Sample service-learning course syllabus

Psychology 3570: Practicum with Special Populations
Dr. Richard Malott
Spring 2016

Contact Information

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8:30  Katie Mahaffy – katherine.a.mahaffy@wmich.edu; 602-499-0362
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SYSTEM MANAGERS
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YOU MUST EMAIL, CALL, OR TEXT MESSAGE YOUR SHIFT TA IF YOU ARE RUNNING LATE OR ARE GOING TO BE ABSENT!

- Directions for leaving a message:
  - Wait until the very end of the recording to leave your message.
  - Always leave your name, your shift, and the reason for calling.
  - NOTE: You must call your TA, even if you spoke with your TA prior to your absence
Description of Practicum Schedule

- Practicum students typically attend WoodsEdge two hours/day, five days per week. Students must complete a minimum of 10 hours per week.
- WMU practicum tutors follow WoodsEdge's calendar. As such, all WMU students are required to work during finals week -- no exceptions! Let your TA know in advance if you have a scheduling conflict. S/he will arrange for you to work during a different time slot that will accommodate your exam schedule.
- **All WMU students are required to work on Martin Luther King Day (January 18th) and WMU Spirit Day (March 4th).**
- If WMU is cancelled, but WoodsEdge is not, you must still come to WoodsEdge to work.
- In severe weather conditions (e.g., snow day), WoodsEdge will be closed if Portage Public Schools (PPS) are closed.

Closure Dates

WoodsEdge Learning Center has a calendar of school days separate from that of Western Michigan University. This means that during the semester WoodsEdge may be closed on a day that WMU is not. The dates that WoodsEdge is closed this semester are:

- January 29th
- February 26th – 29th – Mid-winter break
- March 11th
- March 30th – Half day
- March 31st
- April 1st – 8th – WoodsEdge Spring Break

Seminar Layout

In addition to the time spent at WoodsEdge, all tutors meet for 2 hours per week in a seminar setting. The seminar is a forum to discuss issues and questions related to the time spent on-site. The tutors and the teaching assistant also discuss the assigned readings from the texts for the course. Weekly quizzes will be given over the reading material.

The Texts

- **Let Me Hear Your Voice: A Family's Triumph Over Autism** by Catherine Maurice: The story of a family's struggle with getting an appropriate diagnosis and an effective treatment for their child. After promises of quick cures and discouragement of no recovery, they discovered the “Lovaas method” that makes use of behavioral interventions. The story reports the intense treatment necessary to get their child into "normal" classrooms (mainstreaming).
- PowerPoint presentations on www.dickmalott.com (emailed out each week)
- **Study Guides** (e-mailed out each week)

### Seminar Course Schedule

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Quiz</th>
<th>Seminar Activities and Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Introduction/Icon Exchange Training</td>
<td>N/A</td>
<td>N/A</td>
<td>NOTE: Seminar may run until 8:30pm</td>
</tr>
<tr>
<td>2</td>
<td>Jan 20</td>
<td>Professionalism, Progress Reports, and Monitoring Scores</td>
<td>Read syllabus – complete and turn in Syllabus Worksheet (pages 28-29)</td>
<td>Quiz 1 (Syllabus)</td>
<td>Icon Exchange Training</td>
</tr>
<tr>
<td>3</td>
<td>Jan 27</td>
<td>Antecedents</td>
<td>Maurice 1-3</td>
<td>Quiz 2</td>
<td>Icon Exchange Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Progress Report Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 3</td>
<td>Response</td>
<td>Maurice 4-6</td>
<td>Quiz 3</td>
<td>Icon Exchange Training</td>
</tr>
<tr>
<td>5</td>
<td>Feb 10</td>
<td>Consequences</td>
<td>Maurice 7-9</td>
<td>Quiz 4</td>
<td>IP Recruitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Icon Exchange Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 17</td>
<td>Pacing, ELOs, and Monitoring Activity</td>
<td>Maurice 10-12</td>
<td>Quiz 5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 24</td>
<td>Motivating Operations (MOs)</td>
<td>Maurice 13-15</td>
<td>Quiz 6</td>
<td>DUE: Icon Exchange Assignment #1</td>
</tr>
<tr>
<td>8</td>
<td>Mar 2</td>
<td><strong>Special Presentation: “The Big Picture”</strong></td>
<td>Maurice 16-18</td>
<td>N/A</td>
<td>DUE: Progress Report Rough Draft and Icon Exchange Assignment #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N * Seminar—WMU Spring Break!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 16</td>
<td>Structured Play and Monitoring Activity</td>
<td>Maurice 19-21</td>
<td>Quiz 7</td>
<td>Due: Icon Exchange Assignment #3</td>
</tr>
<tr>
<td>11</td>
<td>Mar 23</td>
<td>Function and Monitoring Activity</td>
<td>Maurice 22-24</td>
<td>Quiz 8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar 30</td>
<td>Antecedent Interventions</td>
<td>Maurice 25-34, Part III, Part IV, Afterword</td>
<td>Quiz 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N * Seminar—WoodsEdge Spring Break!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>April 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 13</td>
<td>Consequence Interventions</td>
<td>N/A</td>
<td>Quiz 10</td>
<td>DUE: Progress Report Final Draft and kid report PowerPoints due</td>
</tr>
<tr>
<td>14</td>
<td>April 20</td>
<td>AP Presentations and Kid Report Presentations</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>April 27</td>
<td>Final Feast (location TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** We reserve the right to make changes to this schedule as necessary.
NOTE: Assignments may be turned in during seminar or emailed before 6pm on Wednesday. If assignments are emailed, please send them to basicpracticum3570@gmail.com. Assignments received after 6pm will be counted as late.

Grading Policy

- To obtain an "A" you must earn a 92% or better in the following areas:
  - Quiz
  - Homework grade – Progress report, Study Guides, and “Let Me Hear Your Voice” homework, PECS homework
  - WoodsEdge participation
  - Seminar participation

- To obtain an “A” you must also earn a 97% or better in the following areas:
  - Monitoring
  - Professionalism

- To use the matrix below, take your lowest percentage in either your professionalism or monitoring grade and find it on the left hand column. Then take your lowest percentage in quizzes, participation, or homework and find it on the top row. Find where the two intersect on the matrix. This is your grade for the course.

