

Psychology 536: Behavioral Interventions

CLASS MEETS: Tuesday and Thursday from 9:30 AM to 10:50 AM in Kaprielian Hall, Room 150. Spring Recess will occur the week of March 10th 2019. Our class during the week of 22 January 2019 will meet via GoToMeeting.

INSTRUCTOR: Dr. Michael J. Cameron *Office:* SGM *Office hours:* Tuesday and Thursday 8:00 AM to 9:30 AM or By appointment, *Phone:* 818.606.8229, *e-mail:* came746@usc.edu

PREREQUISITE: None

TEXTBOOKS AND ON-LINE TUTORING MATERIALS

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall. (Students already have)
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). *Handbook of applied behavior analysis*. Guilford Press. (Students already have)
- Cipani, E., & Schock, K. M. (2010). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings*. NY: Springer. (Students already have)

Supplemental articles and chapters: available on Blackboard (see Class schedule for author names)

COURSE DESCRIPTION

This course examines empirically supported behavioral developmental/behavioral interventions across a range of socially relevant behavioral excesses, skill deficits, disorders, and age ranges. The course focuses on least-intrusive, person-centered approaches to producing socially meaningful behavior change.

LEARNING OBJECTIVES AND OUTCOMES

The purpose of this course is to train you on evidence-based behavioral intervention procedures, the research supporting them, and tactics for implementing research-based interventions in the real world. You will learn how to implement, as well as the research behind, the following intervention procedures:

- Differential reinforcement procedures, including Functional Communication Training
- Extinction
- Antecedent manipulations, including noncontingent reinforcement
- Treatment of feeding disorders
- Outcome research on early intensive behavioral intervention for autism
- Natural environment training
- Procedures for programming for generalization

You will learn how to define intervention procedures, give examples, and to choose an appropriate intervention procedure given a particular clinical circumstance.

DESCRIPTION OF ASSIGNMENTS

Class Participation

The format of each class meeting will consist of lecture, interspersed with class discussion and modeling and role-play of procedures. Students are expected to actively participate in class discussions and role-play. Students will be asked to give examples of the week's content, drawing both from their own clinical experience, as well as hypothetical examples. Each class discussion will be worth 2 course points.

Weekly Written Assignments

Each week, you will turn in one written assignments:

Article critique. A critique of one assigned reading, consisting of:

- A. Brief summary (one paragraph only) of purpose, procedures, and/or findings;
- B. Description of major contributions;
- C. Description of major limitations;
- D. Implications drawn and/or ideas for intervention.

Behavioral Intervention Plans

You will be responsible for writing two behavioral intervention plans. You will be given brief vignettes of real-life clinical problems (behavior reduction and/or skill acquisition) and the results of appropriate assessments and you will be required to select and design a behavioral intervention plan to address each. Each intervention plan should be no longer than three pages (plus one additional page for a graph of hypothetical data) and should be primarily bullet point formatted. Intervention plans should contain the following:

- Clearly indicate the antecedents and consequences for all relevant behaviors, adaptive and maladaptive
- Intervention plans designed to decrease challenging behaviors **MUST** include plans to teach/increase/maintain a meaningful replacement behavior
- Procedures for collecting data on the behaviors of interest
- Procedures for training all relevant caregivers in maintaining the intervention
- Procedures for ensuring generalization to all relevant aspects of the client's life
- A brief discussion of existing family / system resources / supports and how they are sufficient to ensure the success of the intervention, given the complexity and demands of the intervention
- A graph of hypothetical data showing a baseline phase and an intervention phase, with rates of challenging behavior (if appropriate) and target desired behaviors/skills
- An experimental design is not necessary (e.g., an AB design is fine)

Each intervention plan is worth 25 course points.

Final Examination

The course will culminate in a final examination. The exam will be cumulative and consist primarily of multiple choice questions. Questions will probe for definitions, examples, and rationale for the various procedures covered in class. In addition, questions will provide vignettes of treatment and ask students to choose the intervention procedure that is most appropriate, given the clinical demands of the vignette. The final exam will be worth 50 course points.

Grading Breakdown (out of 214 points)

Assignment	Points	% of Grade
Discussion Participation (15 classes x 2 points)	30	14%
Weekly Writing Assignments (14 x 6 points)	84	39%
Behavior Intervention Plans (2 x 30)	50	23%
Final Exam	50	23%

CLASS SCHEDULE (any revisions will be in written form)

