

**Pediatric Feeding Disorders**  
**Spring 2021**  
**Instructors: Cathleen C. Piazza, Ph.D., BCBA-D**  
**Wednesdays, 6:15-8:45 pm via Zoom**

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**Weekly Class Zoom Meeting Link:**  
<https://rutgers.zoom.us/j/94946002296?pwd=RUQ3cE55c3hxYlMyb1NzbTNKbGh4Zz09>  
Meeting ID: 949 4600 2296  
Password: 301395

### **Course Description**

Through weekly reading assignments, group discussions, rehearsal in class, and brief lectures, students will learn the 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 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:**

**Lecture Quizzes (130 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 1 to 10 questions and will consist of multiple choice, fill-in-the-blank, or T/F questions.

**Data collection assignments (120 total points; 10 points each):** An important activity when conducting feeding therapy is data collection. You will learn how we take data to measure progress during therapy by completing data collection assignments. After you complete a data collection assignment, you will bring your data to class to compare with other classmates and discuss agreements and disagreements.

**Assignments (60 total points, 20 each):** You will be assigned three other assignments. 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. The procedural integrity assignment will teach you how integrity relates to evaluating treatment effects. The instructions for these assignments will be discussed in class.

**Exams (200 total points; 100 each):** I will present two exams on the dates shown in the course schedule. Exams will be worth 100 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, 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.

**Participation comments (130 total points):** Participation is required during every lecture class. You must make at least one comment during the discussions had in class. To earn your points, post your participation comment on Canvas after the lecture is done. If you made more than one comment during the class discussion, you only need to post one on Canvas.

### Points and Grades

Assignment	Total Points
Lecture Quizzes	110 (10 each; drop lowest)
Mid-semester exam	100
Final exam	100
Data collection assignments	120 (10 each)
Participation comments	130 (10 each; can miss one)
Gram sheet assignment	20
Practical assignment	20
Culturally influenced feeding practices assignment	20
Total	640 (this allows for dropping one quiz and missing one participation comment)

### **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](#).

**Tentative Class Schedule**

	<b>Date</b>	<b>Topic</b>	<b>Class Objectives</b>	<b>Readings</b>	<b>Assignment Due</b>
<b>1</b>	<b>1.20.21</b>	Introduction to feeding disorders	<ul style="list-style-type: none"> <li>• Recognize steps in oral phase of swallow</li> <li>• Recognize the developmental differences between typical and atypical feeding</li> <li>• State the criteria for diagnosis of ARFID</li> <li>• Be able to state the limitations of diagnostic nosology</li> <li>• Identify observable behavior associated with oral-motor skill deficits</li> <li>• Differentiate between growth charts of appropriate and problematic growth</li> <li>• Be able to identify professionals who might be most appropriate for an interdisciplinary evaluation and why</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson et al. (2018) Chapter</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p>
<b>2</b>	<b>1.27.21</b>	Design and measurement	<ul style="list-style-type: none"> <li>• Define single-case experimental design</li> <li>• Explain why clinicians should use single-case experimental designs</li> <li>• Identify the most critical benefits and features of single-case design</li> <li>• Identify important features of a graph</li> <li>• Identify at least two common designs used in feeding research</li> </ul>	<ul style="list-style-type: none"> <li>• Cooper Ch. 6</li> <li>• Piazza &amp; Kirkwood chapter (2021)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p>

			<ul style="list-style-type: none"> <li>Identify and define critical mealtime behaviors, such as inappropriate mealtime behavior, bite or drink acceptance, and mouth clean</li> </ul>		
3	2.3.21	<p>Clinical assessment</p> <ul style="list-style-type: none"> <li>Home baseline</li> <li>Standard outcome baseline</li> <li>Gram sheet</li> </ul> <p>Introduce gram sheet assignment</p>	<ul style="list-style-type: none"> <li>Explain importance of direct observation and provide example of three important observable behaviors during the mealtime</li> <li>Name two conditions of home baseline and purpose of each</li> <li>Name two conditions of standard outcome baseline for liquids and purpose of each</li> <li>Name three conditions of standard outcome baseline for solids and purpose of each</li> <li>Explain purpose of a gram sheet and 3-day food log</li> </ul>	<ul style="list-style-type: none"> <li>Peterson et al. (2018) Chapter (only sections on direction observation and preference assessment)</li> <li>Fisher, Piazza, et al. (1992)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p> <p><b>Data collection assignment 1</b></p>
4	2.10.21	<p>Preference assessment and functional analysis of inappropriate mealtime behavior</p>	<ul style="list-style-type: none"> <li>State what the purpose of a preference assessment is</li> <li>Identify the procedures of a preference assessment</li> <li>State what the purpose of a functional analysis is</li> <li>Identify the four conditions of a functional analysis</li> <li>Identify the feeding procedures of each condition of the functional analysis</li> <li>Identify the function of inappropriate mealtime behavior from a graph of a functional analysis</li> </ul>	<ul style="list-style-type: none"> <li>Piazza, Fisher et al. (2003)</li> <li>Borrero et al. (2010)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p> <p><b>Data collection assignment 2</b></p> <p><b>Gram sheet assignment</b></p>

