**Pediatric Feeding Disorders**

**Fall 2022**

**Instructor:** Kathryn Peterson, Ph.D., BCBA-D

**Teaching Assistant:** Julia Howard

**Wednesdays, 6:15-8:45 pm**

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**Course Description**

Through weekly reading assignments, group discussions, rehearsal in class, and lectures, students will learn the behavior-analytic principles and techniques currently employed to help children with feeding disorders.

**Course Overview**

This is a course on research methods and applications in behavior analysis with a focus on the assessment and treatment of pediatric feeding disorders. It is designed around a working laboratory so that students enrolled in the course can experience conditions similar to those encountered in a clinical research setting. As a result, the course content will embed research in progress as it relates to weekly topics. We will cover a wide range of topics like the observation of human behavior in applied settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment and selection, functional analysis methodology, and intervention strategies. Although most of the assigned readings and lab work focus on pediatric feeding disorders, most of the skills taught will provide you with a strong empirical background for clinical research and practice in different areas of behavior analysis (e.g., severe problem behavior, skill acquisition).

**Objectives for the course**:

The student will:

1. Identify and describe key features of applied behavior analysis (ABA), particularly as they apply to intervention for children with pediatric feeding disorders;
2. Acquire critical skills required for effective implementation of assessment and treatment of pediatric feeding disorders;
3. Discuss and identify current standards of practice and evidence-based treatment for pediatric feeding disorders;
4. Be prepared for practicum-based experiences in a pediatric feeding disorders program.

**Lecture quizzes (110 total points):** Students will take a short quiz at the end of all class periods. Each quiz will be worth 10 points. The quiz at the end of the class period will cover the content reviewed in the class. I will drop the lowest quiz score at the end of the semester. Quizzes could be anywhere from one to 10 questions and will consist of multiple choice, fill-in-the-blank, short answer, or True/False questions.

**Intermittent Assignments or Activities (60 total points, 2 assignments at 30 points each):** I will assign four activities or assignments throughout the semester to provide you with opportunities to practice skills across several key areas. We will practice the skill during the class before the assignment is due, and the assignment will be due at the start of the next class and should be submitted via Canvas. For example, the gram sheet assignment will teach you how we track the nutritional intake of our patients during their admission. The culturally influenced feeding practices assignment will teach you how culture influences mealtime and feeding.

**Article Presentation (60 total points, one 10-15-minute presentation):** By Week 6 of the class, you will be responsible for selecting on feeding research article to read, review, and present to the class. This will provide you with an opportunity to practice reviewing critical components of research articles and summarizing the outcomes and implications for future research.

**Exams (300 total points; 150 each)**: I will present two exams on the dates shown in the course schedule. Exams will be worth 150 points each. In most cases, I will limit makeup exams to special circumstances (e.g., hospitalization, death in immediate family, subpoenaed court appearance). If you think you are eligible for a makeup, check with me as soon as possible. If you know in advance (e.g., athletic participation, religious holiday, previously scheduled surgery), it is best for you to arrange to take the makeup exam before the scheduled exam date. I usually need to know at least one week before the exam to make such arrangements. Both exams will be time-limited and open book/note.

**Weekly Points of Discussion (110 total points):** Students will submit one Point of Discussion (POD) each week. PODs provide an opportunity for us to have meaningful contributions and ongoing discussions about the material covered in class. The following is a list of requirements for the weekly POD:

* The POD should be uploaded to Canvas at least 24 hours before the start of class (i.e., 6:15 pm on the Tuesday evening before class – **except for the first night of class and before exams**).
* Your POD can be about any or a combination of the assigned readings or a relevant topic to that week’s class.
* You can pose a question about something you did not understand, comment on the articles, discuss some potential limitations of the research, or touch on something that was interesting or stood out to you.
* You will receive the full 10 points if you have at least one relevant question before or after at least one meaningful contribution related to your question (e.g., “Why did the researchers conduct caregiver training so early? Based on the data presented, it seemed like inappropriate mealtime behavior was on an increasing trend when they introduced caregivers into the treatment sessions. I wonder about the benefits and drawbacks associated with introducing the caregiver before inappropriate mealtime behavior has completely decreased to low and   
  stable levels.”).
* You will receive half of the 10 points (i.e., 5 points) if you have only a relevant question without a meaningful contribution (e.g., “Why did the researchers conduct caregiver training so early?”).
* Be mindful to keep your points of discussion relatively brief (1-2 and up to 5 sentences or points). Practice being concise with your language, as length is not the goal.
* The PODs will be compiled and shared for group discussions on the day of class. All personal information will be removed.
* I will drop the lowest score at the end of the semester.
* Other General Tips in crafting your POD:
  + Please include the citation and page number of the reading with the content that informed your question, if applicable.
  + Please avoid asking, “What has been published since this paper was published?” simple yes/no questions (e.g., “Did the researchers obtain participant assent?”), or questions for which the answer is easily found in the article.
  + Ask questions that require discussion. Said another way, your question should make readers think and evaluate the evidence for or against a particular hypothesis, suggestion, theory, idea, etc.
  + Your questions may challenge the facts, concepts, and analyses in the readings or raise questions about the relation of the readings to other issues or topics.
  + Be specific. Once you have stated your basic idea/question, tell us why you think this. Are there some data in the article that led you to your idea/question? If so, tell us about it in concrete terms.

