

Term Information

Effective Term Spring 2017
[Previous Value](#) Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change to course number, title, prerequisites, and course description.

What is the rationale for the proposed change(s)?

Since this course was last taught in the late 1980's, significant strides have been made in the number of empirically-supported interventions (beyond behavior modification) for children with developmental disabilities. The course will now cover a range of interventions and will be aimed toward helping graduate students learn the basics of these interventions and how to make decisions about how and when to use them with clients. Major elements of the class will include presentation about an empirically-supported intervention and writing of treatment plans for assignments. These activities will require a level of baseline knowledge and clinical/research skill that most undergraduate students are not expected to have, and the major aim of these activities is to prepare graduate students to work successfully with clients throughout the graduate training and in their professional psychology careers.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Previous Value	Graduate, Undergraduate
Course Number/Catalog	6652
Previous Value	5652
Course Title	Empirically Supported Therapies for Children with Developmental Disabilities
Previous Value	Behavior Modification with Children
Transcript Abbreviation	Thrpy For Child DD
Previous Value	Beh Mod with Child
Course Description	The course will cover empirically-supported treatments from a variety of theoretical orientations, including behavioral, cognitive behavioral, and developmental approaches, as well as process by which therapies gain empirical support and standards by which a therapy is considered empirically supported. Various formats (e.g., individual, group, parent training) interventions will also be covered.
Previous Value	Focuses on the basic principles and procedures of applied behavior analysis and behavior modification with young children with intellectual disability and autism spectrum disorders.
Semester Credit Hours/Units	Fixed: 3

Offering Information

COURSE CHANGE REQUEST
6652 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/18/2016

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

[Previous Value](#) [Prereq: 2220, 2300, and 3331 \(331\), 3331H \(331H\), or 3335 \(335\).](#)

Exclusions

[Previous Value](#) Not open to students with credit for 652.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2805
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral
Previous Value	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand the meaning of the term “evidence based practice” and understand how therapies for people with developmental disabilities are empirically validated and tested.
- Have a firm grasp of basic behavioral principles, and be able to flexibly apply these principle in order to create treatment plans for managing challenging behaviors and building skills in people with developmental disabilities
- Be able to describe, differentiate, compare, and contrast different early intervention strategies for children with autism, including structured behavioral, developmental, and naturalistic behavioral approaches.
- Understand and discuss the role of parents and other family members in therapies for children with developmental disabilities.
- Be able to describe and apply cognitive behavioral strategies for managing social deficits and mental health challenges in children with DD, including how to adjust these strategies to be most effective for children with various learning challenges.
- Understand how psychotropic medication may fit into an overall treatment plan for a child with developmental disability, and when referrals for medication consideration may be appropriate.
- Be able to consider and thoughtfully discuss the role of cultural differences and ethical issues surrounding therapies for children with developmental disabilities.

Previous Value

- *Understanding the functioning of problem behavior, conducting a functional behavioral assessment, developing function-based behavioral interventions, ethics, and intensive behavioral early intervention.*

Content Topic List

- What are empirically supported treatment and evidence-based practice?
- Tracking progress and collecting data during treatment
- Basic Behavioral Principles
- Positive Behavior Support and Prevention
- Behavioral Treatment Plans: Treatment of Challenging Behaviors
- Behavioral Treatment Plans: Building New Skills and Discrete Trial Teaching
- Naturalistic Behavioral Interventions
- Naturalistic Developmental Behavioral Interventions
- Parent Training/Education
- Social Skills Groups
- Cognitive Behavioral Interventions
- Psychopharmacology
- Cultural Competence and Sensitivity
- Ethics and Treatment Planning

Previous Value

- *Introduction to basic concepts of Applied Behavior Analysis and Behavior Modification*
- *Positive Reinforcement*
- *Observing and recording behavior*
- *Decreasing Behavior Using Extinction*
- *Using Escape and Avoidance Conditioning*
- *Using Punishment to Reduce Behaviors*
- *Chaining, Shaping new and alternative Behaviors*
- *Understanding and Using Different Reinforcement Schedules*
- *Stimulus Control*
- *Respondent Conditioning*
- *Prompting and Transfer of Stimulus Control*
- *Behavioral Skills Training*
- *Self-management, Habit Reversal*
- *Using Antecedent Control*
- *Generalization Strategies*
- *Understanding and Conducting a Functional Behavioral Assessment*
- *Using Functional Behavioral Assessment to Develop Interventions*
- *Behavioral Contracts*
- *Fear and Anxiety Reduction*
- *Cognitive Behavior Therapy*
- *Using Self-Monitoring and Self-Management Techniques*
- *Token Economies*
- *Ethical Practice and Rights of Individuals with Disabilities*
- *Working with Human Rights Committees and Behavior Intervention Plans*

