

***Recent Advances in Social and Emotional
Development***

**EDHD
498C
Fall 2018**

Dr. Kenneth H. Rubin
Center for Children, Relationships, and Culture
Benjamin Building 1108
(301) 405-0458
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Class Meets

Fridays, 11:00 AM – 12:00 PM
Benjamin 1108

Office Hours

Benjamin 1108
Monday & Tuesday: 11:00 AM – 12:00 PM and by appointment

Course Description

This course provides undergraduates with a research experience in the *Laboratory for the Study of Child and Family Relationships* (Director: Dr. Ken Rubin). *Students will participate in a National Institute of Mental Health-funded study involving Dr. Andrea Chronis-Tuscano (PI; Psychology) and Drs. Rob Coplan (Carleton U., Canada), Lea Dougherty (UMCP, Psychology), Charissa Cheah (UMBC, Psychology), Paul Hastings (UC – Davis), and Ron Rapee (Macquarie U., Australia).* This project examines early intervention programs for preschool children at-risk for social anxiety and social phobia, and their parents. Students in the *Laboratory for the Study of Child and Family Relationships* will be trained to code and collect observational data of the preschoolers in their preschools and in the lab; students will also be trained to collect and code observational data of mother-child interaction in the lab. Students may also be trained in the editing of physiological data including measures of autonomic and neuroendocrine functioning.

In addition to gaining hands-on research experience working on the Preschool Shyness Study (<https://sites.google.com/site/umdlittleturtles/umd-preschool-shyness-study>), you will be exposed to *theories, research, and methods pertaining to factors influencing social and emotional development*. The course will include discussions of the roles of biological processes, temperament and personality, parenting and parent-child relationships, and peer relationships in the children's social and emotional development.

Course objectives

Students completing this course will:

1. Become familiar with the developmental literature on parenting; peer relations; temperament/personality ... and how these factors influence prosocial, anti-social, and asocial (withdrawal) development.
2. Become familiar with relevant research methodologies used in the study of parenting, parent-child relationships, and peer interactions and relationships.
3. Gain the knowledge and skills necessary to collect, code, and enter questionnaire, observational, and physiological data, as well as complete other important research-related tasks.
4. Apply the substantive knowledge and research experience gained throughout this course to satisfactorily meet the course requirements outlined below.

Course Requirements

In addition to serving as a research intern in the *Laboratory for the Study of Child and Family Relationships* working on the Preschool Shyness Study, enrolled students will be required to successfully complete the requirements outlined below.

- **Credit Hours:** Students will take EDHD498C for 3 credits, which translates into 10 hours of laboratory work each week. *Laboratory meetings will count toward the 10 hours. Assessments and treatment sessions worked on weekends will count toward the following week's 10 hour requirement.* ***Seniors who are committed to completing a thesis may use 2 hours of weekly lab time in the Spring Semester to complete the research project (with consent of Dr. Rubin).***
- **CITI Training:** Students are required to complete CITI training within the first 1-2 weeks of the semester (<https://www.citiprogram.org/>). The student must turn in an electronic version of their CITI certificate of completion to their direct supervisor by the first weekly meeting. ***Failure to complete CITI training in a timely fashion will result in being dismissed from the lab.***
- **Lab Meetings** are at **11:00 AM on Fridays in room 1108 Benjamin Building**. *Students are required to attend lab meetings as well as meetings with a mentor related to training sessions, lab activities, and course requirements.*
- **Signed Syllabus Contract:** All students must sign and date the last page of the syllabus acknowledging their understanding of, and agreement with, the requirements of the course.
- **Journal Club:** Journal club is held during the weekly lab meetings and involves a brief discussion of one theoretical or empirical research article relevant to the research being done in our lab. *Each student is responsible for serving as a discussion leader during journal club once during the semester. Students will serve as discussion leaders in groups of two or three. Every student is required to post at least one discussion question from the reading to the Drop Box folder for that week at least 24 hours before lab meeting (Thursday at 11:00 AM). You*

will receive a link requesting the upload earlier in the week. Only the leaders for that week will be able to access the other posts. Failure to submit at least one discussion question at least 24 hours prior to lab meeting with result in a 10% decrement to your journal club grade.

