COURSE OUTLINE

A. PURPOSES OF THE COURSE:

General Description: This course explores conceptual and applied issues pertaining to the etiology, diagnosis, assessment and service models for children and adults with developmental disabilities. Students will learn behavioural and other approaches to the assessment, service delivery and program evaluation for persons with developmental disabilities. The main emphasis of the content however, will be exploring issues from a behaviour analytic perspective.

The goals of the course are:
1. To familiarize students with conceptual and assessment issues pertaining to interventions for persons with developmental disabilities.

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

3. To give students limited experiences in assessment 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 be placed in pdf-format and able to be downloaded from: http://home.cogeco.ca/~binstitute/3Z03/. You are responsible for completing the readings. To help you learn what types of information would be important and therefore
potentially on an exam, we have included in this course outline, cue sheets for the first
session indicating what is important from the reading. You would be expected to be
able to abstract the important points from the other assigned readings.

One or more Teaching Assistants 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
Diagnosis, etiology, historical perspectives
Risk, prevention, early intervention
Integration and support models for children
Integration and support models for adults
Psychopathology in adults with developmental disabilities
Behaviour assessment and applied behavioural analysis - Part 1
Behaviour assessment and applied behavioural analysis - Part 2
Behaviour assessment and applied behavioural analysis - Part 3
Assessment of adaptive, social and cognitive functioning
Early intervention with children with autism
Risk assessment of offending

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 on the content of the course (both lectures
and text) covered until that point. The mid-term exam will consist of short-answer
and essay 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:

• Early identification of children with developmental disabilities
• Genetic and chromosomal basis of developmental disabilities
• Assessment of intellectual functioning of children with developmental disabilities
• Making inferences, perspective-taking and self-regulation of persons with developmental disabilities
• Family issues and developmental disabilities
• Deinstitutionalization
• School inclusion of children with developmental disabilities
• Community inclusion of adults with developmental disabilities
• Quality of life and adults with developmental disabilities
• Social skills and developmental disabilities
• Adaptive behaviour and developmental disabilities

Other topics pertaining to the course subject matter may be selected with instructor permission. All topics must pertain to: a) assessment issues discussed in scholarly articles; and, b) used with persons with developmental disabilities.

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 measures demonstrated?
Design: Describe the research design that was used
Measures: Describe the measures that were used.
Implementer(s): Describe who implemented the intervention.
Designer(s): Describe who designed the intervention.
Results: Describe the main effects.
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 October 26. 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; c) a copy of your summary on the same 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, Measures, 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-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-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

As of September 25, 2006, the following are the practicum available at BI:
Practicuum 1: Eco-behavioural observation of “Cubby” children at Children’s College in Toronto. Need to come half day

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:
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. **September 7**
LECTURE: Diagnosis, etiology, historical perspectives (JH)
READING: Taylor et al., Chapter 1, 2

2. **September 14**
LECTURE: Risk, prevention, early intervention (JH)
READING: Taylor et al., Chapter 4

3. **September 21**
LECTURE: Inclusion and support models for children (JH)
READING: Taylor et al., Chapter 12
324.
descriptive analysis of developmental and social gains of children
with severe disabilities in segregated and integrated preschools in

Guest speaker: Brenda

4. September 28
LECTURE: Genetic and chromosomal factors (N)
READING: Taylor et al., Chapter 4

5. October 5
LECTURE: Integration and support models for adults (N)
READING: Hundert, J., Walton-Allen, N., Vasdev, S., Cope, K., & Summers, J.
(2004). A comparison of staff-resident interactions with adults with
developmental disabilities moving from Institutional to community

disabilities and their families in 2006: A three part series. Part 1:
Learning from deinstitutionalization. *Clinical Bulletin of the*
*Developmental Disabilities Division,* 17(1), 2-6.

Griffiths, G. & Brown, I. (2006). Commentary on Hennen’s the
effects of deinstitutionalization. *Clinical Bulletin of the*
*Developmental Disabilities Division,* 17(2 &3), 9-17.

Stancliffe, R.J., Lakini, K.C., Sea, J.R., Prouty, R.W., &
Coucourvanis, K. (2004). Excerpts from *The economics of*
deinstitutionalization.