**Attendance (70 points):** I will offer 5 points per class for attendance for the full duration of the class period (6:15-8:45 pm). I have allotted 70 points for attendance, allowing for one absence from class without it affecting your final grade. If you can avoid missing class, that is ideal, as you will likely miss critical content that is important for mid- and final-semester exams and to advance your knowledge on the assessment and treatment of pediatric feeding disorders. However, illness or unexpected events occur. If you know in advance that you cannot attend class (e.g., athletic participation, religious holidays, previously scheduled surgery), it is best to inform me as soon as possible. You will not earn attendance or participation points for that evening; however, I can arrange for options to earn back points if you miss more than one class.

**Points and Grades**

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| --- | --- |
| **Assignment** | **Total Points** |
| Lecture Quizzes | 110 (1 per lecture class; 10 points per quiz; can drop lowest) |
| Mid-semester exam | 150 |
| Final exam | 150 |
| Assignments (2 total) | 60 (30 points each; 2 total assignments) |
| Article Presentation | 60 (1, 15-min presentation) |
| Weekly Points of Discussion (POD) | 100 (1 per lecture class; 10 points each; can drop lowest one) |
| Attendance | 70 points (14 classes; 5 points per class; can miss one) |
| Total | 700 (allows dropping lowest quiz, lowest POD, and one missed class) |

**Grades and Grading Policy**

Grade Description Numerical Equivalent

A Outstanding 90-100 (4.0)

B+ Intermediate Grade 87-89 (3.5)

B Good 80-86 (3.0)

C Average 70-79 (2.0)

F Failure 69 or below (0.0)

INC Incomplete

S Satisfactory

U Unsatisfactory

PA Pass

NC No credit given

**Required Text:**

* Students can access required readings through Canvas. Some journal articles are also available through the RU library website.

**Academic Integrity**

University Code of Student Conduct: It's important to realize that coming to the University brings you into a scholarly community, and as with all communities, there are principles and standards of behavior and action. Below, is the Preamble to the University Code of Student Conduct. (The full document can be found at http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/)

University Code of Student Conduct: Preamble: A university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Its rules should be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. (From the Preamble, University Code of Student Conduct, Policy on Academic Dishonesty)

I want to make it very clear to everyone that I will not tolerate cheating in any of my courses. If I believe someone is cheating on a quiz or exam or paper, I will report the incident directly to the Dean, who will take the matter from there. Examples of such cheating are copying answers from someone else’s test onto your own, copying material from reference sources and representing them as your own ideas or writings, storing information in a calculator’s memory and using it on the exam, using notes or such during the exam when not approved by me, working together on projects that are to be done on your own, etc. I urge all of you to become familiar with the University procedures for dealing with academic dishonesty. It can be found at: <http://academicintegrity.rutgers.edu/academic-integrity-disciplinary-process/>

**Accommodations for Special Needs**

Students with disabilities requesting accommodations must follow the procedures outlined at the [Office of Disability Services](https://ods.rutgers.edu/students/applying-for-services).

