

Douglass Developmental Disabilities Center
School Psychology Doctoral Internship

Description of Organization

The Douglass Developmental Disabilities Center was founded in 1972 to meet the needs of people with autism spectrum disorder (ASD) and their families. Currently, the center serves over 100 students across the school program, adult program, early intervention, and outreach services. We use the principles of applied behavior analysis (ABA) to organize our delivery of comprehensive services for individuals across the stages of their lives. Our treatment services focus on both teaching skill development and reducing challenging behavior. We work collaboratively with the families of the children and adults we serve, and with the agencies that fund their treatment.

As a university-based program, our commitment includes the education of undergraduate and graduate students and the dissemination of knowledge through research, training, and consultative services. We also provide information about the treatment and education of individuals with ASD to the entire professional community and to the general public. In addition, we are committed to furthering the understanding of the nature and treatment of ASD through research. Our research is integrated into our clinical practice and directly informs the services we provide to our students.

Position

The DDDC will offer one doctoral internship position under the supervision of Kate Fiske, Ph.D., BCBA-D. The full-time, 10-month position will begin with the start of the 2016-2017 school year on August 28, 2017. Interns wishing to fulfill experience/supervision requirements for licensure in New Jersey should expect to complete a full-time, *12-month* position beginning on August 28, 2017.

Completion of the internship at the DDDC will also fulfill the supervised experience requirement for the BCBA if the intern has initiated the BCBA course sequence by the start of the internship.

Responsibilities

The doctoral intern will divide his or her time between working directly in the classrooms at the DDDC and shadowing/assisting a staff behavior analyst in consultation to public schools. If the intern is eligible for their BCBA, training will follow the BACB task list. Tasks that the intern will complete in one or both settings are below:

Behavior Reduction

- Collaborate with a team of behavior analysts on the treatment of challenging behavior in individuals with autism.
- Conduct functional behavior assessments through interview, observation, and environmental manipulation (indirect and direct assessment, functional analyses).
- Develop behavior intervention plans with faculty and behavior analysts to address the identified function of challenging behavior.
- Train classroom staff on behavior intervention plans.

- Monitor progress in behavior reduction using objective data and visual inspection of skill acquisition graphs
- Monitor treatment integrity of behavioral interventions.
- Conduct analysis or treatment sessions for ongoing clinical research at the DDDC.
- Participate in regular group supervision with behavior reduction team.

Skill Acquisition

- Collaborate with a team of behavior analysts on the instruction (academic and vocational) of individuals with autism.
- Conduct assessments to identify areas of deficit (e.g., ABLLS, VB-MAPP)
- Evaluate the quality and appropriateness of goals developed for IEPs, which may include a full program evaluation in public school districts.
- Monitor progress in skill acquisition using objective data and visual inspection of skill acquisition graphs
- Identify lack of progress and variables that may interfere with progress.
- Participate in analysis of teaching procedures (e.g., prompting, reinforcement) using single subject design, often within the context of clinical research.
- Train teachers on teaching methods and monitor maintenance of skills.
- Participate in regular group supervision with skill acquisition team.

Qualifications

- Experience working with children/adolescents in a school setting required
- Background working in special education settings, including using ABA with individuals with ASD, preferred
- Initiation or completion of course sequence in behavior analysis preferred but not required
- Willingness to work with individuals with sometimes severe challenging behavior and learning deficits required

Application

Submit a letter of interest, CV/resume, and two letters of reference by mail or e-mail to the following address:

Kate Fiske, Ph.D., BCBA-D
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