

Course Syllabi  
 Fundamentals of Behavioral Theory and Intervention  
 EDP 384C, #10793  
 Spring 2015  
 Thursday, 8-11, SZB 526

Instructor: Sarah Kate Bearman, PhD      TA: Kris Scardamalia  
 Office: 254G SZB      Email: kms7687@yahoo.com  
 Office Hours: Thursday 12-1 and Friday 11-12  
 Email: [skbearman@austin.utexas.edu](mailto:skbearman@austin.utexas.edu)      Cellphone: 617-304-4868 (text preferred)

This course will provide an introduction to Behavior Therapy (BT), including the history and theoretical underpinnings, core assumptions of BT, and a survey of BT techniques commonly used in practice, with a particular emphasis on child and adolescent therapy. Students will also be introduced to the definition of empirically supported practice, and to the evidence base for behavior therapies for children and adolescents in clinics, schools and other settings.

General Course objectives:

1. To understand the theoretical underpinnings and historical context of behavior therapy.
2. To become familiar with the fundamentals of behavioral principles.
3. To be able to apply functional analysis to child and adolescent behaviors.
4. To be knowledgeable about scientifically supported behavioral interventions for common child and adolescent mental health problems.
5. To gain familiarity with common research methodology used in behavioral treatment research.

NASP Domains

This class addresses the following NASP training domains:

1. Data-based Decision-Making and Accountability (NASP 2.1)
2. Interventions and Mental Health Services to Develop Social and Life Skills (NASP 2.4)
3. Preventive and Responsive Services (NASP 2.7)
4. Research and Program Evaluation (NASP 2.9)

**Required Course Texts:**

O'Donohue, W.T., & Fisher, J.E. (Eds). (2009). *General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy*. New Jersey, Wiley & Sons.  
 [available through library]

<http://utxa.ebilib.com.ezproxy.lib.utexas.edu/patron/FullRecord.aspx?p=427601>

Additional readings on Canvas and through the library.

## **Policies and Procedures:**

### *Attendance/Participation Policy:*

Students are expected to attend and actively participate in all classes. More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Please notify the professor or TA in advance if you are unable to attend a class/lab and make arrangements to make-up the work you miss. If sudden illness precludes you from providing prior notification and make-up work arrangements, please minimally contact the professor via email or phone regarding your absence. Additionally, sending word with a classmate is appreciated. Cell phones should be turned off during class. Internet use of any kind is not permitted during class and will result in an automatic grade deduction of 3 points off of final grade.

### *Grading Policy:*

Please use APA Style (6th Edition) for *all* written assignments, particularly as relates to point of view, word choice, bias, citations, quotations, and editorializing. Students are strongly encouraged to familiarize themselves with the APA Publication Manual, Volume 6 <https://owl.english.purdue.edu/owl/resource/560/15/>

All assignments are due via email or canvas by 5 pm on the day noted; assignments received after the due date will receive a grade reduction by ½ a grade for each day it is late.

- A** (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A-=90-93.
- B** (Above Average) will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)
- C** (Average) will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

*Special accommodations:* The University of Texas at Austin provides, upon appropriate request, academic accommodations for qualified students with disabilities. Please provide documentation to the instructor by the second week of class if special accommodations are necessary for the completion of assignments. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

*Religious holidays:* Students may not be penalized for a class absence, or failure to turn in an assignment due in class, that is related to the observance of a religious holiday. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to

the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Academic Integrity: Students are expected to uphold the core values of the University of Texas at Austin (learning, discovery, freedom, leadership, individual opportunity, and responsibility) through integrity, honesty, trust, fairness, and respect toward peers and community.

## **ASSIGNMENTS:**

Class Participation: Students are expected to participate in class discussion each week, and to demonstrate critical thinking about course topics (5% of course grade).

Brief Papers: There are 8 possible brief papers on assigned topics; **you must complete 5 of these**. Most will be thought papers that synthesize and comment upon a set of readings designed to stimulate thought, or respond to a particular question posed to the class. These papers should not exceed 2 pages, double-spaced (40% course grade), and should follow APA stylistic conventions (those who do not follow APA style will be penalized). These are due by 5 pm the day before the class. You have the opportunity to write an extra one to replace your lowest grade.

Discussion Questions: Each student will be responsible for developing five discussion questions for one assigned class. Discussion questions should be posted to Canvas by 5 pm the day prior to the assigned class, and should span the assigned readings and generate class discussion. In class, all students should be prepared to respond to the discussion questions (10% of course grade).