Attachments

- Psych 652 SU87.pdf: previous syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- PSYCH 6652 Syllabus.docx: proposed syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

- This course has not been taught since the late 1980's and we have attached the most recent syllabus we have for the course (SU87). *(by Paulsen, Alisa Marie on 06/06/2016 11:42 AM)*

COURSE CHANGE REQUEST
6652 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/18/2016

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	06/16/2016 03:20 PM	Submitted for Approval
Approved	Givens, Bennet Stuart	06/16/2016 03:54 PM	Unit Approval
Approved	Haddad, Deborah Moore	06/16/2016 08:40 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	06/16/2016 08:40 PM	ASCCAO Approval

SYLLABUS
Psychology 652

Behavior Modification with Children and Adolescents
Summer Quarter, 1987

MEETS: 9:00-11:30 AM, Thursday, Rm. 251 McCampbell Hall

INSTRUCTORS: Dr. David Hammer
Ms. Deborah Rinto

OFFICE: 257 McCampbell Hall
292-9923 (call for appointment)

REQUIRED
TEXT: Speigler, Michael D. (1983). Contemporary Behavioral
Therapy. Palo Alto, CA: Mayfield Publishing Co.

COURSE DESCRIPTION:

This course combines seminar and field experience formats to familiarize the students with the theory and practice of behavior modification with children and adolescents. Emphasis will be on applied research literature and experience with the direct application of behavior modification procedures. To accomplish the latter, an attempt will be made to provide students with the opportunity to develop, implement, and evaluate a behavior modification project in one of several MR/DD settings.

COURSE REQUIREMENTS AND GRADING:

The final course grade will be derived from one exam, a class presentation, and a behavior modification project. The weighting of each of these will be as follows:

Midterm Examination	40%	(multiple choice and short answer)
Class Presentation	20%	
Class Participation	10%	
Behavior Modification Project	30%	

Requirements for the class presentation and behavior modification project will be provided.

Assigned readings must be completed prior to the date of class to allow for discussion and in-class exercises.

CLASS SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Assigned Readings</u>
6/25	Course introduction	
7/2	Discuss theoretical and philosophical basis of behavior modification	Chapters 1, 2, 3
7/9	Behavioral Methodology and Data Collection	Reserve chapters 7, 8, 9, 10
7/16	Behavioral Interventions I	Chapters 4, 6
7/23	Behavioral Interventions II	Chapter 7, 13
7/30	MIDTERM EXAMINATION	Text chapters and reserve chapters
8/6	Project Work	
8/13	Class Presentations and Project Work	
8/20	Class Presentations and Project Work	
8/27	Class Presentations	

PSYCHOLOGY 6652
Empirically Supported Therapies for Children with Developmental Disabilities
The Ohio State University

Once weekly, 3 hour lectures (3 credits)
Class Location

INSTRUCTOR

Katherine Walton, PhD
371F McCampbell Hall, 1581 Dodd Drive (Nisonger Center)
Phone: 614-685-9087
E-mail: Katherine.walton@osumc.edu
Office Hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES

This course has five didactic components: 1) once weekly, 160-minute lectures/course activities, 2) outside-of-class reading/preparation, 3) two written assignments, 4) three quizzes, and 5) an in-class presentation.

The purpose of this course is for students to understand theory and application of various empirically-supported treatments for children with developmental disabilities. The course will cover empirically-supported treatments from a variety of theoretical orientations, including behavioral, cognitive behavioral, and developmental approaches. Various formats (e.g., individual, group, parent training) interventions will also be covered. Finally, students will be expected to understand the process by which therapies gain empirical support and the standards by which a therapy is judged to be “empirically supported.”

By the end of this course, students should be able to:

1. Understand the meaning of the term “evidence based practice” and understand how therapies for people with developmental disabilities are empirically validated and tested.
2. Have a firm grasp of basic behavioral principles, and be able to flexibly apply these principle in order to create treatment plans for managing challenging behaviors and building skills in people with developmental disabilities.
3. Be able to describe, differentiate, compare, and contrast different early intervention strategies for children with autism, including structured behavioral, developmental, and naturalistic behavioral approaches.
4. Understand and discuss the role of parents and other family members in therapies for children with developmental disabilities.
5. Be able to describe and apply cognitive behavioral strategies for managing social deficits and mental health challenges in children with DD, including how to adjust these strategies to be most effective for children with various learning challenges.
6. Understand how psychotropic medication may fit into an overall treatment plan for a child with developmental disability, and when referrals for medication consideration may be appropriate.
7. Be able to consider and thoughtfully discuss the role of cultural differences and ethical issues surrounding therapies for children with developmental disabilities.