GRADE MATRIX

<table>
<thead>
<tr>
<th>Professionalism &amp; Monitoring</th>
<th>Quizzes, Participation, Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>92</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
</tr>
<tr>
<td>93</td>
<td>BA</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
</tr>
<tr>
<td>85</td>
<td>CB</td>
</tr>
<tr>
<td>81</td>
<td>C</td>
</tr>
<tr>
<td>78</td>
<td>DC</td>
</tr>
<tr>
<td>75</td>
<td>D</td>
</tr>
<tr>
<td>71</td>
<td>E</td>
</tr>
</tbody>
</table>
### Point Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategories</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE Participation</td>
<td></td>
<td>20 points per day</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td></td>
<td>20 points per seminar</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let Me Hear Your Voice Homework</td>
<td></td>
<td>20 points per week</td>
</tr>
<tr>
<td>Study Guide</td>
<td></td>
<td>20 points per week</td>
</tr>
<tr>
<td>Progress Report</td>
<td></td>
<td>140 points</td>
</tr>
<tr>
<td>Seminar Quiz</td>
<td></td>
<td>10+ points per quiz</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td>100 points per week</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Session Monitoring</td>
<td>100 points per observation (~200 points per week)</td>
</tr>
</tbody>
</table>

### WoodsEdge Participation:
Tutors earn 10 points per hour at WoodsEdge. Therefore, a day at WE is worth 20 pts. Being “on time” to your shift means arriving to WoodsEdge 5-10 minutes before your shift begins. For example, if you are on the 8:30 shift, you should arrive to WoodsEdge at 8:25 and be ready to work with your child by 8:30. Shift time expectations are:

- 8:30 -- 8:20-10:35
- 10:30 -- 10:25-12:35
- 12:30 -- 12:25-2:35

#### Late Policy
- Tutors lose points for every minute s/he arrives late or leaves early **(for any reason) for both WoodsEdge shifts AND seminar:**
  - 1-15 minutes late = 15/20
  - 16-30 min late = 10/20
  - 31-45 minutes late = 5/20
  - 46+ min late = 0/20

- If a tutor loses all participation points for any given day either at WE 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.**

- If you are cumulatively tardy 60 minutes or more, (or if you leaving early for a cumulative of 60 minutes or more), your final grade will be lowered by half a
letter grade. Every additional 60 minutes late will result in an additional half a letter grade down.

- Absence Policy
  - When a tutor misses a WoodsEdge practicum day without advanced notice (i.e., not calling in the day before or prearranging with shift TA), s/he will lose participation points (20 points) and his/her grade will be lowered half a letter grade.
  - When a tutor misses a practicum day with advanced notice (calling in the day of and/or prearranging with shift TA, for whatever reason), s/he will lose participation (20 points) points for that day.
  - When a tutor misses more than three days (combined WE and seminar), on the fourth missed day, the grade is lowered half a letter grade.

- Make Up Policy
  - You may make up an EXCUSED absence one time with 20 OAPs (see the OAP policy below). You also have the option to make up excused absences by tutoring on a shift outside of your normally scheduled shift. If you do this, make sure you let the TA on that shift know you are making up a shift and have them let either the course instructor or one of the system managers know you were there.

*** Rationale for the stringent attendance policy:*** Consistency is crucial for the tutors and the WE 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 (DT skills) but also the repertoire of the WE 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!**
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: ____________

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: ____________
Seminar Participation:
One seminar session is worth 20 pts. Participation points are deducted when: (1) you are late for seminar, (2) you do not participate in the discussions (this includes talking to your neighbor, being on your phone, etc.), and/or (3) you are absent from seminar.
  o When a tutor misses a seminar session (for whatever reason), s/he will lose both participation points and quiz points.
  o Note: you must inform the seminar instructor if you’re going to be absent. All absences not addressed before the start of class will be considered unexcused.

Homework Subcategories:
  • Seminar Homework (“Let Me Hear Your Voice Homework” and Study Guides): Complete questions from the PowerPoint slides every week. The system manager will collect and review completed homework. (approximately 20 points per week)
    o Late Homework Policy:
      ▪ 1 point deducted for each business day late
      ▪ Only ½ credit if a full week late
      ▪ No credit if it is more than one week late
  • Progress Report:
    o The project consists of a paper evaluating the work you have done throughout the semester.
    o The rough draft of the progress report is worth 20 points.
    o The final progress report is worth 100 points. Your grade will reflect your performance in 2 areas:
      ▪ STYLE: 30 points (grammar, syntax)
      ▪ CONTENT: 70 points
      ▪ You MUST turn in your rough draft with your final paper. If you do not turn in your rough draft along with your final you will lose 10 points off of your total grade.
    o LATE DRAFT: -10pts per day

Monitoring Subcategories:
  • Session Monitoring: A graduate supervisor will monitor your performance during the discrete-trial sessions approximately 2-3 times per week. The supervisor will provide feedback to help ensure the correct implementation of procedures. Each monitoring score is worth 100 points. The score is determined by the evaluation of your supervisor. You will lose 2 points for each error you make.
    o NOTE: The first two monitoring sessions will not count toward the final monitoring grade. For these two practice sessions you should ask your supervisor to monitor difficult procedures. It is to your advantage (and it will benefit your child) to ask your supervisor to monitor problematic procedures. After the second session monitored, all sessions monitored will count toward your monitoring grade.
Professionalism:
Your graduate supervisor will evaluate 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 100 points per week (you can earn up to about 1500 points for the whole semester). This list is not all-inclusive and may be updated to meet the needs of the practicum. If you get more than 9 warning points, the Basic Practicum system managers will alert the support coordinator for your child. The support coordinator will then schedule a time to meet with you to discuss how to improve performance. Your TA may also be able to help.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description of Expectations – Points will be deducted if the following are not completed accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Took child to reinforcer room to fill reinforcer bin before starting procedures</td>
</tr>
<tr>
<td>3</td>
<td>Brought pencil, child’s procedure book, and other necessary materials to booth</td>
</tr>
<tr>
<td>3</td>
<td>Did not miss any phase changes or whistle blows</td>
</tr>
<tr>
<td>3</td>
<td>Went outside to the bus at the correct time (8:25, 11:30, or 2:25)</td>
</tr>
<tr>
<td>3</td>
<td>Implemented ADLs as scheduled</td>
</tr>
<tr>
<td>3</td>
<td>Followed guidelines for hand washing, toileting, and arrival/departure</td>
</tr>
<tr>
<td>3</td>
<td>Left all unnecessary materials away from child and out of the discrete trial session (keys, coffee, pop, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Prompted child while they participate in scheduled activities (i.e., speech)</td>
</tr>
<tr>
<td>3</td>
<td>Followed procedure &amp; prompted child during snack group and ADL’s</td>
</tr>
<tr>
<td>3</td>
<td>Prompted child to throw away trash, prompted child to wash hands, and went back to booth to work after lunch</td>
</tr>
<tr>
<td>3</td>
<td>Worked until end of session 10:30/12:30/2:30</td>
</tr>
<tr>
<td>3</td>
<td>Cleaned booth after session (threw away trash, picked up food, returned child book</td>
</tr>
<tr>
<td>3</td>
<td>Wore school-appropriate clothes (threw away trash, not showing underwear while sitting)</td>
</tr>
<tr>
<td>3</td>
<td>Wore Practicum Student badge</td>
</tr>
<tr>
<td>3</td>
<td>Used transition icons</td>
</tr>
<tr>
<td>3</td>
<td>Properly coded all missed procedures and had them signed</td>
</tr>
<tr>
<td>3</td>
<td>Properly recorded date, initials, and percentages on data sheet</td>
</tr>
<tr>
<td>3</td>
<td>Carried PECS book everywhere</td>
</tr>
<tr>
<td>3</td>
<td>Does not talk about the child in front of the child</td>
</tr>
<tr>
<td>3</td>
<td>Uses appropriate language in front of the children and in the classroom</td>
</tr>
<tr>
<td>5</td>
<td><strong>Implemented feedback given during discrete trial sessions or seminar sessions</strong></td>
</tr>
<tr>
<td>5</td>
<td>Behaved professionally when interacting with the classroom teacher, supervisors, aides, parents, peers, and other WoodsEdge staff</td>
</tr>
<tr>
<td>5</td>
<td>Accepted feedback professionally and appropriately (eye contact, asked for suggestions, etc.)</td>
</tr>
<tr>
<td>10</td>
<td>Did not leave child unattended at any time</td>
</tr>
</tbody>
</table>
Professionalism Feedback Sheet