5	2.17.21	Mealtime structure	<ul style="list-style-type: none"> <li>• Identify components that represent mealtime structure (e.g., bolus size)</li> <li>• Describe at least one example for different components of mealtime structure (e.g., texture of food)</li> <li>• Identify how dependent variables (e.g., acceptance) are measured during structure mealtime sessions as described in the Piazza &amp; Kirkwood chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson &amp; Ibañez (2017)</li> <li>• Piazza &amp; Kirkwood chapter (2021)</li> </ul>	<b>Participation comment</b>  <b>Lecture quiz</b>  <b>Data collection assignment 3</b>
6	2.24.21	Function-based intervention	<ul style="list-style-type: none"> <li>• Given results of a functional analysis, identify function-based treatment</li> <li>• Define extinction</li> <li>• Identify and explain components of escape extinction</li> <li>• Identify and explain components of attention extinction</li> </ul>	<ul style="list-style-type: none"> <li>• Larue et al. (2011)</li> <li>• Bachmeyer et al. (2009)</li> </ul>	<b>Participation comment</b>  <b>Lecture quiz</b>  <b>Data collection assignment 4</b>
7	3.3.21	Antecedent-based feeding intervention	<ul style="list-style-type: none"> <li>• Identify what is manipulated in the 3-term contingency when conducting an antecedent-based intervention</li> <li>• Identify and explain the procedures for blending, fading (utensil or distance), and simultaneous presentation</li> <li>• Understand that all antecedent-based interventions begin with an evaluation</li> <li>• Explain how the evaluation for an antecedent-based</li> </ul>	<ul style="list-style-type: none"> <li>• Mueller et al. (2004)</li> <li>• Patel et al. (2001)</li> </ul>	<b>Participation comment</b>  <b>Lecture quiz</b>  <b>Data collection assignment 5</b>

			intervention determines the hierarchy for that intervention		
<b>8</b>	<b>3.10.21</b>	<b>MIDTERM EXAM</b>			
<b>SPRING BREAK (3.15.21-3.19.21)</b>					
<b>9</b>	<b>3.24.21</b>	Treatments for other problematic mealtime behavior	<ul style="list-style-type: none"> <li>• Be able to describe how expulsion and packing affect mouth clean</li> <li>• Identify and define different types of expels</li> <li>• Identify and describe some examples of oral-motor skill deficits mentioned in both studies</li> <li>• Be able to describe Nuk at presentation, Nuk redistribution, modified chin prompt, and reclined seating</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Shalev et al. (2018)</li> <li>• Milnes et al. (2018)</li> </ul>	<b>Participation comment</b>  <b>Lecture quiz</b>  <b>Data collection assignment 6</b>
<b>10</b>	<b>3.31.21</b>	Procedural integrity	TBD	TBD	<b>Participation comment</b>  <b>Lecture quiz</b>  <b>Data collection assignment 7</b>
<b>11</b>	<b>4.7.21</b>	Integrity assignment and discussion	N/A	N/A	<b>Participation comment</b>  <b>Data collection assignment 8</b>

12	4.14.21	Caregiver training and culturally sensitive treatment	<ul style="list-style-type: none"> <li>• Identify and explain behavioral skills training</li> <li>• Identify the importance of conducting parent training when treating feeding disorders</li> <li>• Define treatment engagement</li> <li>• Identify barriers to treatment engagement for racial/ethnically diverse patients</li> <li>• Identify strategies to improve treatment engagement for racial/ethnically diverse patients</li> </ul>	<ul style="list-style-type: none"> <li>• Aggarwal et al. (2015)</li> <li>• Bachmeyer-Lee et al. (2020)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p> <p><b>Data collection assignment 9</b></p>
13	4.21.21	<p>Presentations for culture assignment</p> <p>In-class assignment on parent training</p>	N/A	N/A	<p><b>Participation comment</b></p> <p><b>Data collection assignment 10</b></p> <p><b>Cultural sensitivity assignment</b></p>
14	4.28.21	Alternative feeding treatment approaches	<ul style="list-style-type: none"> <li>• Describe why it is important to use function-based treatments</li> <li>• Identify other commonly used approaches for treatment of feeding disorders</li> <li>• Describe characteristics of change-resistant behavior in children with autism relative to feeding</li> <li>• Identify and describe the treatment for pediatric feeding disorders with the most empirical support</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson et al. (2016)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p> <p><b>Data collection assignment 11</b></p>



15	5.5.21	Age-typical feeding goals	<ul style="list-style-type: none"> <li>• Be able to describe the typical progression of self-feeding and chewing (e.g., immature chewing by 6 months of age)</li> <li>• Identify and describe the main dependent variables for self-feeding and chewing protocols</li> <li>• Describe the overall findings for each study</li> <li>• Describe future directions for research in the areas of self-feeding and chewing</li> </ul>	<ul style="list-style-type: none"> <li>• Rivas et al. (2014)</li> <li>• Volkert et al. (2014)</li> </ul>	<p><b>Participation comment</b></p> <p><b>Lecture quiz</b></p> <p><b>Data collection assignment 12</b></p>
	5.12.21	<b>FINAL EXAM</b>			