COURSE MATERIALS**Required Text:**

Cooper, J. O., Heron, T., W., Heward, W. L. (2007). Applied Behavior Analysis (2nd Edition). Upper Saddle River, NJ: Pearson.

All other course materials (including assigned book chapters) will be made available on Carmen (<https://carmen.osu.edu/>) and are listed in the course schedule on this syllabus. Readings may be subject to change. Students will be notified in class as well as by modification of the course activities schedule posted on Carmen of any changes that are made to the reading schedule.

COURSE REQUIREMENTS AND GRADING**Course Assignments**

The following is a breakdown of the assignments that you will be graded on in this course. There will be a total of 100 points for the course.

Assignment	Due Date	Points
Quizzes (3)	TBD	10 points each (total 30 points)
Class Engagement and Participation	N/A	20 points
Treatment Plan Assignment 1	TBD	15 points
Treatment Plan Assignment 2	TBD	15 points
Course Presentation	TBD	20 points

Grades will be assigned based upon total points for the course as follows:

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	60-66.9
B-	80-82.9	E	Below 60
C+	77-79.9		

Course Readings and Class Participation

This course does not have an assigned text book. Course readings will include journal articles, book chapters, and other sources and will be posted on Carmen. Much of course will consist of discussion of assigned articles and readings; therefore, carefully completing assigned readings prior to course sessions is crucial. You will be graded based upon your course participation throughout the semester. Students are expected to come to class prepared and to engage actively in class discussion.

Quizzes

There will be 3 quizzes spread throughout the semester. Each will be worth 10 points and will cover major points from the relevant section of the course. Quizzes may include a variety of question types, including multiple choice, short answer, fill-in-the-blank/matching, and short essay.

Treatment Plan Assignments

You will be asked to complete two written assignments during the course of the semester. Each will be approximately 4-5 pages long and will consist of a detailed treatment plan and justification for the treatment plan. You will be given a brief vignette related to a child with a developmental disability, and will be asked to specifically answer a number of questions and create a treatment plan for the child. One treatment plan will be based on a behavioral perspective, and the other from a different theoretical orientation (e.g., cognitive behavioral, developmental, etc.). Detailed instructions for these assignments will be distributed in class.

Class Presentation

Each student will be asked to make a brief presentation to the class. Presentation topics will be chosen early in the semester, and ***student presentations will be scheduled throughout the semester***. In your presentation, you will be expected to cover the theoretical background, basic tenets, and brief review of the research evidence for one specific treatment approach. Additional details about the presentation will be distributed in the first week of class.

COURSE POLICIES AND PROCEDURES

Course Enrollment: All students must be officially enrolled in the course by the end of the third full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Students with Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Attendance Policy: Course attendance will contribute to students' participation grade. Student absences are expected to be discussed with the course instructor and approved prior to the absence.

Late Assignments and Extensions: Late assignments will be accepted only on a case-by-case basis. If a circumstance arises that may cause an assignment to be late, the student must let the instructor know as soon as possible and discuss whether any accommodation may be made.

Rescheduling Quizzes and Presentations: Quizzes and presentations will be rescheduled only in exceptional circumstances. These requests will be considered on a case-by-case basis and will require documentation of the circumstance (e.g., doctor's note, documentation of attendance at a funeral, documentation of presenting work at a professional conference) to be considered.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed;

illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

COURSE SCHEDULE

Class No.	Topic	Course Readings/Activities
1	What are empirically supported treatment and evidence-based practice? STUDENTS SELECT TOPICS AND DATES FOR PRESENTATIONS	Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. <i>Journal of autism and developmental disorders</i> , 38(7), 1311-1319. Anderson, N. B. (2006). Evidence-based practice in psychology. <i>American Psychologist</i> , 61(4), 271-285. Dingfelder, H. E., & Mandell, D. S. (2011). Bridging the research-to-practice gap in autism intervention: An application of diffusion of innovation theory. <i>Journal of Autism and Developmental Disorders</i> , 41(5), 597-609. Leon, Davis Kraemer. (2011). The role and interpretation of pilot studies in clinical research. (2011). <i>Journal of Psychiatry Research</i> , 45, 626-629.
2	Tracking progress and collecting data during treatment	Kazdin (2011): Chapter 2-Behavioral Assessment
3	Basic Behavioral Principles I	Chapters 1, 2, 3, 4, 7, 22, 23, 29 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2 nd Edition). Upper Saddle River, NJ: Pearson.
4	Basic Behavioral Principles II	See Above
5	Positive Behavior Support and Prevention	Kincaid, D., Dunlap, G., Kern, L., Lane, K. L., Bambara, L. M., Brown, F., ... & Knoster, T. P. (2015). Positive Behavior Support A Proposal for Updating and Refining the Definition. <i>Journal of Positive Behavior Interventions</i> , 1098300715604826. Online: http://pbi.sagepub.com/content/early/2015/09/03/1098300715604826.full.pdf+html
6	Behavioral Treatment Plans: Treatment of Challenging Behaviors	Heyvaert, M., Maes, B., & Onghena, P. (2010). A meta-analysis of intervention effects on challenging behaviour among persons with intellectual disabilities. <i>Journal of Intellectual Disability Research</i> , 54(7), 634-649.
7	Behavioral Treatment Plans: Building New Skills and Discrete Trial Teaching	Rogers, S. J., & Vismara, L. A. (2008). Evidence-based comprehensive treatments for early autism. <i>Journal of Clinical</i>

		<p><i>Child & Adolescent Psychology, 37(1), 8-38.</i></p> <p>Vismara, L. A., & Rogers, S. J. (2010). Behavioral treatments in autism spectrum disorder: what do we know?. <i>Annual review of clinical psychology, 6, 447-468.</i></p>
	QUIZ 1—BEHAVIORAL TREATMENT STRATEGIES	
8	Naturalistic Behavioral Interventions	<p>Koegel, R. L., Koegel, L. K., & Brookman, L. I. (2003). Empirically supported pivotal response interventions for children with autism. <i>Evidence-based psychotherapies for children and adolescents, 341357.</i></p>
9	<p>Naturalistic Developmental Behavioral Interventions</p> <p>TREATMENT PLAN #1 (BEHAVIORAL) DUE</p>	<p>Ingersoll, B. R. (2010). Teaching Social Communication A Comparison of Naturalistic Behavioral and Development, Social Pragmatic Approaches for Children With Autism Spectrum Disorders. <i>Journal of Positive Behavior Interventions, 12(1), 33-43.</i></p> <p>Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., ... & Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders, 1-18.</i></p>
10	Parent Training/Education	<p>Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Scahill, L. (2015). Effect of parent training vs parent education on behavior problems in children with autism spectrum disorder: A randomized clinical trial. <i>Journal of the American Medical Association, 313 (15), 1524-1533.</i></p>
	QUIZ 2—NATURALISTIC TREATMENT STRATEGIES	
11	Social Skills Groups	<p>Kaat, A. J., & Lecavalier, L. (2014). Group-based social skills treatment: A methodological review. <i>Research in Autism Spectrum Disorders, 8, 15-24.</i></p>
12	Cognitive Behavioral Interventions I	<p>Prout, H.T., & Browning, B. K. (2011). Psychotherapy with persons with intellectual disabilities: A review of effectiveness research. <i>Advances in Mental Health and Intellectual Disabilities, 5, 53-59.</i></p>
13	Cognitive Behavioral Interventions II	<p>Moree, B. N., & Davis, T. E. (2010). Cognitive-behavioral therapy</p>

		for anxiety in children diagnosed with autism spectrum disorders: Modification trends. <i>Research in Autism Spectrum Disorders</i> , 4(3), 346-354.
14	Psychopharmacology	Farmer, C. A., & Aman, M. G. (2013). Pharmacological Intervention for Disruptive Behaviors in Intellectual and Developmental Disabilities: The Glass is Half Full. In R. Hastings & J. Rojahn (Eds.), <i>Challenging Behavior</i> . Elsevier Inc. Academic Press, 281–326.
	QUIZ 3—COGNITIVE AND MEDICATION TREATMENTS	
15	Cultural Competence and Sensitivity	Koch, T. (2001). Disability and difference: balancing social and physical constructions. <i>Journal of Medical Ethics</i> , 27(6), 370-376. Rogers-Adkinson, D. L., Ochoa, T. A., & Delgado, B. (2003). Developing Cross-Cultural Competence Serving Families of Children with Significant Developmental Needs. <i>Focus on Autism and Other Developmental Disabilities</i> , 18(1), 4-8.
16	Ethics and Treatment Planning TREATMENT PLAN #2 DUE	Lotan, G., & Ells, C. (2010). Adults with intellectual and developmental disabilities and participation in decision making: Ethical considerations for professional-client practice. <i>Intellectual and Developmental Disabilities</i> , 48(2), 112-125.