Name __________________________ Child's Name __________________________

Date/Procedure __________________________ Problem __________________________

You have lost ________ points. This is your _____ week making this error.

- **Implement DT as instructed** – Teaching the child in your own way is NOT professional. We are providing instructions and feedback to practicum students based on the research results and years of experiences in teaching children with autism. If you have disagreements in the way that we conduct training, please talk to your TA. We are open for your suggestions.

- **Dress Code** - WE is a professional site and you are expected to adhere to the dress code. Your clothes should look appropriate for the parents of the children and any related professionals including teachers, occupational therapists, school nurses, school psychologists, etc. You will lose 3 professionalism points for wearing inappropriate clothes at WoodsEdge. Be aware that what you may consider “appropriate” may be “inappropriate” from their perspectives.

  - Examples of **acceptable** attire: **clean dark** jeans, khakis, dress pants, shirts with no logos or print, shirts with the WoodsEdge logo, dress shoes, tennis shoes. Shorts are allowed only between the months of June and August.
  
  - 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"), pants or shorts with writing on the bottom, tight leggings and clothing worn inside out or backwards, high heels, flip flops or sandals with an open toe.
  
  - Do not wear **T-shirts with contents** inappropriate for an educational setting (sex, drugs, alcohol, etc.)
  
  - Do not wear any clothes that do not cover your underwear or private parts of your body. **(Low-rise jeans may be inappropriate) if someone can see your underwear when you bend over.**

**Additional Course Opportunities**

**Optional Activity Points (OAPs):** OAPs 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)
- To substitute for 1 homework assignment (the number of OAPs depends on the points allotted to the homework).

- **Note:** OAPs may only be used with **advanced notice** for missed shifts, seminar, or quizzes.
OAPs may be earned by:

- Working an extra 2-hour shift at WoodsEdge (20 OAPs)
- Attending a behavior analytic/autism conference (10 OAPs per hour)
- Attending a Psychology Colloquium (20 OAPs)
- Conduct 1 hour applied research (10 OAPs)
- Article summary on a applied research article (20 OAPS)
Petition for Use of Optional Activity Points (OAPs)

Instructor's Name: ________________________

Give this form to PSY 357 (Basic Practicum) Instructor. You can use OAPs toward one of each category (seminar/WoodsEdge participation, quiz, homework) only once.

You would like to use Optional Activity Points on the date of __________ for the following checked academic category:

D Seminar Participation (20 OAPs)
D WoodsEdge Participation (20 OAPs)
D Homework (20 OAPs each)
D Quiz (20 OAPs each)

Student’s Signature: — — — — — — — — — — — — — — — — — Date: — — — — — — — —

Petition for Use of Optional Activity Points (OAPs)

Instructor’s Name: ________________________

Give this form to PSY 357 (Basic Practicum) Instructor. You can use OAPs toward one of each category (seminar/WoodsEdge participation, quiz, homework) only once.

You would like to use Optional Activity Points on the date of __________ for the following checked academic category:

D Seminar Participation (20 OAPs)
D WoodsEdge Participation (20 OAPs)
D Homework (20 OAPs each)
D Quiz (20 OAPs each)

Student’s Signature: — — — — — — — — — — — — — — — — — Date: — — — — — — — —
**Super A:**

Super A is an extra hour of credit you can get for doing a super outstanding job in this course. You do a terrific job this semester, and then next semester you can enroll in PSY 3960: Advanced Concepts of Behavior Analysis (ACBA) for 1 hour of credit. At the end of next semester, you receive a grade of A for PSY 3960 automatically, because you've already done the work and earned the credit this semester. (Of course you will still have to pay for the credit -- no free lunch.) It's a no risk deal; if you've done what it takes to earn the credit, you sign up for one additional hour of A; otherwise you don't. But remember, you must be enrolled during the next semester to receive the credit.

What does it take to earn a Super A? It takes about 50 extra hours of high-quality work. In figuring points for Super A, as well as for your regular grade, we figure roughly 10 points per hour of effective work. That means 500 extra, super-A points = 1 super- A. These extra points can be earned through the activities described above for earning OAPs and also can be transferred over from other classes such as PSY 1400.

**Academic Dishonesty Policy**

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 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 ALSO HURTS YOUR CHILD!

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu under Academic Policies.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. 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 your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**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 practicum student of KRESA and must drop the course. If it is too late to drop the course, then the WMU student will receive an “E” for the course.

**Teamwork in the Classroom**

In this practicum, the practicum students are considered to be important members of the public education system. In order for you to be successful as a team member, it is important that you follow the standards of both Western Michigan University and WoodsEdge Learning Center. This means that you should not only follow the rules specified in this syllabus, but also follow all rules in the classroom, which may be posted in the classroom or may be informed by the classroom coordinators or the teacher.
Throughout the semester, you will receive most of the training, instructions, and feedback from the graduate supervisors and TAs in order to avoid confusion of receiving feedback from multiple sources. However, you may occasionally receive some feedback and instructions from the classroom teacher. It is expected that you will follow the teacher’s feedback and instructions as much as you follow your TAs’ feedback and instructions.