6. October 12
LECTURE: Psychopathology in adults with developmental disabilities (N)
READING: Sigafoos et al., Chapter 1

7. October 19
LECTURE: Behaviour assessment and applied behavioural analysis - Part 1
(JH)
READING: Sigafoos et al., Chapter 2

8. October 26
LECTURE: none
READING: MID-TERM EXAM

9. November 2
LECTURE: Behaviour assessment and applied behavioural analysis - Part 2
(N)
READING: Sigafoos et al., Chapter 3

10. November 9
LECTURE: Behaviour assessment and applied behavioural analysis - Part 3
(N)
August 30, 2006

Taylor et al., Chapter 13
Sigafuos et al., Chapter 4

11. November 16
LECTURE: Assessment of adaptive, social and cognitive functioning (JH)
READING: Taylor et al., Chapter 3, 7

12. November 23
LECTURE: Early Intervention with Children With Autism (JH)


Video: *Promising Practices*

13. November 30
LECTURE: Risk assessment (N)
READING: Taylor et al., Chapter 6

Mini-practica and term-paper due

J. MISCELLANEOUS

**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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K. CUE SHEET EXAMPLES

Taylor et al., Chapter 1: Historical Concepts And Perspectives
Page 1 - 6: Give a general overview of the treatment of persons with developmental disabilities from Ancient Egypt to the 18th century.
Page 7 – 9: What were the main contributions of Itard, Esquirol, and Guggenbuhl?
Page 9 What was the eugenics movement and the study by Goddard?
Page 13: What were factors that contributed to the humanization of the mental retardation?
Pages 15 – 29: define the following: zero reject, IEP, LRE, PL 94-142, normalization, REI, IDEA.

Taylor et al., Chapter 2: Definition and Classification of Mental Retardation
Page 35: Describe the change of name of the AAMD.
Pages 41-42: Describe the evolution of the definition of mental retardation.
Pages 47-52: Describe the attempts to classify mental retardation by etiology, mental ability and need
Page 53: What is the difference between incidence and prevalence.
Page 54: What is the prevalence of mental retardation?

Page 50-51.
What are the three limitations of many studies of the developmental and social gains of preschools with disabilities?
Page 51.
What is the purpose of the study?
Page 57- 61
What are the main results of the study?
Page 61
What were the limitations of the study?

Page 93
In a behaviour analytic perspective, would a person's verbal description of his/her non-verbal behaviour be accepted as a measure of actual behaviour? Why or why not?

Why is reliability of human observers seen as essential?
Page 93-94
What does the analysis of a behaviour require?

Page 94
Define the "reversal" technique and the "multiple baseline" technique.
Page 95
What needs to occur for an application to be considered a "technology"?

Page 96
What is meant by the "effectiveness" and the "generality" of an intervention?
MINI-PRACTICUM 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.

Joel Hundert Ph.D., C.Psych.
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L3P 1V1
(905) 570-0777
FAX: (905) 570-0778
hundert@mcmail.mcmaster.ca
WAIVER

I understand that ______________________________ is not responsible for any
(name of agency)
personal injury, property loss / damage or other mishap that I might suffer during my
volunteer work from
_______________ to _______________. I have been informed of any
(start date) (end date)
potential hazards by the agency.

Student name ______________________________
Address ______________________________
Telephone number _________________________

Date ______________________________
Date of Lecture ____________________
Name(s) of lecturer ________________________________

1. How interesting did you find the material discussed?  
   Very     Somewhat     Not So     Boring

2. How did I pace my presentation?  
   Too Fast     Just Right     Too Slow

3. How clear was the presentation?  
   Very Clear     Clear     Somewhat Confusing     Very Confusing

4. How well did I encourage class participation?  
   Very Well     Good     O.K.     Not so well

5. Overall, how would you rate the lecture?  
   Excellent     Very Good     Good     O.K.     Poor     Very Poor

Comments:
Mini-Practicuum Options At Behaviour Institute

Can sign up for more than one

Practicuum 1: Ecobehavioural data collection at Children’s College
Location: Behaviour Institute office at 618 The Queensway in Toronto
Task: To observe one child for five half-days. The first round of training will be held on September 11th, 1:30 – 3:30.
Requirements: You must go through 2 rounds of training (Sept 11 or October 23
Number of students accepted: 18

Practicuum 2: Ecobehavioural data at Highschool: Need police check
Location: two highschools in Hamilton
Task: Take data to assist a thesis student
Requirements: receive training
Number: 3

Practicuum 3: Data collection in the Preparatory Class at CC
Location: Behaviour Institute office at 618 The Queensway in Toronto
Task: Take data on the preparatory class
Requirements: Take the training
Number: 5

Practicuum 4: Observation of children in supported inclusion
Location: Hamilton, Stoney Creek, St. Mary, Jordan, London, Hamilton, Windsor, Toronto
Task: Take standardized measures on a child with autism in a school setting
Requirements: complete training
Number: ?