

Fall 2021

**Introduction to Pediatric Feeding Disorders:**

**Instructor:** Vivian Ibañez, Ph.D., BCBA-D

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

**Instructor Contact Information**

Email to Dr. Vivian Ibañez: [vivian.ibanez@rutgers.edu](mailto:vivian.ibanez@rutgers.edu)

**Weekly Class Zoom Meeting Link:**

<https://rutgers.zoom.us/j/99471190117?pwd=dHNKTjIESFVMUURib2FaMjNBYklydz09>

**Meeting ID:** 994 7119 0117

**Password:** 618307

**Course Description**

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

**Course Content**

This is a course on research methods and applications in behavior analysis with a focus on the assessment and treatment of pediatric feeding disorders. We will cover a wide range of topics like the observation of mealtime behavior in clinical research settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment and selection, functional analysis methodology, intervention strategies, and caregiver training. Although the course content focuses 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). Finally, this course will provide you with introduction to practicum opportunities in the Pediatric Feeding Disorders Program at Children's Specialized Hospital.

**Text**

All course-related information including reading assignments will be posted on the Canvas website. Please *check the site frequently* because announcements and assignment changes will be posted there.

**Objectives for the course:**

1. Identify and describe key features of applied behavior analysis, particularly as it applies 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.

**Formative Assessment:**

1. **Lecture Quizzes** (110 total points): Students will take a short quiz at the end of all class meetings. Each quiz will be worth 10 points. The quiz at the end of the class meeting will cover the content reviewed in the class. Quizzes could be anywhere from 1 to 5 questions and will consist of multiple choice, fill-in-the-blank, or T/F questions. I will drop the lowest quiz score at the end of the semester.
2. **Intermittent Activities** (80 total points; 20 points each; 4 assignments): I will assign students with "homework" to practice important skills, such as data collection. We will practice the skill during class before the assignment is due. There will be a total of four assignments throughout the semester. The assignment will be due at the start of the class and should be submitted via Canvas.

3. **Weekly Point 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:
- Your POD can be about any or a combination of the assigned readings.
  - The POD should be uploaded to Canvas at least 24 hr prior to class (i.e., 6:15 pm on Tuesday).
  - You can pose a question about something you didn't understand, comment on the articles, discuss some potential limitations in 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. I wonder about the benefits and drawbacks associated with introducing the caregiver before inappropriate mealtime behavior has completely decreased to low and stable rates?").
  - 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?").
  - I will drop the lowest score at the end of the semester.
  - The PODs will be compiled and shared for group discussions on the day of class. All personal information will be removed.

*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?"
  - Ask questions that require discussion. Said another way, your question should make listeners think and evaluate the evidence for or against a particular hypothesis, suggestion, theory, 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.
4. **Exams (300 total points; 150 each):** I will present two, in-class exams on the dates shown in the course schedule. Exams will be worth 150 points each and will consist of multiple choice, fill-in-the blank, T/F, and short-answer questions. To be eligible to take the exam, you must be in the classroom within 15 minutes of the class start time. 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, obligatory religious holidays, previously scheduled surgery), it is best for you to arrange to take the makeup before the scheduled exam date. I usually need to know at least one week before the exam to make such arrangements. Regarding exam content, you are responsible for ALL course material. The exams concentrate on assigned readings, in-class content, and previous assignments and quizzes. I will include measures to test your knowledge of vocabulary and factual material, as well as how to run a specific protocol or assessment, or how to graph or take data on specific dependent variables.

5. **Attendance** (70 total points): I will offer up to 5 points per class for attendance in the full duration of the class period. I have allotted 70 total points toward this area, allowing one absence from class. If you know in advance that you cannot attend class on a given evening (e.g., athletic participation, obligatory 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 must miss more than one class. a

### **Points and Grades**

<b>Assignment</b>	<b>Total Points</b>
Lecture Quizzes	110 (1 per lecture class; 10 per quiz; drop lowest)
Intermittent Activities	80 (20 each, 4 assignments)
Weekly Points of Discussion	110 (1 per lecture class; 10 per point of discussion; drop lowest)
Mid-semester exam	150 (1 mid-semester)
Final exam	150 (1 during finals week)
Attendance	70 (5 per class; 15 classes; can miss one)
<b>Total</b>	<b>670</b>

