



Psychology 537: Development and Supervision of Intervention Systems Spring 2020



COURSE INTRODUCTION

Instructor:	Michael J. Cameron, Ph.D, BCBA-D
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Office and Office Hours:	SGM 527 By appointment
Class Location:	GFS 210
Academic Calendar:	Class meets 8:00 AM to 9:50 AM on Wednesdays. Spring break March 15 th to the 22 nd . No class on March 18 th . We will have a guest lecturer on March 11 th .

PREREQUISITE: Concepts and Principles of Behavior Analysis

TEXTBOOKS AND ON-LINE TUTORING MATERIALS

Luiselli, J. (2018). *Conducting Behavioral Consultation in Educational and Treatment Settings*. NY: Elsevier.

Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. NY: Springer Science & Business Media.

Wilczynski, S. (2017). *A Practical Guide to Finding Treatments that Work for People with Autism*. NY: Elsevier.

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

COURSE DESCRIPTION

This course analyzes evidence-based approaches to designing behavior change systems at the individual, family, group, and organizational levels. The course examines family and systems variables that affect the likelihood of initial and continued success of interventions, relevant organizational variables, issues related to interdisciplinary collaboration, as well as practical measures that can be taken to address these issues across a variety of settings.

LEARNING OBJECTIVES AND OUTCOMES

The purpose of this class is to teach you how to train others to implement behavioral interventions and to manage their implementation. The vast majority of the work you will do as a Board Certified Behavior Analyst will not be directly with clients, it will be with others who work directly with clients. These individuals include your own staff, clients' parents, and staff of other organizations, such as

public schools and many others. There is a substantial existing research base on how to design, manage, and supervise behavioral intervention programs from which this class will draw. In this class, you will learn how to implement, as well as the research behind, the following:

- Selecting between evidence-based intervention components, for both skill acquisition and behavior reduction
- Troubleshooting failed interventions
- Behavioral skills training for parents and staff
- Electronic training methods
- Behavioral consultation methods

You will learn how to define training and supervision procedures, give examples, and to choose an appropriate training / supervision / consultation approach 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. The majority of the course material consists of procedures for training others on how to implement behavioral interventions, therefore you will spend a considerable amount of class time role-playing the training process with each other. 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 participation will be worth 2 course points.

Weekly Written Assignments

Each week, you will turn in one single-page article/chapter critique. The critique will consist 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 future research.

Each critique will be worth 5 course points.

Training / Consultation Plans

You will be responsible for writing three training / consultation plans. You will write one of each of the following types of plans: 1) Parent training plan, 2) Staff training plan, and 3) Consultation plan. You will use your own brief vignettes of real-life clinical problems (behavior reduction and/or skill acquisition) that involve problems related to parent and/or staff skill and/or performance. You will choose a training / supervision strategy from course readings (or an extension of such a strategy) and compose a plan for how you will implement it to train the relevant parents or staff. Each training / consultation plan should be no longer than five pages and can be a combination of written prose and

bullet point format. In the final two class meetings, all students will present one of their three consultation plans in a five minute powerpoint presentation.

Training / consultation plans should contain the following:

- Clearly defined parent / staff behaviors you are training / supervising
- Clearly defined measurement system for how you plan to measure those behaviors (i.e., type of data collection, the frequency and setting of data collection, who is responsible for data collection, and so on)
- Description of the procedures you plan to implement to achieve the training and supervision (e.g., behavioral skills training with goal setting and feedback)
- Description of the family / organizational resources that can be brought to bear to support the plan
- Description of major potential setbacks (e.g., financial, time constraints, family stressors, etc.)
- Description of how maintenance is to be promoted and assessed
- Description of how and when your plan is to be faded out so that the parents / staff maintain it without your support

Each intervention plan is worth 20 course points.

Grading Breakdown (out of 160 points)

Assignment	Points	% of Grade
Discussion Participation (15 classes x 2 points)	30	19%
Weekly Writing Assignments (14 x 5 points)	70	43%
Training / Consultation Plans (30 x 20)	60	38%

CLASS SCHEDULE (any revisions will be in written form)

	Topics/Daily Activities	Readings	Deliverables / Due Dates
Week 1 1/15/20	Introduction and syllabus review	None	
Week 2 1/22/20	Functional Communication Training	Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. <i>Behavior Analysis in Practice, 1(1)</i> , 16. Hagopian, L. P., Fisher, W. W., Sullivan, M. T., Acquistio, J., & LeBlanc, L. A. (1998). Effectiveness of functional communication training with and without extinction and punishment: A summary of 21 inpatient cases. <i>Journal of Applied Behavior Analysis, 31</i> , 211-235.	

