

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK**

**OPEN ONLY TO STUDENTS IN A CHILD/ADOLESCENT-SERVING FIELD
PLACEMENT**

*The instructor reserves the right to change this syllabus as necessary during the semester.

COURSE NUMBER: SOWO 751
COURSE TITLE: Behavioral Intervention with Children
SEMESTER & YEAR: Spring, 2021
INSTRUCTOR: Ronni Zuckerman, MSW
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OFFICE HOURS: Mondays 12:15 – 1:45pm, or by appointment

COURSE DESCRIPTION: This course teaches basic principles of behavior theory and intervention, current applications, and how to assess behavior, design and implement behavior plans for children

COURSE OBJECTIVES:

At the end of the course students will:

1. Know current applications of behavior theory with children, including individual behavior management, Positive Behavior Intervention in school settings, and parent training.
2. Know the research on effectiveness of behavioral interventions with children and on parent training programs.
3. Be able to conduct an individual behavioral assessment of a child using a Functional Behavioral Assessment framework.
4. Be able to create an individual intervention plan for a child using a Positive Behavioral Intervention framework, and know how to evaluate the effectiveness of such plans.
5. Have knowledge of other behavior intervention strategies with children such as token economies.
6. Know the application of behavioral interventions to some specific disorders of childhood, such as Attention Deficit/Hyperactivity Disorder.
7. Identify diversity and ethical issues regarding the use of behavioral interventions with children.

EXPANDED DESCRIPTION:

This course will review the history, theoretical foundations and basic principles of clinical behavior therapy and teach the application of these principles to child behaviors. Students will

practice assessing specific child behaviors, and design and evaluate individualized intervention plans, consistent with the Functional Behavioral Assessment/Positive Behavioral Intervention approach used in schools. Students will be introduced to additional behavioral intervention strategies such as social skills training, self-management programs and token economies. The appropriate application of behavioral intervention to some specific disorders of childhood including Attention Deficit Hyperactivity Disorder and anxiety disorders will be reviewed. Research on effectiveness of behavioral interventions with children and on group-based parent training programs will be presented. Diversity considerations and ethical issues regarding the use of behavioral interventions with children will be considered and discussed.

REQUIRED TEXTS/READINGS:

There is no textbook for this class; required readings can be obtained via Sakai or the UNC electronic library.

RELATED READINGS:

Supplemental recommended readings are noted for specific classes.

TEACHING METHODS

This course will use a variety of teaching and learning methods, including lecture, group discussions, role plays and student presentations. Discussions will draw upon work and field experiences, readings and assignments; participation by each student is essential and expected. For discussions to be lively and enthusiastic, the development of a supportive learning environment, in which all contributions are valued, is essential. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and demonstrating interest and engagement in the contributions of classmates.

CLASS ASSIGNMENTS

Assignments are described below, and assignments, expectations and grading criteria will be discussed in more detail during the first class session. All written assignments should use references following APA format and be typed or word processed using correct grammar, punctuation and spelling.

Class participation (20%)

In a seven week course, missing class has a significant impact on participation and learning opportunities. Students are expected to attend all classes, to be on time, and to stay for the duration of the class. Points will be deducted for missing class, arriving late or leaving early. It is the student's responsibility to notify the instructor in advance if unable to attend class. Students are expected to contribute regularly to classroom discussion, including being prepared to discuss readings and assignments; asking questions; initiating topics; offering ideas, examples and comments; and responding to contributions of other students. Students are expected to demonstrate engagement in discussions by listening respectfully to others and through other verbal and nonverbal behaviors. Asynchronous powerpoints will be posted weekly along with a reflection question that students are expected to respond to in Sakai.

Brief Quiz on definitions of basic principles and terms on Sakai (20%) – due 2/2/21

Review of behavioral instructional program for parents and caregivers (25%)- due 2/9/21

A 4-5 page paper reviewing a book, guide or on-line training for teaching behavior management skills to parents or caretakers. Choices will include self-help books, curricula for use individually with parents or in group Behavioral Training Programs, manuals or guides for therapists to use in working with parents or online Triple P training. There are three options for accessing material to use for this assignment.