	Topics/Daily Activities	Readings	Deliverables/Due Dates
Week 1 1/8 and 1/10/19	Introduction and syllabus review	None	None
Week 2 1/15 and 1/17	Differential reinforcement	F, P, & R (2011), chapter 20 Petscher, E. S., Rey, C., & Bailey, J. S. (2009). A review of empirical support for differential reinforcement of alternative behavior. <i>Research in Developmental Disabilities, 30</i> (3), 409-425.	None
Week 3 1/22 and 1/24 Class will meet via GoToMeeting	Extinction and noncontingent reinforcement	C & S (2010), chapter 3 F, P, & R (2011), chapter 18 F, P, & R (2011), chapter 19	Article critique due on 1/24/19 by 9:30 AM
Week 4 1/29 and 1/31	Antecedent Manipulations	C, H, & H (2007), chapter 23 Hanley, G. P. (2010). Toward effective and preferred programming: A case for the objective measurement of social validity with recipients of behavior-change programs. <i>Behavior Analysis in Practice, 3</i> (1), 13.	Article critique due on 1/31 by 9:30 AM
Week 5 2/5 and 2/7	Positive Behavioral Supports	Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., Smith, C.E., & McLaughlin, D.M. (1999).	Article critique due on 2/7 by 9:30 AM

		<p>Comprehensive multi-situational intervention for problem behavior in the community: Long-term maintenance and social validation. <i>Journal of Positive Behavior Interventions, 1, 5-25.</i></p> <p>Duda, M., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. <i>Topics in Early Childhood Special Education, 24, 143-155.</i></p> <p>Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R.H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. <i>Journal of Behavioral Education, 7, 99-112.</i></p>	
Week 6 2/12 and 2/14	Pediatric Feeding Disorders	<p>Williams, K. E., Field, D. G., & Seiverling, L. (2010). Food refusal in children: A review of the literature. <i>Research in developmental disabilities, 31(3), 625-633.</i></p> <p>Sharp, W. G., Jaquess, D. L., Morton, J. F., & Miles, A. G. (2011). A retrospective chart review of dietary diversity and feeding behavior of children with autism spectrum disorder before and after admission to a day-treatment program. Focus on Autism and <i>Other Developmental Disabilities, 26(1), 37-48.</i></p> <p>Greer, R., Dorow, L., Williams, G., & McCorkle, N. (1991). Peer-mediated procedures to induce swallowing and food acceptance in young children. <i>Journal of Applied Behavior Analysis, 24, 783-790.</i></p> <p>Kahng, S. Tarbox, J. & Wilke, A. E. (2001). Use of a multicomponent treatment for food refusal. <i>Journal of Applied Behavior Analysis, 34, 93-96.</i></p>	Article critique due on 2/14 by 9:30 AM
Week 7 2/19 and 2/21	Early Intensive Behavioral Intervention for	Tarbox, J., Persicke, A., & Kenzer, A. (2013). Home-based services. In D. D. Reed, F. D. DiGennaro Reed, & J. K.	Article critique due on 2/21 by 9:30 AM

	ASD I	<p>Luiselli (Eds.). <i>Handbook of Crisis Intervention for Individuals with Developmental Disabilities</i>. NY: Springer.</p> <p>Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. <i>Journal of Consulting and Clinical Psychology</i>, 55(1), 3.</p> <p>Cohen, H., Amerine-Dickens, M., Smith, T. (2006). Early Intensive Behavioral Treatment: Replication of the UCLA Model in a Community Setting. <i>Developmental and Behavioral Pediatrics</i>, 2, 145-157.</p>	
Week 8 2/26 and 2/28	Early Intensive Behavioral Intervention for ASD II	<p>Howard, J. S., Sparkman, C. R., Cohen, H. G., Green, G., Stanislaw, H. (2005). A comparison of behavior analytic and eclectic treatments for children with autism. <i>Research in Developmental Disabilities</i>, 26, 359-383.</p> <p>Sallows, G. O. & Graupner, T. D. (2005). Intensive behavioral treatment for children with autism: Four-year outcome and predictors. <i>American Journal on Mental Retardation</i>, 110, 417-438.</p> <p>Zachor, D. A., Ben-Itzhak, E., Rabinovich, A., & Lahat, E. (2007). Change in autism core symptoms with intervention. <i>Research in Autism Spectrum Disorders</i>, 1, 304-317.</p>	Article critique due on 2/28 by 9:30 AM
Week 9 3/5 and 3/7	Natural Environment Training	<p>Dufek, S., & Schreibman, S. (2014). Natural environment training. In J. Tarbox, D. Dixon, P. Sturmey, & J. Matson (Eds.). <i>Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice</i>. NY: Springer.</p> <p>Koegel, R. L., Koegel, L. K., & McNERNEY, E. K. (2001). Pivotal Areas in Intervention for Autism. <i>Journal of Clinical Child Psychology</i>, 30, 19-32.</p> <p>Sundberg, M. L., & Partington, J. W. (1999). The Need for Both Discrete Trial and Natural Environment</p>	Article critique due on 3/7 by 9:30 AM