- **Discussion leaders** are responsible for reading and synthesizing the discussion questions sent in by the group. You will be given access to the Drop Box folder for that week. These questions should be used to guide the discussion of the article during journal club. The leaders for the week will be expected to facilitate the discussion of the article by asking leading questions, providing feedback on others' comments, and ensuring an engaged conversation. Sign-ups for journal club will be completed at the first lab meeting.
 - *Specifically, the following must be discussed in order to receive full credit for facilitating journal club (failing to meet the expectations for leading journal club will result in a 15% decrement to your journal club grade):*
 - Answer the following questions:
 - What is the study about?
 - What do we know about the topic (situate the article)?
 - Why is it important?
 - Discuss the hypotheses and methods (if applicable).
 - Discuss the results (if applicable).
 - Facilitate a discussion of the article making sure to incorporate the most relevant and common discussion questions.
- **For students who have an approved excuse for missing lab meetings:** Students who have an approved excuse for missing lab meetings will:
 - Submit one discussion question prior to each lab meeting
 - Submit one one-page response paper in lieu of leading a discussion
- **Senior Thesis Project:** *Seniors in the lab who plan to apply to graduate school to obtain a Ph.D.* should seriously consider completing a research thesis or literature review as their capstone project. Senior students will be assigned a graduate student or post-doctoral mentor who will assist in the review or research project. The literature review must be completed on the same timeline as the senior thesis (described below). *For those students who will be applying to graduate school, completing a thesis, in addition to your skills as an RA, will allow Dr. Rubin to speak to your academic and research skills in a letter of recommendation. Importantly, every student in the lab who has applied to graduate school in the past 4 years AND who has completed a thesis, has been accepted to graduate school.*
 - **Milestones** (see corresponding rubrics for specific details):
 - *End of Junior Year:* Rising seniors will be required to complete the *Senior Thesis Topic Selection Form*. Please see the *Senior Thesis Topic Selection Form* for more details.
 - **NOTE:** *Juniors who are studying abroad during the second semester of their junior year will complete these requirements in their first semester. If you are going abroad during the second semester of your junior year, you will*

meet the requirements and grading scale for the spring semester during your fall semester.

- *Juniors who plan to study abroad should meet with Dr. Rubin, early in the Fall semester, to see if a relevant research internship can be found in the city/country within which the student is studying.*
- *End of Fall semester senior year: Seniors will be required to formally submit a written proposal to their graduate student or post-doctoral mentor and to Dr. Rubin, three weeks prior to the examination period for the Fall semester. Please see the *Senior Thesis Proposal Rubric* for details. Students will be required to present their proposal to the lab for feedback on the **final meeting** of the lab during the fall semester.*
- *End of senior year: Graduating seniors will submit their thesis to their graduate student or post-doctoral mentor and to Dr. Rubin three weeks prior to the beginning of the exam period. Please see the *Senior Thesis Rubric* for more details. Graduating seniors will also present their thesis to the lab during the final lab meeting.*

THE LABORATORY FOR THE STUDY OF CHILD AND FAMILY RELATIONSHIPS

Director

Dr. Ken Rubin

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Phone: (301) 467-7520

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Lab Coordinator

Lindsay Druskin

Office: 0101 Benjamin

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Lab Grad Students

Matt Barstead

Kelly Smith

Hailey Fleece

Office: 0101 Benjamin

Lab website: <http://www.umd Rubin Lab>

The primary goal of the *LSCFR* is to advance our understanding of child and adolescent social and emotional development. We are particularly interested in vulnerability and resilience among children at-risk for maladaptive psychosocial outcomes. Our current projects include basic research on:

- The development of adaptive (social competence; civic engagement) and maladaptive (social withdrawal; aggression) social behaviors and peer relationships (friendship; peer acceptance and rejection; bullying and victimization; early romantic relationships) in childhood and adolescence.
- The determinants and stability of parent-child relationships, parenting behaviors and beliefs about normal and abnormal/dysfunctional development.
- Predicting the development of adaptive and dysfunctional child and adolescent outcomes from the constellation of biological factors (e.g., temperament), context (e.g., culture), parenting and parent-child relationships, and peer relationships. Positive outcomes include social and emotional competence. Negative outcomes include social anxiety, depression, loneliness, rejection sensitivity, and negative self-esteem.
- Cultural influences on parenting, parent-child relationships and children's social and emotional development. Ongoing work is taking place in Brazil, China, Italy, and Portugal.
- The effects of intervention experiences for socially anxious and withdrawn young children.

