**Advanced Practicum Syllabus Fall 2015**

WoodsEdge Learning Center/KRESA

Seminar Room: 3204 Dunbar Hall WMU

**Graduate Student Instructors:**

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**WoodsEdge Teaching Assistants:**

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WoodsEdge Numbers:

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BATS Lab:

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(269) 387-4491

**To report absences**: call your TA on your shift (Kelli, Joe, Blaire or Sarah) and leave a message. You may send a text message only after you have called. You should notify your TA at least 30 minutes before your shift starts (if you shift is 10:30am, call no later then 10am). If you know a head of time that you are going to be absent also inform your TA. Professionalism points will be lost if you miss WE without a notice.

**Mission Statement:** The Advanced Autism Practicum is the last in a set of three practica with the goal of training undergraduate student technicians to administer Discrete-Trial Therapy to preschool-aged children diagnosed with autism or other developmental delays. Students must detect specific skill deficits; author a procedure to address the problem, interpret the data, and write recycles phases to increase the procedures effectiveness. Students may also complete an introduction to functional assessments for problem behaviors.

**Roles and Responsibilities of Practicum Students**

**All practicum students are subject to the rules and regulations of Kalamazoo Regional Educational Services Agency (KRESA).** For instance, verbal or physical abuse will not be tolerated.  If a WMU student engages in verbal or physical abuse of any kind, then the student will be terminated as a staff member of KRESA and the WMU student must drop the course.  If it is too late to drop the course, then the WMU student will receive an “E” for the course.

**Dress Code**

WoodsEdge is a professional site and you are expected to adhere to the dress code.

* Examples of **acceptable** attire:
	+ **Clean** **dark** jeans, khakis, dress pants, close toed shoes with backs professional t-shirts, t-shirts with WoodsEdge and WMU logos ONLY.
* Examples of **unacceptable** attire:
	+ Any dirty, torn, patched, or stained clothing, cut-offs, beach wear, **low-cut shirts**, bare-midriff shirts, short skirts or shorts ("Daisy Dukes"), T-shirts inappropriate for an educational setting (sex, drugs, alcohol, etc.), t-shirts with logos, **exposed undergarments,** and clothing worn inside out or backwards, no flip-flops.

**Grading:**

Participation

* Seminar- 20 points per week
* ½ letter grade drop **after 3rd missed** seminar or WE absence
* ½ letter grade drop after **60 minutes** of tardiness

Monitoring Score

* Approx. 2 scores a week, 100 points for each

Professionalism

* 100 points a week, deductions are taken for infractions
* Based on attendance to meetings
* Communicating with Supervisor
* Completion of weekly assignments
* Completion of Supervisor Evaluations
* Professionalism Standards at WE and with supervisors, Etc.

Assignments

* Some assignments have deadlines throughout the semester, others are to be completed based off the needs of the student at WoodsEdge, and what the Support Coordinator deems appropriate.



**Optional Activity Points (OAPs):** OAPs may be earned and used in the following situations:

* To replace 1 missed shift at WoodsEdge(20 OAPs)
* To replace 1 missed seminar (20 OAPs)
* To substitute for 1 missed quiz (20 OAPs)

**OAPs may be earned by:**

* Working an extra 2-hour shift at WoodsEdge (20 OAPs)
* Attending a behavior analytic/autism conference (20 OAPs per hour)
* Attending a Psychology Colloquium (20 OAPs)
* Exceptional Play Skills (5 OAPs)
* Dealing with Problem Behavior (5 OAPs)
* Coming early or staying after your shift (5 OAPs)
* Reacting positively to stressful situations (5 OAPs)
* Reacting positively when put with a different child (5 OAPs)
* Acting Professional and Accepting Feedback (5 OAPs)
* Correct implementation of difficult procedures or protocols (5 OAPs)
* Taking Initiative and Proactive behaviors for assignments (5 OAPs)
* Critical thinking (5 OAPs)
* Requesting to be observed in specific situations (5 OAPs)