**Description of Tasks**

- Practicum students are assigned to a WoodsEdge student, with whom they will work for the entire semester (in most cases).
- The tutors work with their student Monday-Friday for two hours a day. The two hours of time spent at WoodsEdge each day is divided into 15-minute blocks. Tutors work through eight, 15-minute sessions with a specific child each day, implementing three or four behavioral treatment procedures designed by Dr. Carmen Jonaitis (classroom teacher), Dr. Steve Ragotzy, and Dr. Paul Knight (school psychologists). The majority of these behavioral interventions involve Discrete Trial training (DTT).
- The tutors receive feedback before, during, and after DTT sessions from their teaching assistant (TA) and/or a Graduate Supervisor.
- The TAs are graduate psychology students from Western Michigan University.

**General Classroom Description**

WoodsEdge Learning Center provides instructional services for students from birth to age 26 who are severely mentally or multiply impaired. A full range of educational services is provided including academic instruction, motor development and aquatics, self-care skills, job-related instruction, language development, community-based instruction and support services. In addition, services are made available for parents to learn effective behavior management skills.

In order to meet individual student needs, the Autistic Impaired (AI) Preschool program is designed with three classrooms – Early Childhood Special Education (or Discrete Trial), Group Skills, and Pre-kindergarten. The Early Childhood Special Education classroom is available to provide one-to-one discrete trial instruction, to establish instructional control, and to develop pre-learner-skills necessary for success in future learning environments. If a child already has these skills when he or she enters the program, his or her needs may be met in one of the two other AI Preschool classrooms, which focus on group or Pre-kindergarten skills. Advancement into the next level classroom will occur once basic pre-learner skills have been mastered in the pre-primary impaired classroom. As children progress they may also have the opportunity to learn with typically developing peers in the YMCA Preschool.

The focus of the Early Childhood Special Education classroom is to increase environmental awareness. This includes using eye contact, demonstrating imitation skills, and following basic directions. The students will also learn a method of communication to better enable them to control their emotions. Instruction takes place in individual booths designed to keep distractions to a minimum. Western Michigan University (WMU) students are trained to
implement individualized teaching procedures. Positive reinforcement is used to increase positive behaviors, and attempts are made to ignore behaviors that interfere with learning.

**General Classroom Information**

There is a lot of information to learn at the beginning of the semester, and we don’t always remember to tell you everything. **Be sure to ask if you have any questions.** It is equally important to make suggestions. Although we’ve been doing this for a long time, you will be the one with the closest day-to-day contact with your child, and may have valuable insight that will help your child progress more quickly. So, please let us know!

**Bussing:** Bussing information is posted in the classroom. Children have an assigned seat (in most cases), and may use a seatbelt, car seat, or harness. Harnesses should be brought into school and not left on the bus. Children’s bags are placed at the front of the bus. Provide the assistance necessary for your child to get on or off the bus, however, children cannot be carried.

**Books & Bags:** Children have their own home/school notebooks, which relay information between parents and the classroom teacher and the teacher’s aides. Because parents may write about sensitive topics (medications, etc.) the notebooks are confidential. Children come with their own school bags everyday, and parents may send diapers, permission slips etc. to school. Please let us know if you find diapers, clothes, or anything unusual.

**Material Bins:** The material bins contain instructional materials that will be used by other practicum students after you leave the shift. Consequently, it is very important that all materials are returned to the bins when the procedure is done. Please keep extra materials out of the bins such as tissues or reinforcers. Please let your TA know if any of the items from the bin are missing.

**Reinforcer Bins:** Each child has a bin that contains their favorite reinforcers. This may include various toys, books, or edibles. Please be sure that the bags of edibles are always sealed, and any crumbs, wrappers, scraps of paper, etc. are removed at the end of your shift. It is also very important that child’s reinforcers are not placed in the material bins, or the instructional materials are not placed in the reinforcer bins.

**Booths:** Each child is also assigned a booth that they will work in every day. The booth contains two chairs, an empty desk, a material bin, a box of tissues, and a waste basket. Any used tissue should be thrown in the garbage to reduce the spread of germs. Booths should be cleaned at the end of each shift.

**Data Sheets:** The data sheets in the procedure book should only be marked in pencil. The classroom teacher, the TAs, and the supervisors are the only ones who can make phase changes. Old data sheets are placed in a page protector labeled “Old Data Sheets”. You can find these under each procedure tab in the child’s book, at the end of the procedure pages.
Groups: We may have groups (speech) that your child will participate in while at school. During this time you should reinforce appropriate behavior such as good eye contact, quiet hands, good in-seat behavior, etc. and prompt or model appropriate responding. You should not interfere with the instruction provided. If you do not attend the group with your child, see your TA for an alternate assignment until your child returns.

Common Area: The children are scheduled to be in common area at specific times for procedures or structured play. Your child should not be in the common area at any other time. Structured play is an excellent time for you to establish yourself as a reinforcer and work on appropriate play skills. You should interact with your child the entire time you are in the common area (see Extra Learning Opportunities section). This is not a time to sit, relax, or socialize with your classmates. Toys should be put away before you leave.

Children: Never leave your child alone, even for a minute. If you need to use the restroom, etc., ask someone to watch your child for you. Do not take your child’s behavior personally, and do not get angry with him/her. Try to remember that he/she is a very young child and with a very serious impairment. If you need a break because you feel like you are getting angry, don’t hesitate to ask your TA to take over for a few minutes.

Other:
1. When your child gets injured (hits his/her head, pokes his eyes, scratches a scab, etc.) or looks sick, please inform your TA. Even though the injury or sickness may not look serious at the moment, it may get worse later on. The child may have a special condition that you may not know about. It is important to catch signs of injury or sickness for prevention. Be sure that you inform your TA, a graduate supervisor, or classroom staff when something unusual happens.

2. When your child is not in the classroom (e.g., your child is absent, late, OT, etc.), find appropriate alternative activities or ask your TA what you should do. Examples of appropriate alternative activities are helping another practicum student collecting data, assisting another practicum student reinforcing the child’s appropriate behavior, observing other practicum students, cleaning the booth, toys, etc. It is not a time to take a rest and socialize with other practicum students.