Please see UMD's academic calendar here:
<https://www.provost.umd.edu/calendar/18.html>

- **Professional Behavior**

- Remember to always interact professionally with your supervisor(s), classmates, and research participants.
 - **Your focus must always be on lab activities when you are in the lab. Do not use the time to socialize. Do not use the time to work on things unrelated to this lab.**
- Participant confidentiality must be strictly maintained at all times. Documents (e.g., questionnaires, CDs/DVDs) with identifying information (i.e., names, dates of birth, contact information) must be kept confidential and, when disposing of anything containing identifying information, this should be shredded. **Data must never leave the lab.**
- People who are not part of the research team (e.g., friends) should not be allowed to enter the lab (0101; 0102 Benjamin) or come in contact with the data without the permission of Lindsay Druskin or Dr. Rubin.
- Dress in appropriate, professional attire whenever you're in the lab or in the *Center for the Study of Children, Relationships, & Culture* (1108 Benjamin). Do **not** wear:
 - Tattered/cut-off jeans/jean shorts (Bermuda/long shorts are fine)
 - Short-shorts, short rompers/shirts/dresses
 - Shirts with language/graphics that are vulgar, sexually explicit, or may otherwise be offensive
 - Attire that is revealing or provocative
 - Flip-flips (plastic/flimsy ones)
 - See-through blouses/shirts, pants (i.e., no yoga pants/leggings)
 - Halter/tank tops/off-the-shoulder shirts while participants are in the lab (be prepared to cover shoulders)
 - Clothing that reveals bare midriff
 - Sweatpants, sweat shorts, workout clothing (i.e. leggings)
 - **DO NOT WEAR DRESSES WHEN YOU KNOW YOU WILL BE INTERACTING WITH CHILDREN**
 - **WEAR CLOSED-TOED SHOES WHEN INTERACTING WITH CHILDREN**
- If you have any tattoos, please keep them covered while in the lab. Individuals may be asked to cover/take out any excessive body/facial piercings based on the discretion of the lab director.
- Please keep your hair neatly groomed and a natural hair tone. This also applies to facial hair.
- Please respond in a timely manner (i.e., within 24 hours) to emails or other contacts from your mentor or other lab members. **Please “reply all” to group emails looking to find assistance with a specific task (e.g., school observation) so that everyone is in the loop. However, please take note of who you are “replying all to” and if all of those people need to see your message.**

- Laptop computers may be used for note taking during lab meetings, but **do not** use laptops or phones to check email or surf the internet during the weekly lab meetings in 1108 Benjamin.
- Please note your week to clean the lab on the cleaning schedule.
- **THE LAB IS A NUT-FREE ZONE!!!!**

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a

single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Grading for Freshman and Sophomores

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Juniors (Fall Semester)

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Juniors (Spring Semester)

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	3.75%	15 points
Thesis Topic Selection	15%	60 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Seniors (Fall and Spring Semesters)

Attendance/Promptness/Reliability/ Successful completion of RA duties	65%	260 points
Journal Club	3.75%	15 points
Senior Thesis Project	25%	100 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

***In order to receive an 'A' in this class, you will likely need to satisfy the following:*

- Independent and conscientious completion of lab activities, including working assessments, treatment weekends, and conducting school observations (if applicable) at a pace consistent with your peers.
- Consistent and timely attendance and active participation in lab meetings, including adequate preparation and thoughtful discussion of readings at lab meetings.
- Being on time for participant interactions (i.e. school observations).
- Adherence to professional and ethical behavior.