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| --- | --- |
| **Assignments** | **Points** |
| Lit Review 1 and 2 | 10 each |
| Full Preference Assessment | 5 |
| Tasks Analysis for Procedure | 10 |
| Task Analysis Quiz | 5 |
| Client Presentation Paper Final Draft | 50 |
| Reflection Paper | 10 |
| Project (x3) | 20 each |
| PPT Presentation Final Draft | 30 |
| Oral Presenting of PPT | 20 |
| Margaret/Dana Meeting # 1 w/ Notes | 5 |
| Margaret/Dana Meeting # 2 w/ Notes | 5 |
| BCBA/Supervisor Meeting # 1 (Notes) | 5 |
| BCBA/Supervisor Meeting # 2 (Notes) | 5 |
| Pre-Prac Training | 10 |
| Lead Pre-Prac Visit (2 each) | 5 each |
| AP Mentor Evaluations | 5 each |
| Syllabus Quiz | 10 |
| Preference Assessment Quiz | 5 |
| Lit Review Quiz | 5 |
| Teacher/BCBA Meeting Quiz | 5 |
| Final Projects Quiz | 5 |
|  |  |

**Grading Matrix**

|  |  |  |
| --- | --- | --- |
|  |  | Participation, Assignments |
| Grade | 92 | 87 | 82 | 77 | 72 | 67 | 62 | <61 |
| Professionalism & Monitoring | 97 | A | BA | B | CB | C | DC | D | E |
| 93 | BA | B | CB | C | DC | D | E |  |
| 89 | B | BC | C | DC | D | E |  |  |
| 85 | CB | C | DC | D | E |  |  |  |
| 81 | C | DC | D | E |  |  |  |  |
| 78 | DC | D | E |  |  |  |  |  |
| 75 | D | E |  |  |  |  |  |  |
| 71 | E |  |  |  |  |  |  |  |

**WoodsEdge Learning Center Participation :**

At WoodsEdge, tutors earn 10 points an hour. Therefore, a day at WoodsEdge is worth 20 pts. *Participation points are deducted* for doing other homework or socializing when you should be working with your child, etc.

* + When a tutor misses a practicum day(for whatever reason), s/he will lose participation (20 points) points for that day.
	+ When a tutor misses more than **three** days either at WoodsEdge or in seminar, on the fourth missed day, the grade is **lowered half a letter grade.**
	+ If a tutor loses all participation points for any given day either at WoodsEdge or in seminar due to being late, s/he must still participate in all activities during the time remaining. Otherwise, the tutors final grade will be **lowered half a letter grade.**
	+ Tutors 1-15 min late = -5; 16-30 min late = -10; 31-45 min late = -15; 46-60 min late = -20.
	+ In addition, when a tutor is going to be late and does not call to warn classroom staff, 10 Professionalism points will be lost.
	+ **Rationale for the stringent attendance policy:** Consistency is crucial for the tutors and the children. Tutors benefit most from daily practice and feedback in order to acquire the skills needed to properly perform DT sessions. Absences affect their repertoire (DTT skills) but also the repertoire of the child with whom they are working.
	+ **Please note that this “get-tough” attendance policy is designed to avoid the hopeless hassle of coming around during, or at the conclusion of, the semester pleading for some way to make up points lost throughout the semester!**

**Cheating**

Cheating of any sort results in our recommending to the WMU Student Judiciary Committee that the student receive a grade of "E" for the course.  Entering false data at WoodsEdge Learning Center will also result in our recommending to the WMU Office of Student Judicial Affairs that the student receive a grade of "E". **ENTERING FALSE DATA HURTS YOUR CHILD!**

**Accommodation for Disabilities**

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Disabled Student Resources and Services office at the beginning of the semester. A disability determination must be made before any accommodations are provided.