3. Remember WoodsEdge’s “no-scent” policy, and be aware that some products that claim to be unscented are not. Often children are using medications or will have certain medical conditions. Because of confidentiality issues, we cannot tell you about these conditions.

4. Wash your hands before you start working with your child and before you leave WoodsEdge.

5. If you are working with another practicum student, please work with each other to make maximum progress with your child. Here are the general guidelines for cooperation with other practicum students:
When one person is conducting discrete-trial sessions, the other person should collect data and give extra social reinforcers for the child’s correct response.

The data collector also should read the procedure carefully and remind the DT trainer to implement trials in the exact way that the procedure specifies.

During inter-procedure-intervals, one person can play with the child while the other person prepares for the next procedure.

As described above, you can remind the other tutor when he/she is not conducting the trials in the way that the procedure specifies. However, please talk to your TA when you find other types of concerns in the other tutor’s performance (i.e., timing of reinforcement, pacing, enthusiasm during reinforcement, using effective reinforcer, etc.). Please do NOT give feedback directly to the other tutor. Limiting the source of feedback to your supervisor will prevent unnecessary confusions and inter-personal conflicts.

Responsibilities at the Basic Practicum level

1. Procedures and books

You should ....
- Ask for a new data sheet when the other one is full
- Ask a TA or grad student supervisor to sign phase changes and whistle blows
- Ask a TA or grad student supervisor to conduct a probe trial if the child has met criteria (see your seminar book for description of criteria)

You should not...
- Get new data sheets – the TA or grad student will do so
- Sign a phase change or whistle blow
- Conduct a probe trial

2. Reinforcer details

You should...
- Ask for edibles and/or juice when your child requests these items (edibles must be approved for the child – ask your support coordinator to make sure a classroom teacher has given approval)
- Make sure to ask for replacements for any stale edible items
- Dump out juice or water after your child leaves
- Clean your child’s reinforcer bin if something is spilled in it
- Ask a TA or grad student supervisor for an icon if your child does not have it

You should not...
- Get edibles or juice from the snack cabinet or refrigerator
- Retrieve icons from their drawers

3. Etcetera

You should...
- Check the child’s bag and leave any items (diapers, notebook) on the top shelf of the child’s locker
- Notify a TA or grad student supervisor if a child needs new clothing
- Notify a TA or grad student supervisor if you need some assistance in the bathroom with your child at any time

You should not...
- Put diapers away or retrieve them from the storage area
- Retrieve new clothing for your child
- Pick up your child
- Hold your child up by their arms or under their arms anymore than necessary

4. Feedback to other tutors
You should...
- Let anyone you work with politely know if they are on the incorrect phase or stating the Sd in any way other than what is written
- Let a person you work with or work before or after know if a TA or grad student advisor has told you anything about a child’s procedure that needs to be passed across shifts
- Let a TA know if you are concerned with the performance of a fellow tutor

You should not...
- Give feedback on tone of Sd, correction, or praise to a fellow tutor
- Give feedback on choice of reinforcers to a fellow tutor
- Give feedback on pacing
- These are the TA’s or supervisor’s responsibilities

How to “be cool” at WoodsEdge Learning Center
Mitch Fryling, Spring 2004

Working with a young child diagnosed with autism may be a whole new experience for some of you. We want to make sure that you get all you can out of the practicum experience. We also want to make sure that the children get all they can out of the training you provide them. The practicum is an educational experience for everyone. We have a few tips on how to maximize what you can get out of the practicum.

A primary goal for practicum students is to work well with children with autism, but if you want to survive in the competitive world of psychology (grad school/employment wise) you need to be professional. Professionalism is a cheesy term....and we know that, but it’s something that you need to master if you want to succeed in the real world (yes there is a world after college, most of us just don’t see it for a long time).

In addition, you need to have great social skills to be successful in the real world. One strange thing about social skills is that no one tells you how important those professionalisms are or what they are, let alone, how well you are doing in the crucial area. If you don’t do well, you won’t get the position you want, and no one will tell you the real reasons about where you screwed up—too much hassle. This practicum is much like any other human service setting,
which makes it a great opportunity to practice such skills. We are going to tell you some of the
subtle things that will help you be a good member of the real world.

Here some specific examples of behavior of successful students and non-successful students. If
you are cool, you will use being in this practicum as an opportunity to learn how to be
successful in other situations when you graduate.:

1. Be punctual – Don’t be absent or late. Your consistent discrete-trials are crucial for your
child’s progress. If you want your child to get all he can out of each day at WoodsEdge
you need to be there providing services in a timely manner. Not to mention this will
increase your chances of getting a better grade, impressing your TA, Dr. Malott, and
WoodsEdge staff.

2. Keep confidentiality. – Discuss your concerns for your child or any other issues related
to the practicum (e.g., red dots, disruptive behavior, a confusing procedure) in
appropriate situations. Do not talk about your concerns in other classes, at home, or in a
bar. If you have a problem with one of the procedures you and your child are working
on, you should bring it up at seminar or privately with a TA at WoodsEdge.

3. Use school-appropriate language – Remember that you are working at a public school.
Using swear words, making negative comments, and talking about parties and who
you’re dating are NOT appropriate. Choose appropriate topics at school. Believe it or
not we actually see a fair amount of this….even in front of children.

4. Accept feedback – Respond in a socially appropriate manner to the feedback from your
supervisor. Your supervisor means TAs, the practicum manager, undergraduate TAs,
advanced practicum students, the classroom aids, the classroom teachers, and Dr.
Malott. They are offering suggestions from their experience in order to improve your
skills. Say thank you and try the suggestions to improve your skills.

5. Be properly assertive in disagreeing with your supervisors and expressing your
discomfort. – Your supervisors are trying to make feedback as consistent as possible,
however, as many supervisors are learning through their mistakes, they sometimes
make a mistake. If you are not happy about some feedback or suggestions, don’t roll
your eyes, be emotional, or talk back to them right away. Smile, be tactful, be rational,
be polite, and be pleasant.

All of this should be probably pretty basic for most of you, but we thought it wouldn’t hurt to
run through it again. Let’s talk about these benefits for putting in a good effort at WoodsEdge.

Benefits

• Your child is going to learn more if you are professional, and put in your best effort
during the practicum. Our main priority is to provide quality behavioral interventions to
the children.
• Because your grade depends on it. A good way to make sure your chances of getting
into graduate school are significantly decreased is to get a bad grade in your
undergraduate practicum.
• You’ll get a great letter of recommendation from Dr. Malott, and potentially from the classroom teachers, Margaret and Dana, also. Getting a good letter of recommendation is crucial to getting accepted into graduate programs and employment agencies. Start planning ahead for this stuff; don’t wait till the last minute to wonder where to turn for letters of recommendation.