Attendance/Promptness/Reliability/Successful completion of RA duties

- Satisfactory completion of all research duties assigned to you, including the fulfillment of your 10 hour per week commitment, will result in a full points for participation.
- *Absences (only in outstanding circumstances) should be discussed with Lindsay Druskin and/or Dr. Rubin at least 1 week prior to the missed meeting.* If lab meetings conflict with class, other arrangements should be made with Dr. Rubin prior to the beginning of the semester. *See notes under journal club section.*
- *Students are also required to notify Lindsay Druskin at least 1 week in advance if they will need to miss regular hours (MINIMUM OF 24 HOURS NOTICE).* Generally, you will be required to make up any missed hours the week prior to the absence. Additionally, students are required to keep track of their lab hours using the **Google Doc** log that has been distributed. Please email Lindsay Druskin if you are unable to access this log.
- Students are required to work 10 hours per week in the lab. Research requires meticulous attention to detail; therefore, a high level of conscientiousness will be required. Students will specify times in which they will be available and in the lab (these hours may change some weeks depending on duties). You should meet every week with your mentor to set goals to be accomplished each week, and to check-in on progress toward longer-term goals. Come prepared to ask any questions you may have. Should you run out of tasks to complete during your regular lab hours, email a mentor (e.g., graduate students, Lindsay, and/or Dr. Rubin). Also check-in with any RAs who are working in the lab at that time, to see if you can assist with another project.
- **If there is an issue with attendance, promptness, reliability, or the successful completion of RA duties, Lindsay Druskin and/or Dr. Rubin will correspond with you either in person or via email. If this first contact does not immediately rectify the issue, the following will occur**
 - **1st Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of 10% of this portion of your grade.*
 - **2nd Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of an additional 15% of this portion of your grade.*
 - **3rd Formal Warning:** A third formal warning will result in dismissal from the lab and a failing grade in the course.
- **Dr. Rubin reserves the right to adjust grades for professional behavior at his discretion, and can do so at any time for any reason.**

Junior Topic Selection and Senior Thesis Project

- Grading for this project is outlined in the rubric. Additional expectations will be discussed during the one-on-one meeting with your graduate student or post-doctoral mentor and with Dr. Rubin. Dr. Rubin will play a significant role in the selection of your thesis topic and the successful completion of your senior thesis project. Both Dr. Rubin and your graduate student mentor should be aware of your progress on a consistent basis.

Professionalism

- Dr. Rubin and lab coordinators/administrators reserve the right to deduct points for professionalism at their discretion. You will be given fair warning before points are deducted. However, ***the standard of professionalism in this lab is very high, and failure to meet the standards outlined above will result in dismissal from the lab and a failing grade in this course.***

Final note on grading: Regular attendance and participation is essential for success in this lab. We will all benefit if lab members are engaged in discussion, questioning, and learning. *If you suspect that you cannot meet the requirements outlined in this syllabus, you should drop the course. If you suspect you cannot work assessments, treatment weekends, or conduct school observations (if applicable) at a pace consistent with your peers, you should drop the course.*

Mid-Semester Evaluation

- Each student will be required to meet with Dr. Rubin for a mid-semester evaluation.
- Blocks will be reserved and scheduling will be done 2 weeks prior to the mandatory meetings.
- Each student will be required to complete a self-evaluation form prior to this meeting.
- Presentation topics will also be confirmed at this meeting if not already confirmed with your direct supervisor and support team.
- **Although the mid-semester evaluations provide a nice time to discuss things that are going well, and things that require more attention, each student should feel free to raise any concerns with Dr. Rubin or lab managers at any time.*

Letters of Recommendation****

- When requesting a letter of recommendation, students need to provide Dr. Rubin with transcripts, CV, statement of purpose and/or cover letter, GRE scores (if available), and information regarding the nature of the position/graduate program, to whom letters should be addressed, and a detailed list of main projects/tasks s/he worked on in the lab.
- In all instances, all relevant information should also be provided to the graduate student or post-doctoral mentor.

- **One month** minimum notice is required to submit letter of recommendation details to Dr. Rubin. Only under extraordinary circumstances will recommendations be prepared with less than one month advance notice. Last year (2017-2018), Dr. Rubin wrote over 150 letters of recommendations for students in the lab. Please submit all necessary materials at least one month prior to the letter's due date.

Inclement Weather or Campus Emergency: If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu> or the snow phone line (301-405-SNOW) lab activities will be cancelled.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

Scheduling

You will choose 10 hours each week when you will consistently be in the lab. This includes lab meeting if you can make it. Please enter these hours in the “Rubin RAs” google calendar. Here is how to do this:

- 1) Go to google calendar (www.google.com/calendar)
- 2) Click anywhere under the day you are trying to schedule
- 3) Click “edit event”
- 4) Enter your name into the event title box
- 5) Change the date and time of the time block you wish to schedule
 - a. If you are going to be out a certain day, click on “All day”
 - b. If you want to have this time block repeat each week click “Repeat...”
Please end the repeating event on the last day of the semester (December 18th)
- 6) **Go to the calendar drop down menu and select “Rubin RAs”**
- 7) Click save

Questions about scheduling? Contact Lindsay Druskin.