**Student academic conduct**
You are responsible for making yourself aware of and understanding the academic policies and procedures in the Undergraduate or Graduate Catalogs (found online, [http://catalog.wmich.edu](http://catalog.wmich.edu/)) that pertain to Student rights and responsibilities. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**WoodsEdge Expectations: (A list is included with AP materials)**

Practicum students are expected to

* Inter-trial Interval (ITI): 3-5 Seconds
* Inter-procedure Interval (IPI): 60 seconds or less
* Reinforcer Duration: 5-10 seconds
* Goal: to do at least 4 meaningful procedure trials per minute

How to meet these expectations:

* + - When doubled up
			* One tutor is working with the child
			* The other is:
				1. Helping to prompt
				2. Setting up materials / preparing for next procedure
				3. Help give SDs (when appropriate)
				4. Make reinforcers more easily accessible
		- When alone
			* Come in a couple of minutes early to
				1. Organize materials
				2. Read over procedures
				3. Ensure you have everything you need (e.g. icons, reinforcers, etc)

Other Recommendations

* When doubled up and outside the booth (in the playroom, snack, speech, etc) one tutor stays with the child, and the other should:
	+ - 1. Clean/organize the booth
			2. Set up materials
			3. Reorganize materials

**Responsibilities**

* Check your email at least every 24 hours!
* Sign your own codes for your own child during your shift!
	+ We will go over this information on the first day of seminar.

**Professionalism:**

Your graduate supervisor evaluates your professionalism daily. Professionalism directly reflects your performance in the practicum itself. Feedback will be given on an as needed basis (See Professionalism Feedback Sheet below). Evaluations of professionalism are worth 20 points per day (you can earn up to about 1500 points for the whole semester). A **3-point** deduction occurs each time a category in the following list is violated, with the exception of four categories: (1) *behaved professionally during interactions*, (2) *implemented feedback*, (3) *accepted feedback,* and(4) *did not leave child unattended at any time.* A **5-point** deduction normally occurs each time (1), (2), or (3) is violated. A **10-point** deduction normally occurs each time (4) is violated (in extreme cases of un-professionalism, one or more letter grades might be deducted; but fortunately this has never happened so far). **The point deduction will be increased by three/five/ten points for each repeat violation** (e.g. the first missed phase change would result in a three-point deduction, the second missed phase change would result in a six-point deduction, the third in a nine-point deduction, etc.). The list below is not all-inclusive and may be updated to meet the needs of the practicum.

* **\*\*\*Due to the recurring problem of tutors not being cautious when coding phase changes, there is a new policy. As an AP you are now allowed to sign your own codes. However, if you make more than 3 mistakes you will be placed on a penalty period where your coding privileges are revoked for a week. During that week you will have to get a supervisor to sign them for you. After that week if you make 3 more mistakes you will lose your coding privileges for another week. During that week you will have to get a supervisor to sign codes for you. If you make 7 or more mistakes you will lose your coding privileges for the ENTIRE semester. Please be conscientious when coding your child’s book!**

|  |
| --- |
| **Description of Infractions**  |
|  |
| ***3 Point Deductions:*** |
| Did not take child to playroom to fill reinforcer bin before starting procedures |
| Did not bring child's procedure book and other necessary materials to booth |
| Did not go outside to the bus at the correct time (8:30, 11:30, or 2:30) |
| Did not implement ADLs as scheduled |
| Did not follow guidelines for hand washing, toileting, and arrival/departure |
| Did not leave all unnecessary materials away from child and out of the discrete trial session (phone, keys, coffee, pop, etc.) |
| Did not prompt child while they participate in scheduled activities (i.e., speech) |
| Did not follow procedure & prompt child during ADLs and breakfast/lunch |
| Did not prompt child to go back to booth to work after lunch |
| Did not work until end of session 10:30/12:30/2:30 or stay after to get codes  |
| Did not clean booth after session (failed to throw away trash, pick up food, return child book) |
| Wore inappropriate clothes (including showing underwear while sitting) |
| Did not wear Practicum Student badge  |
| Did not use transition icons |
| Missed a phase change or whistle blow |
| Did not update booth chart with any newly mastered procedure or whistle blow |
| Did not properly get codes for all missed procedures, student absent and/or student late or have them signed |
| Did not properly record date, initials, and/or percentages on data sheets or Throughout the Day Checklist |
| Did not carry PECS book everywhere |
| Talked about the child in front of the child |
| Did not use appropriate language in front of the children and in the classroom |
|  |
| ***5 Point Deductions:*** |
| **Did not implement feedback given during discrete trial sessions or seminar sessions** |
| **Did not behave professionally when interacting with the classroom teacher, supervisors, aides, parents, peers, and other WoodsEdge staff**  |
| **Did not accept feedback professionally and appropriately (eye contact, asked for suggestions, etc.)** |
|  |
| ***10 Point Deductions:*** |
| **Left child unattended at any time (in the booth or in the common area)** |
| **Picked up chil** |