• Doing good in the practicum will open up doors for you at WMU, like doing the advanced practicum, research projects, etc. in the psych department. All of these activities will enhance your employability and chances of getting into graduate programs.

REMEMBER, THE MAJORITY OF YOUR MOTIVATION TO DO WELL IN THE PRACTICUM SHOULD BE SO YOUR CHILD LEARNS, AND CAN EVENTUALLY FUNCTION IN A LESS RESTRICTIVE ENVIRONMENT.

To end we’ll leave you with some examples:

#1: Tracy started the practicum without any expectations, and without having much respect for behavior analysis during PSY 360. She was simply interested in finishing up the practicum requirement of the Psychology major, and then continuing on to pursue her dream of becoming a psychotherapist. Tracy was never interested in helping her child, but only in getting a good grade. Although Tracy obtained an “A” average on quizzes, she was unable to get an “A” in the course because she didn’t accept feedback, and frequently rolled her eyes when people made suggestions. Not only did Tracy lose out on a great learning opportunity for herself, more importantly her child didn’t learn as much as he could have because of her attitude. Don’t be Tracy.

#2: Jon was in his last semester of college, and ready to finish school. He never really got great grades, but was enthusiastic about working with one of the children in the autism preschool. Jon was very enthusiastic, and everyone enjoyed having him around in the preschool. His child learned a lot, and both he and the child he worked with had a lot of fun during the practicum. Unfortunately Jon rarely came to the seminar, and when he did he didn’t do much but roll his eyes and make cocky comments. If Jon could have got his act together he could have used this experience to help him enter the autism job market. At least his child learned, but unfortunately Jon’s behavior prevented him from maximizing on his opportunities. If you could, don’t be Jon.

#3: Sherrie got great grades in PSY 360, and was excited about starting the practicum. Sherrie was a good student, but didn’t like that people were always monitoring her at WoodsEdge. She frequently complained about people always watching over her, despite TAs efforts to tell her that this was our way to make sure the children are learning. Sherrie was so annoyed with the feedback system that rather than make suggestions about how it could change she began to contradict TAs. Sherrie would frequently do things against her TAs advice, and when asked about it would lie. Sherrie was a great student, and could have been a great tech but wasn’t. If
Sherrie would have been able to accept feedback surely her child and she would have had a better experience at WoodsEdge. Don’t be Sherrie.

**General Guidelines for Discrete-Trial Training**

**Before Beginning the Session:**
- Before entering the booth, gather the materials needed to conduct your sessions (i.e., pencil, reinforcer bin, procedure book, PECS book, etc.)
- Each time you enter the booth, read the procedures carefully. Be familiar with the procedures to be implemented. Ask for help if you are unsure what to do.
- Check your child’s schedule in the front of his/her procedure book. Follow the schedule as closely as possible.
- **Before you start any procedures, check the data from previous sessions (It is important! Always check phase changes, red dots, and maintenance status before you do a procedure!)
  - **Phase changes:** If the child’s performance is **at or above 80% or greater for 3 consecutive sessions OR at or above 90% for 2 consecutive sessions**, inform your TA or supervisor that you need a phase change. Coded sessions do not affect phase change criterion, act as if they do not exist.
  - **Blowing the whistle/Red Dot:** If your child has had **five consecutive sessions at or below 50% on a procedure OR if there has been no phase change for 20 consecutive sessions**, inform your TA or supervisor. The TA or supervisor will sign the whistle blow on the data sheet. You are responsible for recording the whistle blow date on the child’s booth chart. A whistle blow is a signal for your child’s case coordinator to modify the procedure.
  - **Maintenance Procedures:** Maintenance procedures are procedures where the child has met the criterion for the final phase. When a procedure has reached maintenance status, ask a TA or supervisor to initial the data sheet. You should place the date it went on maintenance on the child’s booth chart in the appropriate column. This is done so the classroom teacher or the classroom coordinators will know the procedure is complete and can replace the procedure with a new one.
  - **Probe trials:** If your child is progressing quickly, it may be possible to skip phases and go to more advanced material. In these cases we conduct probe trials to see if we can move the child ahead. If a child has met the criteria (90% or 100%) for six consecutive sessions, which is 3 phases, inform your TA. Only your TA, Carmen, or the classroom coordinators can conduct probe trials.

**During the session**
A trial is: The occasion for a response, the response and the outcome of that response. Presenting the \( S^0 \) (discriminative stimulus):
- The child should be sitting in his/her chair with his/her hands in the 'quiet hands' position (hands crossed on lap or hands on the desktop).
- The child must be attending (eye contact, etc.) before you deliver the \( S^0 \).
- Present the $S^0$ as it is written in the procedure.
- Only give the $S^0$ once.

**Recording data**
- Use a pencil only.
- Write as neatly as possible.
- **Always** put the date and your initials in the upper box (1).
- Each column is one scheduled procedure, while each row within that column is one trial. Each main column consists of two columns.
  - In the left column, mark a plus when the child makes a correct response and a negative when the child makes an incorrect response (2).
  - The right column is used to record which stimulus was used for each trial. For example, if the student is matching a cup, spoon, and plate, mark a C, S, or P in the right column, next to the plus or minus sign in the other column (3).
- Record each response immediately after each trial. Do not wait for the end of the session.
- **Always** mark the percentage correct in the box at the bottom of each column (5).

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- With **10**-trial procedures, each minus is worth **10 percentage points** out of 100. With **20** trials, each minus is worth **5 percentage points** out of 100.
- Coding Data:
  - If a scheduled procedure is not implemented for any reason, enter a code into the data sheet (e.g., SA for “student (child) absent”, etc.). For instance, if a procedure is scheduled twice per day and you only completed it once, must record a code for the missed procedure (4).
  - If you are not able to complete all 10 trials of a procedure, mark a code indicating the reason you did not complete the procedure. **Have your TA or a graduate supervisor**
initial after coded sessions on the data sheet. If you do not get codes signed, you will lose professionalism points.

- Please ask your TA or her/his assistants for signing codes and phase changes. The classroom teacher and the classroom coordinators are not responsible for doing it.
- Do not use the margins for keeping data; ask for a new data sheet from your TA.