### **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	

### **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](#).

**Tentative Class Schedule**

	<b>Date &amp; Lecturer</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Assignment Due</b>
<b>1</b>	<b>9.1.21</b>	Introductions Review syllabus Brief overview of pediatric feeding disorders	none	<b>none</b>
<i>Classes 2-14 will end with a quiz based on reviewed material from the class period</i>				
<b>2</b>	<b>9.8.21</b>	Continue overview of pediatric feeding disorders and intake	<ul style="list-style-type: none"> <li>Peterson et al. (2018) Chapter</li> </ul>	<b>Point of discussion due 9.7.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>3</b>	<b>9.15.21</b>	Design and measurement	<ul style="list-style-type: none"> <li>Horner et al. (2005)</li> <li>Milnes et al. (2018): Response Measurement, Treatment Integrity, and Reliability; Experimental Design; Graphs</li> </ul>	<b>Point of discussion due 9.14.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>4</b>	<b>9.22.21</b>	Clinical assessment <ul style="list-style-type: none"> <li>Home baseline</li> <li>Standard outcome baseline</li> <li>Gram sheet</li> </ul>	<ul style="list-style-type: none"> <li>No new readings, but optional to review:  Peterson et al. (2018) Chapter (only sections on direction observation and preference assessment)</li> </ul>	<b>Point of discussion due 9.21.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>5</b>	<b>9.29.21</b> <b>Watch recorded lectures</b>	Functional analysis of inappropriate mealtime behavior	<ul style="list-style-type: none"> <li>Piazza, Fisher et al. (2003)</li> <li>Borrero et al., (2010)</li> </ul>	<b>No POD/Freebie!</b>  <b>Lecture Quiz</b>  <b>Assignment: Gram Sheet</b>
<b>6</b>	<b>10.6.21</b>	Review previous lecture on functional analysis of IMB  Function-based intervention	<ul style="list-style-type: none"> <li>Bachmeyer et al., (2009)</li> <li>Kirkwood et al., (2021)</li> </ul>	<b>Point of discussion due 10.5.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>7</b>	<b>10.13.21</b>	Skills: Data collection (preference assessment and structured mealtime sessions)	<ul style="list-style-type: none"> <li>Fisher et al. (1997)</li> <li>Others TBD</li> </ul>	<b>Point of discussion due 10.26.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>8</b>	<b>10.20.21</b>	Antecedent-based intervention	<ul style="list-style-type: none"> <li>Mueller et al. (2004)</li> <li>Patel et al. (2001)</li> </ul>	<b>Point of discussion due 10.12.21 by 6:15 pm</b>  <b>Lecture Quiz</b>

				<b>Assignment: Data collection</b>
<b>9</b>	<b>10.27.21</b>	<b>MID-SEMESTER EXAM</b>		
<b>10</b>	<b>11.3.21</b>	Antecedent-based feeding intervention	<ul style="list-style-type: none"> <li>Larue et al. (2011)</li> <li>Bachmeyer et al. (2009)</li> </ul>	<b>Point of discussion due 11.2.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>11</b>	<b>11.10.21</b>	Treatments for other problematic mealtime behavior	<ul style="list-style-type: none"> <li>Shalev et al. (2018)</li> <li>Milnes et al. (2019)</li> </ul>	<b>Point of discussion due 11.9.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>12</b>	<b>11.17.21</b>	Caregiver training and culturally sensitive treatment	<ul style="list-style-type: none"> <li>Bachmeyer-Lee et al. (2020)</li> <li>Aggarwal et al. (2015)</li> </ul>	<b>Point of discussion due 11.16.21 by 6:15 pm</b>  <b>Lecture Quiz</b>  <b>Assignment: Respond to Case Scenarios</b>
<b>13</b>	<b>11.24.21</b>	No Class  Thanksgiving Recess <a href="https://scheduling.rutgers.edu/scheduling/academic-calendar">https://scheduling.rutgers.edu/scheduling/academic-calendar</a>		
<b>14</b>	<b>12.1.21</b> <b>Dr. Kathryn Peterson</b>	Alternative feeding treatment approaches	<ul style="list-style-type: none"> <li>Peterson et al. (2016)</li> </ul>	<b>Point of discussion due 11.30.21 by 6:15 pm</b>  <b>Lecture Quiz</b>  <b>Assignment: Cultural sensitivity</b>
<b>15</b>	<b>12.8.21</b>	Age-typical feeding goals	<ul style="list-style-type: none"> <li>Rivas et al. (2014)</li> <li>Volkert et al. (2014)</li> </ul>	<b>Point of discussion due 12.7.21 by 6:15 pm</b>  <b>Lecture Quiz</b>
<b>FINAL EXAM PERIOD</b>				
Thursday, December 16 -Thursday, December 23 <a href="https://scheduling.rutgers.edu/scheduling/academic-calendar">https://scheduling.rutgers.edu/scheduling/academic-calendar</a>				