**Professionalism Feedback Sheet**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child's Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date/Procedure\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You have lost \_\_\_\_\_\_\_\_\_\_ points. This is your \_\_\_\_\_ week making this error.

**How to Code**

Codes you are allowed to sign:

* + IP: Implementation Problems
		- Use this code when the procedure was not completed because you spent time looking for the stimulus material or reading a procedure or phase you were not familiar with. Also use this code when you fail to complete a procedure because of poor pacing.
	+ MM: Missing Materials
		- Items required to run the procedure were missing. For example if you just phase changed while running Manipulative Imitation and are missing the “frog” you would mark MM because you were missing the phase specific materials needed to run the procedure.
	+ OT: Off Task
		- Use this code if you cannot complete a session because of inappropriate behaviors during that session or if you cannot start a session because of tantrum, self-stimulation and other inappropriate behaviors during previous sessions that cause them to take too long. Do not use this code in place of data collection for sessions in which a child is somewhat inattentive but completes the procedures (even though his or her performance is not as successful as usual).
	+ AAA: Appropriate Alternative Activity
		- Use this code for special arts workshop, evaluations, holidays, parties, tornado or fire drills, toileting accidents, examinations by the school nurse, etc. during the time when a scheduled procedure was supposed to be run.
		- For example at 10:15 the speech therapist came down and took the child to speech. This lasted until 10:45. The tutor would code all procedures that were scheduled for the child from 10:15 until 10:45.
	+ SA: Student Absent
		- The tutor will code all the child’s procedures for that day once.
	+ SL: Student (child) Late
		- Student arrives late to school. The tutor will code all procedures up until the time the child arrived. For example, if a child on the a.m. shift arrives at 9:30, the tutor will code all procedures from 8:30 until 9:30.

-SLE: Student Left Early

* + - Student leaves school early. For example, if a child on the a.m. shift gets picked up at 9:30, the tutor will code SLE for all remaining procedures.
* SI : Student (child) Ill
	+ - For a sick child attending WE (e.g., lying on bean bag, waiting for parent to arrive).
	+ M/C: Maintenance Criteria
		- The child has reached phase change criteria while on the last phase of a particular procedure.
		- The tutor MUST also write this code on the child’s booth chart on the outside of the booth -3 points if you forget.
	+ WB: Whistle Blow
		- The child has met whistle blow criteria: 20 sessions without a phase change, or 5 sessions below 50%.
		- The tutor MUST also write this code on the child’s booth chart on the outside of the booth (-3 points if you fail to do so)

 **How to Make a Phase Change**

* Always read the phase change criteria for each procedure before making a phase change
* Before making a phase change look at the next phase to see if the procedure has reached maintenance criteria (MC).
* If you MC a procedure make sure to add it to the chart and the list of MC procedures in your child’s booth
* Get a red pencil and make the change… remember to put your initials above the phase change so we can tell who made the phase change
* **If there is a code in between the data, it is still a phase change for example 95, IP, 95**
* Please only make phase changes for the child you work with. Never make a phase change for a child other than your own.
* DO NOT MAKE PECS PHASE CHANGES! (get a supervisor to watch

WoodsEdge Practicum Make-Up Shift Form

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Excused Absence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Regular Shift: \_\_\_\_\_\_\_\_\_\_

Date of Make-Up Shift: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time of Make-Up Shift:\_\_\_\_\_\_\_\_\_\_\_\_

By signing this form, I verify the above information is valid.