**Delivering the Reinforcer:**
- If the child emits a correct response, immediately deliver the reinforcer as written in the procedure. For instance, the reinforcer should be in your hand or easily accessible, so you can immediately give it to the child. If the edible reinforcer has to be pulled out of the plastic bag each time, then the reinforcer is not given immediately.
- Be enthusiastic when delivering the reinforcer!
- Use social reinforcers for every correct response (“Good Job!”)
- Vary the reinforcers within a session (i.e., use edibles, socials, toys, etc.). Refer to the child's reinforcer list in his/her procedure book. The behavioral profile in the child’s procedure book will give any special instructions for reinforcers.
- When implementing an expressive labeling procedure (i.e., asking “what is this?”) do not give the item the child is labeling to the child. For example, when you ask your child “What is this?” when a cracker is on the table, do not reinforce the correct response, “Cracker,” with the cracker. You should use another reinforcer. However, when you are implementing a request procedure (i.e., your child is responding to the question “What do you want?”) you should provide the reinforcer specified by the request.
- Be mindful of what reinforcers are working well and which ones are not. This can change daily or even in the course of a procedure.
- If using a toy, play with your child in some unique fashion; don’t just give the toy to the child. You are required to do this and you will lose points if you do not. For example if using a car for a reinforcer, make car sounds and run it across his or her arm.
- Be creative when using social praise. You must show affection by touching and tickling the child in addition to giving food or toys.
- Remember have fun with your child!

**Delivering the Correction:**
- If the child emits an incorrect response, immediately implement the correction procedure as written.
- Use the hierarchy of prompts, from the least to the most intrusive. That is, you should use a gestural prompt (i.e., point to the correct stimulus), then if necessary use a partial and then a full physical prompt.
- Use a neutral tone of voice. There must be a large difference in your tone when reinforcing a correct response and correcting an incorrect response.
- Only consider the child’s first response. For example, you say, “Touch your nose,” and the child touches his/her mouth and then his/her nose. This response is still recorded as incorrect.
• When it is obvious that the child is going to make a mistake, do NOT wait for the child to do so. Block the child’s attempt while saying and follow the correction procedure.

Reinforcement between trials and outside of the booth
• You must reinforce your child’s other appropriate behavior in between trials and outside of the booth during transition, snack, etc.
• In the booth, you are required to reinforce other appropriate behavior (not behaviors specified in the written procedures) on average once every 2 trials. Outside of the booth, you must reinforce the child’s appropriate behavior on average twice per minute. If you do not do both, you will lose monitoring points.
• Examples of behaviors to reinforce include: sitting nicely, quiet hands, attending before the trial without having to ask, walking from activity to activity nicely, participating appropriately in speech, snack, etc. Other appropriate behavior does not include the behaviors that are part of the procedures.
• When reinforcing your child’s appropriate behavior use verbal praise such as “nice sitting,” “good job with quiet hands,” or “good walking.”
• If the child engages in problem behavior and then starts behaving appropriately, wait for 4 seconds before reinforcing the appropriate behavior.

Maintaining stimulus control:
• Poor stimulus control is likely when beginning a new phase, beginning a new procedure, or after the child has been absent. If your child is off-task during the discrete trial session, implement a maintenance procedure. This allows your child to respond correctly and to contact reinforcers. This will increase compliance.
• When your child does not sit still, move the desk aside and move forward into the child’s “personal space” – Have your knees touching or around your child’s knees, lean forward, speak louder, increase the pace, use firm physical guidance, and reinforce compliance.
• When your child shows any disruptive behaviors (e.g., crying, dropping on the floor): Instruct the child to perform to the appropriate behaviors. Follow through on your instruction using the hierarchy of prompts (verbal, gestural, partial, and full physical). Do not repeat instructions, react to, pay much attention to, or make comments that might increase future frequency of disruptive behavior (i.e. Why are you being so stubborn?, We only have one more trial!, etc.).

Always remember:
• Speak in a clear, descriptive, and concise way when you instruct or praise the children. Unnecessary talking and long sentences confuse the children. A good example of praise would be “Johnny, nice touching your nose.” A poor example would be “Johnny, you are such a good boy. I knew you could touch your nose. You are so smart.” This may sound appropriate but it is background noise to your child.
• WoodsEdge staff members are willing to accept new ideas and are pleased when you offer suggestions. Please politely discuss with them your questions and concerns.
At the end of your shift:
- If you are done early you can do extra learning opportunities (see extra learning opportunities section). If you have some incomplete procedures you should complete them before doing any extra learning opportunities.
- Remember to have all codes and phase changes signed and mark Red Dots and Maintenance on the booth chart outside your child’s booth before leaving WoodsEdge each day.

**Data Sheet Codes**
- Your TA or supervisor must initial each coded session
- You must justify any code entry to your TA
- If you have more than 3 IP’s or OT’s in a row or 3 out of 5 IP’s or OT’s for the same procedure, please let your TA know.

**AAA – Alternate Appropriate Activity:** Use this code for special arts workshop, evaluations, holidays, parties, tornado or fire drills, toileting accidents, examinations by the school nurse, etc.

**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).

**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.

**IN – Invalid Data:** For a procedure implemented incorrectly. If you find yourself or other techs conducting a procedure the wrong way, you should invalidate the data with this code.

**OH – On Hold:** For example, for a child who needs to see the speech pathologist before continuing on with his or her ABC procedure.

**PT – Probe Trial:** For recording data during a probe of a new phase. The purpose of a probe trial is to adjust the level of instruction to the child’s needs. The following are circumstances in which a probe trial should be conducted:
- When a child has met the criteria (90% or 100%) for six consecutive sessions, which is 3 phases, inform your TA.
Your TA is responsible for authorizing probe trials. Your TA should observe the probe trial to determine what further action should be taken.

**SA** – *Student (child) Absent:* For any reason that the child is not in school. **ONLY** mark this for the **FIRST** session of each procedure for the day that the child is absent.

**SC** – *School Closed:* For half days, snow days, etc.

**SI** – *Student (child) Ill:* For a sick child attending WE (e.g., lying on bean bag, waiting for parent to arrive).

**SL** – *Student (child) Late:* For tardy children.

**SLE** - Student (child) Left Early: For children that leave school early.

### General Guidelines for Activities of Daily Living
Activities of Daily Living include toileting, arrival, departure, and hand washing.

- **Arrival/departure**
  - If you are picking up your child in the morning, you should be at the bus by 8:25.
  - Your child’s notebook should go on the table in the coatroom.
  - Your child’s bag, coat, and anything else they may bring should go in their lockers.
  - When you take your child to the bus, make sure their notebook and any other personal belongings are placed in their bag.
  - If you are taking your child to the bus in the afternoon, you should not leave for the bus until 2:25.