<p>Week 3 1/29/20</p>	<p>Self-Management</p>	<p>Lee, S. H., Simpson, R. L., & Shogren, K. A. (2007). Effects and implications of self-management for students with autism a meta-analysis. <i>Focus on Autism and Other Developmental Disabilities, 22(1)</i>, 2-13.</p> <p>Newman, B., Reinecke, D. R., & Meinberg, D. L. (2000). Self-management of varied responding in three students with autism. <i>Behavioral Interventions, 15(2)</i>, 145-151.</p> <p>Singh, N. N., Lancioni, G. E., Manikam, R., Winton, A. S., Singh, A. N., Singh, J., & Singh, A. D. (2011). A mindfulness-based strategy for self-management of aggressive behavior in adolescents with autism. <i>Research in Autism Spectrum Disorders, 5(3)</i>, 1153-1158.</p>	
<p>Week 4 2/05/20</p>	<p>Precision Teaching and Direct Instruction</p>	<p>Chapter 2 and 3, Johnson, K., & Street, E. M. (2012). <i>Response to intervention and precision teaching: Creating synergy in the classroom</i>. Guilford Press.</p> <p>Meyer, L. A., Gersten, R. M., & Gutkin, J. (1983). Direct instruction: A Project Follow Through success story in an inner-city school. <i>The Elementary School Journal, 84(2)</i>, 241-252.</p> <p>Cross, R. W., Rebarber, T., & Wilson, S. F. (2002). Student Gains in a Privately Managed Network of Charter Schools Using Direct Instruction. <i>Journal of Direct Instruction, 2</i>, 3–21.</p>	
<p>Week 5 2/12/20</p>	<p>Parent Training and Support</p>	<p>Tarbox, J., Garcia, M., & St. Clair, M. (2016). Parent training and support. In J. K. Luiselli (Ed.), <i>Behavioral Health Promotion and Intervention for People with Intellectual and Developmental Disabilities</i>. NY: Springer</p> <p>Machalicek, W., Didden, R., Lang, R....(2014). Families of children with autism spectrum disorder: Interventions and Family Supports. In J. Tarbox, D. Dixon, P. Sturmey, & J. Matson (Eds.), <i>Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice</i>. NY: Springer.</p> <p>Danforth, J. S. (2016). A Flow Chart of Behavior Management Strategies for Families of Children with Co-Occurring Attention-Deficit Hyperactivity Disorder and Conduct Problem Behavior. <i>Behavior Analysis in Practice, 9</i>, 64-76.</p>	

Week 6 2/19/20	Parent-Implemented Natural Environment Interventions	<p>Kasari, C., Gulsrud, A. C., Wong, C., Kwon, S., & Locke, J. (2010). Randomized controlled caregiver mediated joint engagement intervention for toddlers with autism. <i>Journal of Autism and Developmental Disorders, 40(9)</i>, 1045-1056.</p> <p>Coolican, J., Smith, I. M., & Bryson, S. E. (2010). Brief parent training in pivotal response treatment for preschoolers with autism. <i>Journal of Child Psychology and Psychiatry, 51(12)</i>, 1321-1330.</p>	
Week 7 2/26/20	Staff Training Overview and BST	<p>Luiselli, J. K. (2016). Review of Behavioral Training and Performance Management Interventions with Autism Spectrum Disorder (ASD) Service Providers. <i>International Journal of Behavior Analysis & Autism Spectrum Disorders, 1(2)</i>, 9-17.</p> <p>Bishop, M. R., & Kenzer, A. L. (2012). Teaching behavioral therapists to conduct brief preference assessments during therapy sessions. <i>Research in Autism Spectrum Disorders, 6(1)</i>, 450-457.</p>	
Week 8 3/04/20	Behavioral Skills Training for Staff	<p>Miles, N. I., & Wilder, D. A. (2009). The effects of behavioral skills training on caregiver implementation of guided compliance. <i>Journal of Applied Behavior Analysis, 42(2)</i>, 405-410.</p> <p>Nigro-Bruzzi, D., & Sturmey, P. (2010). The effects of behavioral skills training on mand training by staff and unprompted vocal mands by children. <i>Journal of Applied Behavior Analysis, 43(4)</i>, 757-761.</p>	
Week 9 3/11/20 Guest Lecturer	Special Applications in Staff Training	<p>Singh, N. N. et al. (2006). Mindful staff increase learning and reduce aggression in adults with developmental disabilities. <i>Research in Developmental Disabilities, 27</i>, 545–558.</p> <p>Bond, F. W., Lloyd, J., Flaxman, P. E., & Archer, R. (2016). Psychological Flexibility and ACT at Work. <i>The Wiley Handbook of Contextual Behavioral Science</i>, 459-482. NJ: Wiley-Blackwell.</p>	Parent Training Plan Due by 8:00 AM
Week 10 3/25/20	Selecting Intervention Strategies I	<p>Tarbox, J., & Najdowski, A. C. (2014). Clinical Supervision. In D. Granpeesheh, J. Tarbox, A. C. Najdowski, & J. Kornack (Eds.), <i>Evidence-Based Treatment for Children with Autism: The CARD Model</i>. New York: Elsevier.</p> <p>Wilczynski (2017), Chapters 1 – 6</p>	
Week 11 4/01/20	Selecting Intervention Strategies II	Wilczynski (2017), Chapters 7-12	

Week 12 4/4/19	Behavioral Consultation in Schools I	Luiselli (2018), Chapters 1-5	Staff Training Plan Due by 8:00 AM
Week 13 4/08/20	Behavioral Consultation in Schools II	Luiselli (2018), Chapters 6-9	Student presentations
Week 14 4/15/20	Substitute Instructor Conjoint Consultation I	S & K (2007), chapter 1 S & K (2007), chapter 2	
Week 15 4/22/20	Conjoint Consultation II	S & K (2007), chapter 3 S & K (2007), chapter 4	Student presentations Consultation Plan Due by 8:00 AM

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/>

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