		Language Training for Children with Autism. In Patrick Ghezzi, W. Larry Williams, & James Carr (Eds.), <i>Autism: Behavior Analytic Perspectives</i> . Reno, NV: Context Press.	
Week 10 3/19 and 3/21	Establishing Verbal Behavior	<p>LaFrance, D. L., & Miguel, C. F. (2014). Teaching Verbal Behavior to Children with Autism Spectrum Disorders. In J. Tarbox, D. Dixon, P. Sturmey, & J. Matson (Eds.). <i>Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice</i>. NY: Springer.</p> <p>Arntzen, E., & Almas, I. K. (2002). Effects of mand-tact versus tact-only training on the acquisition of tacts. <i>Journal of Applied Behavior Analysis</i>, 35, 419-422.</p> <p>Ross, D. E., & Greer, R. D. (2003). Generalized imitation and the mand: Inducing first instances of speech in young children with autism. <i>Research in Developmental Disabilities</i>, 24, 58-74.</p> <p>Tarbox, J., Zuckerman, C. K., Bishop, M. R., Olive, M. L., & O'Hora, D. P. (2011). Rule-governed behavior: Teaching a preliminary repertoire of rule-following to children with autism. <i>The Analysis of Verbal Behavior</i>, 27, 125-139.</p>	Article critique due on 3/21 by 9:30 AM
Week 11 3/26 and 3/28	Generalization	<p>Osnes, P. G. and Lieblein, T. A. (2003). An explicit technology of generalization. <i>Behavior Analysis Today</i>, 3, 364-374.</p> <p>Weiss, M. J., & LaRue, R. H. (2009) Enhancing the generalization of skills taught through discrete trials instruction. In C. Whalen (Ed.), <i>Real Life, Real Progress for Children with Autism Spectrum Disorders: Strategies for Successful Generalization in Natural Environments</i>. Baltimore, MD: Paul Brookes.</p> <p>Stokes, T.F. & Osnes, P.G. (1989). An operant pursuit of generalization.</p>	Article critique due on 3/28 by 9:30 AM

		<i>Behavior Therapy</i> , 20, 337-355.	
Week 12 4/2 and 4/4	Errorless Learning	<p>Mueller, M. M., Palkovic, C. M., & Maynard, C. S. (2007). Errorless learning: Review and practical application for teaching children with pervasive developmental disorders. <i>Psychology in the Schools</i>, 44(7), 691-700.</p> <p>Green, G. (2001). Behavior analytic instruction for learners with autism advances in stimulus control technology. <i>Focus on Autism and Other Developmental Disabilities</i>, 16(2), 72-85.</p>	<p>Behavior Intervention Plan 1 Discussion</p> <p>Article critique due on 4/4 by 9:30 AM</p>
Week 13 4/9 and 4/11	Behavioral Approaches to Teaching Cognitive Skills	<p>Tarbox, J., & Najdowski, A. C. (2014). Teaching cognitive skills to children with autism. In J. Tarbox, D. Dixon, P. Sturmey, & J. Matson (Eds.), <i>Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice</i>. NY: Springer.</p> <p>Baltruschat, L., Hasselhorn, M., Tarbox, J., Dixon, D.R., Najdowski, A.C., Mullins, R.D., & Gould, E. R. (2011). Addressing Working Memory in Children with Autism through Behavioral Intervention. <i>Research in Autism Spectrum Disorders</i>, 5, 267-276.</p> <p>Persicke, A., Tarbox, J., Ranick, J., & St Clair, M. (2012). Establishing metaphorical reasoning in children with autism. <i>Research in Autism Spectrum Disorders</i>, 6, 913-920.</p> <p>Ranick, J., Persicke, A., Tarbox, J., & Kornack, J. A. (2013). Teaching children with autism to detect and respond to deceptive statements. <i>Research in Autism Spectrum Disorders</i>, 7, 503-508.</p>	<p>Article critique due on 4/11 by 9:30 AM</p>
Week 14 4/16 and 4/18	Developmental / Behavioral Approaches	<p>Wagner, A. L., Wallace, K. S., & Rogers, S. J. (2014). Developmental approaches to treatment of young children with Autism Spectrum Disorder. In J.</p>	<p>Article critique due on 4/18 by 9:30 AM</p>

		<p>Tarbox, D. Dixon, P. Sturme, & J. Matson (Eds.). <i>Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice</i>. NY: Springer.</p> <p>Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., ... & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: the Early Start Denver Model. <i>Pediatrics</i>, <i>125</i>(1), e17-e23.</p> <p>Vivanti, G., Dissanayake, C., Zierhut, C., Rogers, S. J., & Victorian ASELCC Team. (2013). Brief report: Predictors of outcomes in the Early Start Denver Model delivered in a group setting. <i>Journal of Autism and Developmental Disorders</i>, <i>43</i>(7), 1717-1724.</p>	
Week 15 4/23 and 4/25	Group Contingencies	<p>Sharp, S. R., & Skinner, C. H. (2004). Using interdependent group contingencies with randomly selected criteria and paired reading to enhance class-wide reading performance. <i>Journal of Applied School Psychology</i>, <i>20</i>(2), 29-45.</p> <p>Tingstrom, D. H., Sterling-Turner, H. E., & Wilczynski, S. M. (2006). The good behavior game: 1969-2002. <i>Behavior modification</i>, <i>30</i>(2), 225-253.</p>	<p>Behavior Intervention Plan 2 Due</p> <p>Article critique due on 4/25 by 9:30 AM</p>
Date TBD	Final Exam		

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students