Behavioral Self-Experiment: Each student will be asked to identify an observable behavior of their own to be modified (increased or decreased) and will develop a monitoring plan for that behavior, as well as an intervention plan based on the theories discussed in class and incorporating basic behavioral principles. Students will design and propose their behavioral self-experiment to Dr. Bearman (due no later than 3/2) and begin collecting data; a final write up including a functional model of the behavior, the intervention approach, relevant data and conclusions will be due on 4/6. The write-up should be no more than 3 pages, including tables or graphs (15% course grade).

In-Class Exam: You will take one in-class exam that covers lecture material and course readings. Questions will be multiple choice and short answer format (20% of grade)

Video Demonstration of Behavioral Technique: In pairs, you will create a brief (no more than 10 minutes) video demonstration of an assigned behavioral practice or intervention (10% of course grade). These are due 5/1/16 and will be viewed on the last day of class.

DATE	TOPIC	READINGS	ASSIGNMENT/s
1/21/16	Intro and Overview	None	None
1/28/16	History and Theoretical Underpinnings of Behavior Therapy	<ol style="list-style-type: none"> <li>1. Thoreson, T.E., &amp; Coates, T.J. (1978). What does it mean to be a behavior therapist? <i>The Counseling Psychologist</i>, 7, 3-21.</li> <li>2. Eysenck, H. J. (1959). Learning theory and behaviour therapy. <i>Journal of Mental Science</i>, 105, 61-75.</li> <li>3. Craske, Chapter 3, part 1 pp. 19-39. [Craske, M.G. (2010). <i>Cognitive Behavior Therapy. Theories of Psychotherapy</i>. Washington, D.C., American Psychological Association.]</li> </ol>	<i>Paper 1: What does it mean to be a behavioral therapist? Summarize across the readings to highlight the aspects that unify behavior therapy.</i>
2/4/16	Behavioral Principles and Applications	<ol style="list-style-type: none"> <li>1. <b>O'Donahue et al., Chapter 2</b> [Drossel, Rummel, &amp; Fisher, (2009). Assessment and cognitive behavior therapy: Functional analysis as key process. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>2. <b>O'Donahue et al., Chapter 66</b> [Ferguson, K.E., &amp; Christiansen, K. (2009). Shaping. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>3. Kagohara, D. M., van der Meer, L., Achmadi, D., Green, V. A., O'Reilly, M. F., Mulloy, A., &amp; ... Sigafoos, J. (2010). Behavioral intervention promotes successful use of an iPod-based communication device by an adolescent with autism. <i>Clinical Case Studies</i>, 9(5), 328-338. doi:10.1177/1534650110379633</li> </ol>	<i>Paper 2: Discuss the case study described in the article by Kagohara, et al. (2010) in terms of the behavioral principles identified and employed.</i>
2/11/16	Behavioral Principles and Applications	<ol style="list-style-type: none"> <li>1. <b>O'Donahue et al., Chapter 25</b> [Wallace M.D., &amp; Najdowski, A.C. (2009). Differential Reinforcement of other behavior and differential reinforcement of alternative behavior. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>2. Farmer, R. F., &amp; Chapman, A. L. (2016). Changing behavior by changing the environment. In , <i>Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action (2nd ed.)</i> (pp. 101-132). Washington, DC, US: American Psychological Association. doi:10.1037/14691-004</li> <li>3. Fernandez, M.A., Storch, E.A., Lewin, A.B., Murphy, T.K., &amp; Geffken, G.R. (2006). The principles of extinction and differential reinforcement of other behaviors in the intensive cognitive-behavioral treatment of primary obsessional pediatric OCD. <i>Clinical Case Studies</i>, 5, 511-521.</li> </ol>	
2/18/16	Common Elements of BT: Structure, Style, and Relationship	<ol style="list-style-type: none"> <li>1. Shirk, S.R., Karver, M.S., &amp; Brown, R. (2011). The alliance in child and adolescent psychotherapy. <i>Psychotherapy</i>, 48, 17-24.</li> <li>2. Friedberg, R.D. &amp; Gorman, A.A. (2007). Integrating psychotherapeutic processes with cognitive behavioral procedures. <i>Journal of Contemporary Psychotherapy</i>, 37,</li> </ol>	<i>Paper 3: Consider the readings for this week. How do you think the elements of behavior therapy discussed by Friedberg &amp; Gorman</i>