- **Toileting**
  - For some of you, this is your first time to change diapers or deal with toilet training. Don’t get nervous, it’s really not that difficult.
  - Each child is toileted according to their schedule and is in some stage of toilet training, either learning to change their own diaper or learning to go in the toilet, etc.
  - Each child has a bin in the bathroom cupboard with their name on it and a supply of diapers. **When you notice them getting low, put the magnet with their name on it on the outside of the doorframe.**
  - Girls vs. boys: Girls need to be wiped every time *from front to back,* even if they only urinate. Boys are wiped only when they have a bowel movement (BM).
  - Dealing with BM:
    - Get your TA.
    - Wear gloves.
- Put diapers in a plastic bag along with your gloves and the wipes before throwing them away.
  - If your child is dry there is no need to change their diaper.
  - If a child soils their clothes or gets wet washing their hands, change them. We will get you extra clothes for the kids. Put their soiled clothes in a plastic bag and then put it in their book bag. Do not leave it in the bathroom or in the locker. Tell the teacher’s aide or the classroom teacher so they can inform the parents.
  - If soiled clothes get on the floor during toileting, inform the teacher’s aide, the classroom teacher or your TA so it can be sterilized.
  - If you notice anything unusual, such as a rash, please inform us.
  - If a child has diarrhea or any unusual BM, alert a TA or classroom staff.

**What happens if I get bitten?**

- When the child does not let go with his/her teeth:
  - Push the child’s head closer to you. Do not push the child away; this may cause the skin to tear more.
  - Call over the nearest TA, the teacher’s aide, or the classroom teacher to help you get the child to release his/her jaw.
- If the bite breaks the skin:
  - Wash it out with soap and water in the sink by the bathrooms. The soap is really good antibacterial soap.
- In all cases:
  - Stop what you are doing, call over your TA, the teacher’s aide, or the classroom teacher to fill out an incident report.
  - If there is a need because of bleeding or swelling, you will be sent to the nurse’s office to get bandaged or to get an ice pack.
  - The child’s parents will be informed of the incident. (The child is probably at more risk than the tutor, because the child may have gotten your blood in his/her mouth).
- Prevention:
  - If your child attempts to bite you and has not ever done this in the past, inform your TA, the teacher’s aide, or the classroom teacher so we can watch this behavior. It will also allow us to warn other tutors.
  - If your child is a biter, do your best to ignore the child’s attempts to bite and continue with the procedures. Although this is sometimes difficult (and not always possible), do your best. Typically, the child is biting so he/she can escape the demands that have been placed on him/her. It is also possible the child behaves in this way for the attention resulting from the bite.
Syllabus Worksheet
(due second week of seminar)

All of the answers for this worksheet will be covered during the PowerPoint presentation in seminar. Please fill in the answers as you watch the presentation.

1. Who are the teachers in the classroom at WoodsEdge?

2. Who is the TA for your shift?

3. How many books do you need for this class?

4. What is the orange square in your booth for?

5. Name the three parts of a trial:

6. What are the phase change criteria?

7. What are the whistle blow criteria?

8. List and describe three of the codes you may need to enter on your child’s data sheets.

9. What happens to your final grade if you fail to call in to WoodsEdge when you miss a day?

10. How many participation points (out of 20) do you lose if you are 1 minute late to your shift at WoodsEdge?

11. If a student gets 7 trials correct out of 10, what percentage does he earn?

12. What type of reinforcer should always be paired with tangibles?
13. Name at least one item you should always carry with you at WoodsEdge.

14. How early should you be at WoodsEdge for the start of your shift?

15. List the four types of prompts in the prompt hierarchy:

16. List four things you can lose professionalism points for.

17. How can OAPs be earned and used?

18. If you miss seminar, you can make up the quiz later. T/F

19. To get an A in this class, you must earn:

   ____ % in __________________
   ____ % in __________________
   ____ % in __________________
   ____ % in __________________
   ____ % in __________________
   ____ % in __________________
   ____ % in __________________

20. Looking at the course schedule, what is the seminar topic for week 2?
Photo Consent Form

I __________________________ give WoodsEdge and Western Michigan University permission to use any photos/videos taken of me while working in the Psychology 357/397 practicum. Possible uses may include presentations, training videos, etc. This list does not include every possible use of the photos/videos.

__________________________________________________
Signature

__________________________________________________
Date

Confidentiality

As a volunteer/practicum student you will have access to confidential information about WoodsEdge students. Confidential information would include anything about the students, such as the student’s name, that a particular person is a student at WoodsEdge school, history, education or medical diagnosis, educational program, medical treatment, and so on. You may discuss student information with your WoodsEdge supervisor/staff as it pertains to your responsibilities as a volunteer/practicum student. This information is not to be discussed outside WoodsEdge school/seminar or with people who are not WoodsEdge school staff (the student’s parents, your roommate, etc.). If a volunteer/practicum student releases confidential information to unauthorized persons, that volunteer/practicum student will be terminated as a volunteer/practicum student.

I have read the above information about confidentiality. I understand that my services as a volunteer/practicum student will be terminated if I disclose any information about WoodsEdge students outside of the school or to unauthorized persons.

__________________________________________________
Signature

__________________________________________________
Date
Release and Authorization for the Disclosure of Employment Information

Release and Authorization for Past Employers to Disclose Information to K/RESA

I hereby authorize my past employers and any of their employees, agents, and representatives to disclose to the Kalamazoo Regional Educational Service Agency (“K/RESA”) all information in their possession regarding any aspect of my employment with them, and I hereby agree to release and forever hold them harmless from any and all damages or other liability of any kind arising from, as a result of, or in any way connected to any disclosure authorized herein.

Release and Authorization for K/RESA to Disclose Information to Prospective Employers

I hereby authorize the Kalamazoo Regional Educational Service Agency (“K/RESA”), its employees, agents, and any of its representatives to disclose to my prospective employer(s), their employees, agents, and any of their representatives all information in K/RESA’s possession regarding any aspect of my employment with K/RESA, and I hereby agree to release and forever hold K/RESA and its employees, agents, and representatives harmless from any and all damages or other liability of any kind arising from, as a result of, or in any way connected to any disclosure authorized herein.

Waiver of Right to Notice under Employee Right to Know Act

I also hereby waive my right to notice of such disclosure under Michigan’s Bullard-Plawecki Employee Right To Know Act, MCL 423.501 et. Seq., or any similar statute of another state.

I hereby acknowledge that I have read and fully understand the above paragraphs.

By: ___________________________________________  ________________________________
   Signature                                      Date

__________________________
Print Full Name