***Tentative* Class Schedule**

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| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Topic** | **Class Objectives** | **Readings** | **Assignment Due** |
| **1** | **9.7.22** | Introductions  Syllabus review  Introduction to pediatric feeding disorders | * State the criteria for diagnosis of Avoidant/restrictive food intake disorder (ARFID) * State the limitations of diagnostic nosology such as the DSM-V * Identify the major due dates, exam dates, and components of the course syllabus | None | **None**  **Lecture quiz** |
| **2** | **9.14.22** | More on the introduction to pediatric feeding disorders  Intake evaluation  Safety | * Recognize the steps in oral phase of swallowing for liquids and solids * Identify professionals who might participate in an interdisciplinary feeding evaluation and describe their primary role(s) * Identify at least 5 key strategies to maintain child safety during feeding assessment and treatment | * Peterson et al. (2018) * Sharp et al. (2022) | **POD**  **Lecture quiz** |
| **3** | **9.21.22**  **\*recorded lecture (no need to come on site for class)** | Design and measurement | * Describe the primary characteristics of single-case design * Describe the secondary characteristics of single-case design * Identify important features of a graph * Identify three commonly used single-case designs in feeding research and describe the primary features of each design * Name and describe the three characteristics of data that are important to evaluate during visual inspection | * Cooper Ch. 6 * Piazza & Kirkwood chapter (2021)   *Suggested (not required) readings*   * Horner et al. (2005) | **POD**  **Lecture quiz** |
| **4** | **9.28.22** | Clinical assessment   * Home baseline * Standard outcome baseline * Gram sheet   Discuss questions for therapists at feeding program | * Explain importance of direct observation and provide example of three important observable behaviors during the mealtime * Name two conditions of home baseline and purpose of each * Name two conditions of standard outcome baseline for liquids and purpose of each * Name three conditions of standard outcome baseline for solids and purpose of each * Explain purpose of a gram sheet and 3-day food log | * Peterson et al. (2018) * Fisher, Piazza, et al. (1992) | **POD**  **Lecture quiz**  **Baseline coding in-class practice** |
| **5** | **10.5.22**  **\*guest lecturers this evening** | Preference assessment and functional analysis of inappropriate mealtime behavior  Goal setting  Review list of articles for suggested reading, article presentation | * State what the purpose of a preference assessment is * Identify the procedures of a preference assessment * State what the purpose of a functional analysis is * Identify the four conditions of a functional analysis * Identify the feeding procedures of each condition of the functional analysis * Identify the function of inappropriate mealtime behavior from a graph of a functional analysis | * Piazza, Fisher et al. (2003) * Borrero et al. (2010) | **POD**  **Lecture quiz**  **Gram sheet assignment due** |
| **6** | **10.12.22** | Mealtime structure  Review outline for article presentation | * Identify components that represent mealtime structure (e.g., bolus size) * Describe at least one example for different components of mealtime structure (e.g., texture of food) * Identify how dependent variables (e.g., acceptance) are measured during structure mealtime sessions as described in the Piazza & Kirkwood chapter | * Peterson & Ibañez (2017) * Piazza & Kirkwood chapter (2021) | **POD**  **Lecture quiz**  **Select article for presentation** |
| **7** | **10.19.22** | Function-based intervention | * Given results of a functional analysis, identify function-based treatment * Define extinction * Identify and explain components of escape extinction * Identify and explain components of attention extinction | * Larue et al. (2011) * Bachmeyer et al. (2009) | **POD**  **Lecture quiz** |
| **8** | **10.26.22** | **MIDTERM EXAM**  Virtual review (will post zoom link) – come with questions prepared | | | |
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| **9** | **11.2.22** | Antecedent-based feeding interventions | * Identify what is manipulated in the 3-term contingency when conducting an antecedent-based intervention * Identify and explain the procedures for blending, fading (utensil or distance), and simultaneous presentation * Understand that all antecedent-based interventions begin with an evaluation * Explain how the evaluation for an antecedent-based intervention determines the hierarchy for that intervention | * Mueller et al. (2004) * Patel et al. (2001) | **POD**  **Lecture quiz** |
| **10** | **11.9.22** | Differential and noncontingent reinforcement  Treatment for other challenging mealtime behavior | * Be able to describe how expulsion and packing affect mouth clean * Identify and define different types of expels * Identify and describe some examples of oral-motor skill deficits mentioned in both studies * Be able to describe Nuk at presentation, Nuk redistribution, modified chin prompt, and reclined seating * Describe overall findings of each study and possible operant mechanisms for relative treatment effectiveness (e.g., possible reasons for why levels of mouth clean were not high during upright spoon) in both studies | * Shalev et al. (2018) * Milnes et al. (2019) | **POD**  **Lecture quiz** |
| **11** | **11.16.22** | Procedural integrity  Culturally sensitive treatment  Caregiver training | * Define procedural integrity * Understand how procedural integrity can impact treatment effects * Understand how procedural integrity impacts clinical evaluation of treatment protocols * Understand how to measure procedural integrity * Understand why procedural integrity and consistency are important when implementing behavioral protocols | * Aggarwal et al. (2015) * Bachmeyer-Lee et al. (2020) | **POD**  **Lecture Quiz** |
| **12** | **11.23.22** | **THANKSGIVING WEEK – No Class** | N/A | N/A | **N/A** |
| **13** | **11.30.22** | Caregiver training  Ethical considerations and Alternative feeding treatment approaches | * Identify and explain behavioral skills training * Identify the importance of conducting parent training when treating feeding disorders * Describe why it is important to use function-based treatments * Identify other commonly used approaches for treatment of feeding disorders * Identify and describe the treatment for pediatric feeding disorders with the most empirical support | * Peterson et al. (2016) * Tereshko et al. (2021) | **POD**  **Lecture quiz**  **Cultural sensitivity assignment** |
| **14** | **12.7.22** | Article Presentations | N/A | N/A | **Article Presentations** |
| **15** | **12.14.22** | Continuation of article presentations  Age-typical feeding goals | * Be able to describe the typical progression of self-feeding and chewing (e.g., immature chewing by 6 months of age) * Identify and describe the main dependent variables for self-feeding and chewing protocols * Describe the overall findings for each study * Describe future directions for research in the areas of self-feeding and chewing | * Rivas et al. (2014) * Volkert et al. (2014) | **POD**  **Lecture quiz**  **Article Presentations** |
| **16** | **12.21.22** | **FINAL EXAM**  Virtual review (will post zoom link) – come with questions prepared | | | |