		<p>185-193.</p> <p>3. Persons, J. B., Davidson, J., &amp; Tompkins, M. A. (2001). Structure of the therapy session. In , <i>Essential components of cognitive-behavior therapy for depression</i> (pp. 57-87). Washington, DC, US: American Psychological Association. doi:10.1037/10389-003</p> <p>4. Langer, D. A., McLeod, B. D., &amp; Weisz, J. R. (2011). Do Treatment Manuals Undermine Youth Alliance in Youth Clinical Practice? <i>Journal of Consulting and Clinical Psychology</i>, 79, 427-432.</p>	<p>(2007) and Persons et al. (2001) influence alliance, considering the results of the other two articles?</p>
2/25/16	Changing Contingencies for Child Disruptive Behavior: Increasing Positive Reinforcement	<p>1. <b>O'Donohue Chapter 51</b> [Moore, J. &amp; Patterson, G.R. (2009). Parent Training. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>2. <b>O'Donohue Chapter 53.</b> Boggs, S.R., &amp; Eyberg, S.M. (2009). Positive Attention. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>3. Harwood, M. D., &amp; Eyberg, S. M. (2006). Child-Directed Interaction: Prediction of Change in Impaired Mother-Child Functioning. <i>Journal Of Abnormal Child Psychology</i>, 34(3), 335-347. doi:10.1007/s10802-006-9025-z</p> <p>4. Melanie L. Jones , Sheila M. Eyberg , Christina D. Adams &amp; Stephen R. Boggs (1998) Treatment Acceptability of Behavioral Interventions for Children: An Assessment by Mothers of Children with Disruptive Behavior Disorders, <i>Child &amp; Family Behavior Therapy</i>, 20:4, 15-26, DOI: 10.1300/J019v20n04_02</p>	<p>Paper 4: Most behavioral parent training programs begin with an increase of positive parenting skills. Discuss the rationale for this, and any evidence to support this approach based on these readings.</p>
3/3/16	Changing Contingencies for Child Disruptive Behavior: Use of Punishers	<p>1. <b>O'Donohue Chapter 75.</b> [Friman, P.C. (2009). Time-out, Time-in, and Task-Based Grounding. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>2. Breitenstein, S. M., Gross, D., Fogg, L., Ridge, A., Garvey, C., Julion, W., &amp; Tucker, S. (2012). The Chicago Parent Program: Comparing 1-year outcomes for African American and Latino parents of young children. <i>Research In Nursing &amp; Health</i>, 35(5), 475-489. doi:10.1002/nur.21489</p> <p>3. Ho, J., Yeh, M., McCabe, K., &amp; Lau, A. (2012). Perceptions of the acceptability of parent training among Chinese immigrant parents: Contributions of cultural factors and clinical need. <i>Behavior Therapy</i>, 43(2), 436-449. doi:10.1016/j.beth.2011.10.004</p>	<p>Paper 5: Discuss the use of parent training, and of time-out in particular, with different cultural groups.</p>
3/10/16	Targeting Avoidance: Exposure	<p>1. <b>O'Donohue et al., Chapter 42</b> [Hazlett –Stevens, H., &amp; Craske, M.G. (2009). Live (In Vivo) exposure for anxiety disorders. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</p> <p>2. <b>O'Donohue et al., Chapter 31</b> [Zoellner, L.A., Abramowitz, J.S., Moore, S.A., &amp; Slagle, D.M. Flooding. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</p> <p>3. Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., &amp; Vervliet, B. (2014). Maximizing exposure therapy: An</p>	<p>Paper 6: Consider the articles by Craske et al (2014) and by Kircanski &amp; Peris (2015). How do these influence your understanding of exposure and the key aspects to consider when designing exposure tasks in therapy?</p>