Please be sure to update your lab hours for each week. If you are sick one day, you can make up the hours during the weekend or during the next week.

If you want to take a day off for any reason, you will need to obtain the hours for that day prior to missing it, rather than making them up afterward.

Example: If you know that you have an important exam on a Thursday and must miss the 4 hours you were scheduled for on the Wednesday of that week, you will need to have completed these hours on Monday or Tuesday. You would not be able to make up those 4 hours on Friday after your exam.

If you are sick, want to take off hours, are going on vacation, etc. please let Lindsay Druskin know at your earliest convenience.

****IF YOU ARE FEELING EVEN A LITTLE SICK, DO NOT COME TO LAB MEETING****

Multimodal Early Intervention Program for Behaviorally Inhibited Preschoolers
(AKA The Turtle Study/UMD Preschool Shyness Study)

What is the study?

Dr. Rubin and Dr. Chronis-Tuscano (Dept. of Psychology) are collaborating on a study examining two early intervention programs for behaviorally inhibited preschoolers. The two programs are called Cool Little Kids (CLK) and Turtle/SSFP (Social Skills Facilitated Play Program). Just in case you are supposed to be **blind** (not know which participants are in which intervention group), please do not ask about the nature of each intervention – we will tell you everything that we can!

How does it work?

The study involves phone screening parents to find out if their children are eligible for the study. The phone in Lindsay's office is the Turtle line. If this phone rings and no-one is there to answer, please respond to the caller as follows:

"Thanks for calling the Preschool Shyness Study. This is _____, how can I help you?"

Then take down the caller's:

- 1) Parent's name
- 2) Child's name
- 3) Parent's number and email address
- 4) What they were calling for (school helping us recruit, parent who is already participating and has a questions/update, new possible participant etc.)

→ Then please write this down and email Lindsay with the information.

This year, we will be conducting school observations of children during free play/unstructured activity. We will visit schools a total of 4 times in order to collect 30 min of data per child at each of Times 1 and 2. The coding scheme that we use for these school observations is called the Play Observation Scale (POS). You must first become reliable in this coding scheme before being able to do school observations.

If you have questions about POS, please contact Kelly Smith

Terminology:

Ax = assessment (i.e. pre-ax, mid-ax, post-ax)

School ob = school observation

Tx = treatment

ADIS = Anxiety Disorders Interview Schedule (diagnostic interview)

So, to sum it all up:

- Parent does phone screen- is eligible or ineligible
- Before intervention (up to 6 weeks before groups):
 - ➔ Pre-assessment (3-4 hours: consent, physio, PCI, ADIS)

- ➔ School observations (2)
- First four weeks of treatment
- Mid assessment (~60 min: physio and PCI)
- Last four weeks of treatment
- After finished with 8 weeks of treatment
 - ➔ Post-assessment (3-4 hours: consent, physio, PCI, ADIS)
 - ➔ School observations (2)

Childcare

One of your duties will be childcare for families participating in the Turtle study. Here are some evidence-based techniques to implement during childcare:

PRIDE Skills

Behaviors are influenced by what comes before (antecedents) and what comes after (consequences) the action. Remember to focus on both antecedents and consequences when implementing these skills!

P.R.I.D.E	Reason	Examples
<u>P</u>raise appropriate behaviors <i>Praise behaviors you want to see more of</i>	<ul style="list-style-type: none"> • Good to use labeled, specific praises • Increases desired behavior and lets the child know what behaviors you want to see more of • Antecedents: praise child for what s/he is already doing well • Consequences: praise child for following through with a behavior in a positive manner 	I like the way you are sitting so quietly! Great job keeping your hands to yourself. Thank you for sharing those toys with me. I love how you're sitting so quietly while you play!
<u>R</u>eflect appropriate talk <i>Repeat talk that you want to hear more of</i>	<ul style="list-style-type: none"> • Allows child to direct the conversation • Shows the child you're listening and playing along • Increases verbal communication 	Child: I made a drawing You: You made a drawing! Child: I like to play with these blocks! You: These are fun blocks to play with
<u>I</u>mitate appropriate play <i>Imitate play that you want to see more of</i>	<ul style="list-style-type: none"> • Allows child to lead the play • Shows child you are playing along 	Child: I'm building a castle! You: I'm building a castle, too. Child: I'm drawing a house You: I'm going to draw a house in my picture, too.
<u>D</u>escribe appropriate behavior <i>Verbally describe what child is doing</i>	<ul style="list-style-type: none"> • Allows child to lead the play • Shows child you are interested and want to play along • Holds child's attention • Good to describe what child is doing with his/her hands 	You: You're building a house You: You drew a rainbow You: Your truck driver looks happy
<u>E</u>nthusiasm <i>Show that you're excited to play</i>	<ul style="list-style-type: none"> • Gives child positive attention • Shows that you want to play along • Supports positive statements • Models appropriate positive emotions 	You: This is such a fun game! You: That's great! You: Good job!