Your Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_

Your Shift TA Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

Make-Up Shift TA Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_

Advanced Practicum Assignment Guide Fall 2015

\*This syllabus only offers guidelines and is subject to change contingent upon your child’s needs. Additional assignments are listed on the tasks list and may be completed and submitted before the end of the semester\*

**--MEETINGS will be during large group!**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date****Weekly Seminar****Wed.** | **In Class or Announcements** | **Homework Due** | **For next week** |
| Sept 9th Week 1 | **-No Large Group****-MEETING with Instructors**-Introduction PowerPoint-Task Analyses-Coding**-Syllabus Quiz** | * NA
 | -Review Task Analysis Unit/Job Aid-Complete Task Analysis Assignment-Task Analysis Quiz 9/16-Exchange Information with SC  |
| Sept 16th Week 2 | **- MEETING: Task Analysis Quiz** | * SC Email Proof
* Task Analysis
 | -Review Preference Assessment PowerPoint |
| Sept 23rd Week 3 | **- MEETING:** **Preference Assessment Quiz** | * Start Preference Assessment with kid
* Supervisor Evaluation Due (email to Anna)
 | - Review red dot PowerPoint if applicable |
| Sept 30th Week 4 | NO MEETING(Still Attend Large Group) | * Supervisor Evaluation Due
 | -Review Teacher/BCBA Meeting Unit |
| Oct 7th Week 5 | **- MEETING:** **Teacher Meeting quiz** | * Supervisor Evaluation Due
 | - Begin red dot sub phase with kid if applicable-Review Lit Review Unit- |
| Oct 14th Week 6 | **MEETING:****Literature Review Quiz** | * Supervisor Evaluation Due
* Review Procedure Writing PowerPoint
 | - Begin writing procedure with AP Mentor if applicable-Should have at least 1 teacher and 1 BCBA meeting scheduled by this week (notes for proof) |
| Oct 21stWeek 7 | NO MEETING(Still Attend Large Group) | * Supervisor Evaluation Due
 |  |
| Oct 28th Week 8 | NO MEETING(Still Attend Large Group | * Proof of meetings (Teacher and BCBA)
* Literature Review 1
* Review ABC data sheet and look at materials, if your assigned child has a behavior protocol read it and turn in notes
* Supervisor Evaluation Due
 | Behavior Protocol Notes (if applicable) |
| Nov 4th Week 9 | NO MEETING(Still Attend Large Group) | * Supervisor Evaluation Due
 | * Should schedule 2nd teacher and BCBA meeting by this week (notes for proof)
 |
| Nov 11th Week 10 | NO MEETING(Still Attend Large Group) | * Supervisor Evaluation Due
* Literature Review 2
 |  |
| Nov 18th Week 11 | NO MEETING(Still Attend Large Group) | * Supervisor Evaluation Due
* Continue to work on projects X3
* Proof of BCBA and Teacher Meetings
 |  |
| Nov 25th Week 12 | NO MEETINGThanksgiving Break |  | -Review Final Projects (Paper/PPT) Unit |
| Dec 2ndWeek 13 | **MEETING AFTER LARGE GROUP:****-**Go over final project: paper and presentation-Go over how to avoid being a PowerPoint disaster presentation**-Final Projects Quiz** | * Supervisor Evaluation Due
 | -1-2 page Reflection Paper due next seminar (Examples in files)-1st Draft of paper and ppt due next seminar |
| Dec 9th Week 14 | NO Meeting (Still Attend Large Group) | * 1st Draft of final paper due to AP mentor (CC AP Manager on email for proof)
* 1st Draft of final ppt due to AP mentor (CC AP Manager on email for proof)
* Reflection Paper due
* LAST Supervisor

Evaluation Due* Proof of 2 Pre-Prac Visits
 | * Prepare and practice for presentations
 |
| Dec 16th Week 15 |  | * Final draft of ppt and paper due to AP Mentor & IPAP Manager
* **AP presentations 6:00-6:30**

**Final Fiesta 6:30-8:00** |  |

\*I reserve the right to modify the syllabus as necessary as things change throughout the semester. However, if this does occur, you will be notified in advance. Additionally, some of the events are tentative and subject to change.