training  

4. January 25  
LECTURE: Generalization and maintenance of effects (NWA)  

5. February 1  
LECTURE: Interventions for children with autism (JH)  
READING: Sigafoos et al., Chapter 8  

6. February 8  
LECTURE: Psychopharmacology (NWA)  
Video  
READING: Sigafoos et al., Chapter 5  

7. February 15: Mid-Term Exam

February 22: MID-TERM RECESS

8. March 1  
LECTURE: Individual and group psychotherapies (NWA)  
Paper summaries due  

9. March 8
LECTURE: Parent training (JH)
READING: Taylor et al., Chapter 8

10. March 15
LECTURE: Staff training (NWA)

11. March 22
LECTURE: School-based interventions and instructional techniques (JH)
Taylor et al., Chapter 9, 10, 11

12. March 29
LECTURE: Dealing with dangerous behaviours (e.g., pica, self-injurious behaviours, violence) (NWA).
Review of lectures and readings from Mid-term
TERM PAPERS DUE

J LECTURE OVERHEADS

Copies of the lecture overheads will be posted on the web at: http://home.cogeco.ca/~binstitute/3ZZ3/. We shall to update the overheads on the day of the lecture.

K 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.

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Appendix A

PERMISSION FOR TERM PAPER

STUDENT NAME __________________________

I understand that I am encouraged to use the topics outlined in the course outline, but can choose another topic
Appendix B

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.

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STUDENT NAME: _______________________________________

YES I APPROVE OF THE PLACEMENT _________________________________

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

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