Antecedents:

- Giving instructions
(Good instructions: concise, specific, short)
- Child is sleepy/hungry/bad mood
- Child is in great mood

Consequences:

- Child follows through with instructions
- Child gets angry at command
- Child continues to use a good behavior

Childcare Continued

TIPS	Reason	Examples of what to do
<u>A</u>ctively ignore inappropriate behavior	<ul style="list-style-type: none"> • Decreases bad behaviors • Helps child notice the differences in your responses to good and bad behaviors 	<i>Describe appropriate behavior:</i> Child: I hate picking up toys!! You: I love how you're picking up all of your toys and putting them away (ignore fuss/complaining)
<u>A</u>void giving commands	<ul style="list-style-type: none"> • Increases compliance • Doesn't allow child to lead • Can cause unpleasantness 	<i>Imitate appropriate behavior</i> Child: sits and draws picture You: also sit and draw picture <i>Child is hitting/climbing on you...</i> When child stops, you say: I love how you put your hands by your side! (NOT: I love how you stopped hitting me!) <i>Praise things you want to see MORE of</i>
<u>A</u>void asking questions	<ul style="list-style-type: none"> • Many are commands or require an answer • May seem like you aren't listening/don't understand the child/disagree with something the child said 	<i>Reflect appropriate talk</i> Child: I have three cars! You: three cars.
<u>A</u>void criticizing	<ul style="list-style-type: none"> • Doesn't help decrease bad behaviors • Can increase the bad behavior • May create an unpleasant interaction 	<i>Instead of telling them what NOT to do, tell them what TO DO</i> <i>Praise appropriate behavior and be enthusiastic</i> You: I like how you are using your indoor voice!

I, _____, hereby acknowledge that I fully understand the expectations and requirements outlined in this syllabus.

As a research assistant, I agree to:

- 1) Commit a minimum of one consecutive calendar year in the Laboratory for the Study of Child and Family Relationships (Rubin Lab) unless other arrangements have been discussed with Dr. Rubin.
- 2) Commit to 10 hours per week in the lab, including working as many assessments and treatment weekends as possible, unless a different level of commitment has been approved by Dr. Rubin.
- 3) Sign up for course credit for Fall and Spring semesters, unless other plans have been approved by Dr. Rubin.
- 4) Arrive on-time to all of my scheduled RA duties and stay through the entire duration of all lab-associated appointments.
- 5) Communicate proactively with my direct supervisors and/or Dr. Rubin if I have any questions or concerns.
- 6) Notify my direct supervisor immediately in the case that I cannot attend scheduled meetings or I encounter difficulties during the period of my commitment to the lab.
- 7) Abide by the rules and regulations regarding the ethical conduct of research set forth in the CITI Training Program, which I will complete prior to beginning my duties as a research assistant.
- 8) Behave in a professional and respectful manner, following all guidelines presented in the course syllabus, when interacting with the Rubin Lab members and any research participants with whom I come into contact (parents, children, and teachers).
- 9) Integrate feedback from my mid-semester and end of semester evaluations into my work performance. Continued participation in the lab will be dependent upon favorable evaluations and/or remediation of any problems reviewed during evaluations.

By signing this contract I attest that I understand and agree to all of the guidelines provided above and have had my questions satisfactorily addressed. I understand that failure to follow these guidelines will be reflected in my semester evaluations and any recommendation letter requested.

Full Name: _____

Signature: _____

Date: _____