		<p>inhibitory learning approach. <i>Behaviour Research And Therapy</i>, 5810-23. doi:10.1016/j.brat.2014.04.006</p> <p>4. Kircanski, K., &amp; Peris, T. S. (2015). Exposure and response prevention process predicts treatment outcome in youth with OCD. <i>Journal Of Abnormal Child Psychology</i>, 43(3), 543-552. doi:10.1007/s10802-014-9917-2</p>	
3/24/16	Targeting Avoidance: Pleasant Events Scheduling and Behavioral Activation	<p>1. <b>O'Donohue et al., Chapter 10</b> [Martell, C. (2009). Behavioral Activation for Depression. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</p> <p>2. Pass, L., Brisco, G., &amp; Reynolds, S. (2015). Adapting brief Behavioural Activation (BA) for adolescent depression: A case example. <i>The Cognitive Behaviour Therapist</i>, 8doi:10.1017/S1754470X15000446</p> <p>3. Chu, B. C., Skrinier, L. C., &amp; Staples, A. M. (2014). Behavioral avoidance across child and adolescent psychopathology. In J. Ehrenreich-May, B. C. Chu, J. Ehrenreich-May, B. C. Chu (Eds.), <i>Transdiagnostic treatments for children and adolescents: Principles and practice</i> (pp. 84-110). New York, NY, US: Guilford Press</p>	<i>Paper 7: Consider how a functional analysis might be used when designing a BA treatment for a child or adolescent.</i>
3/31/16	In Class Exam		
4/7/16	Treatment of repetitive behaviors (Guest Lecturer: Shannon Bennett, Ph.D., Co-Director, Pediatric OCD, Anxiety, and Tic Disorders Program Clinical Director, Youth Anxiety Center Director of Child Psychology Weill Cornell Medical College, New York Presbyterian Hospital)	<p>1. Storch, E. A., Merlo, L. J., Lack, C., Milsom, V. A., Geffken, G. R., Goodman, W. K., &amp; Murphy, T. K. (2007). Quality of life in youth with Tourette's syndrome and chronic tic disorder. <i>Journal Of Clinical Child And Adolescent Psychology</i>, 36(2), 217-227. doi:10.1080/15374410701279545</p> <p>2. O'Donohue et al., Chapter 36 [Adams, A.M., Adams, M.A., &amp; Miltenberger, R.G. (2009). Habit Reversal Training. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</p> <p>3. White, S. W., Sukhodolsky, D. G., Rains, A. L., Foster, D., McGuire, J. F., &amp; Scahill, L. (2011). Elementary school teachers' knowledge of Tourette syndrome, Obsessive-Compulsive Disorder, &amp; Attention Deficit/Hyperactivity Disorder: Effects of teacher training. <i>Journal Of Developmental And Physical Disabilities</i>, 23(1), 5-14. doi:10.1007/s10882-010-9209-x</p>	<i>Paper 8. Discuss the possible treatment of Tics/Tourette's in schools. Why might that be important? What are some challenges to this approach?</i>
4/14/16	Treatment of Anorexia Nervosa (Guest lecture: Erin Accurso, Ph.D., Assistant Professor Department of Psychiatry Eating Disorders Program University of California, San Francisco)	<p>1. Le Grange, D., Lock, J., Agras, W. S., Bryson, S. W., &amp; Jo, B. (2015). Randomized clinical trial of family-based treatment and cognitive-behavioral therapy for adolescent bulimia nervosa. <i>Journal Of The American Academy Of Child &amp; Adolescent Psychiatry</i>, 54(11), 886-894.</p> <p>2. Loeb, K. L., Lock, J., Greif, R., &amp; le Grange, D. (2012). Transdiagnostic theory and application of family-based treatment for youth with eating disorders. <i>Cognitive And Behavioral Practice</i>, 19(1), 17-30. doi:10.1016/j.cbpra.2010.04.005</p>	

4/21/16	Pivotal Response Training - TBD	<ol style="list-style-type: none"> <li>1. Pellecchia, M., Connell, J. E., Beidas, R. S., Xie, M., Marcus, S. C., &amp; Mandell, D. S. (2015). Dismantling the active ingredients of an intervention for children with autism. <i>Journal Of Autism And Developmental Disorders</i>, 45(9), 2917-2927. doi:10.1007/s10803-015-2455-0</li> <li>2. Stahmer, A. C. (1999). Using pivotal response training to facilitate appropriate play in children with autistic spectrum disorders. <i>Child Language Teaching And Therapy</i>, 15(1), 29-40. doi:10.1191/026565999672332808</li> </ol>	
4/28/16	Treatment of PTSD - TBD	<ol style="list-style-type: none"> <li>1. Gilboa-Schechtman, E., Foa, E. B., Shafran, N., Aderka, I. M., Powers, M. B., Rachamim, L., &amp; ... Apter, A. (2010). Prolonged exposure versus dynamic therapy for adolescent PTSD: A pilot randomized controlled trial. <i>Journal Of The American Academy Of Child &amp; Adolescent Psychiatry</i>, 49(10), 1034-1042. doi:10.1016/j.jaac.2010.07.014</li> <li>2. Foa, E. B., McLean, C. P., Capaldi, S., &amp; Rosenfield, D. (2013). Prolonged exposure vs supportive counseling for sexual abuse-related PTSD in adolescent girls: A randomized clinical trial. <i>JAMA: Journal Of The American Medical Association</i>, 310(24), 2650-2657. doi:10.1001/jama.2013.282829</li> <li>3. Mannarino, A. P., Cohen, J. A., &amp; Deblinger, E. (2014). Trauma-focused cognitive-behavioral therapy. In S. Timmer, A. Urquiza, S. Timmer, A. Urquiza (Eds.) , <i>Evidence-based approaches for the treatment of maltreated children: Considering core components and treatment effectiveness</i> (pp. 165-185). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-94-007-7404-9_10</li> </ol>	
5/5/16		<b>Video Projects Due; In class viewing</b>	<u>Video Projects Due</u>