1. Access Triple P training here. <http://www.triplep-parenting.com/nc-en/find-help/triple-p-online/> . You can choose to do either from the training for toddlers to tweens or pre-teens and teens.
2. Borrow a book from the instructor. There will be an option for a touch-free pick-up at the instructor's community in Carrboro.
3. Purchase or borrow material from UNC libraries or a local library. You must consult with the instructor to ensure that the material will meet the assignment criteria.

A concise summary of your review to hand out to classmates (5%)- due 2/9/21

A one-page handout summarizing the main points of the material reviewed. Handout should describe target audience, identify strengths and any concerns, and make recommendations to classmates regarding how and with whom this material would best be used.

A comprehensive Functional Behavioral Assessment (FBA) and Positive Behavioral Intervention (PBI) plan for a specific, problematic behavior (30%)- due 3/2/21

Through their field placements, students will identify a child with a specific behavior that is problematic either at home or in school. Students will be required to conduct a comprehensive functional assessment of the behavior in context and to develop a positive intervention plan for behavior change. The approximately 5-6 page paper will present the details of a Functional Assessment and Positive Behavioral Intervention plan, following a format provided for the assignment.

Grades

The School of Social Work uses an evaluation system of High Pass (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H = 94–100; a P = 74–93; a L = 70–73, a F = 69 or below. A grade of P is considered entirely satisfactory. On a traditional grading scale, a P would fall the range between A- and B-. The grade of Honors signifies that the work is clearly excellent in all respects. ***A student receiving a Low Pass for nine course credits is ineligible to continue in graduate school.*** The final grading breakdown is:

Class Attendance and Participation:	20%
Quiz:	20%
Review of Parent Training Material:	25%
Summary Handout for Classmates on reviewed material:	5%
FPA/PBI:	30%

Attendance and Participation

Attendance at all class sessions is expected; it is important to be on time so as not to disrupt

class. We will cover a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. If you are unable to attend a class, it is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates **Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor.**

In order to fully participate in and benefit from each class session, students should complete required readings and videos before class including the asynchronous lecture and come to class prepared to discuss them.

Assignment Guidelines

All written assignments must be typed and follow APA format. Several writing resources are posted on the SSW website (<http://ssw.unc.edu/students/writing>). You can also refer to the *APA Publication Manual* (6th edition), and to a tutorial on APA style at: <http://library.unc.edu/citationbuilder/>. Additionally, students should familiarize themselves with the following brief guideline for writing about persons with disabilities: <http://rtcil.drupal.ku.edu/sites/rtcil.drupal.ku.edu/files/images/galleries/Guidelines%208th%20edition.pdf>

UNC Honor Code

“The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance.” (From: <http://studentconduct.unc.edu/faculty/honor-syllabus>.) The Honor Code can be found in the [Instrument of Student Judicial Governance \(“Instrument”\)](#). Your full participation and observance of the Honor Code is expected.

Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. **All written assignments should include the following signed pledge: “I have neither given nor received unauthorized aid in preparing this written work.”**

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the *APA Style Guide* for information on attribution of quotes, plagiarism, and appropriate citation. [The UNC Writing Center](#) provides clear guidelines regarding what does and does not constitute plagiarism.

POLICY ON LATE ASSIGNMENTS AND INCOMPLETES

Written assignments are due at the beginning of class on their due date, as noted in the course outline. Late assignments are strongly discouraged. To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor before the day that the product is due. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur

each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. Avoid having last-minute computer or printing failures that prevent you from turning papers in on time. Plan ahead and keep backups; don't rely on having computers, printers, servers, and email programs working perfectly a half-hour before class.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Writing Support

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

POLICY ON THE USE OF ELECTRONIC DEVICES

The use of electronic devices in the classroom is prohibited. Exceptions will be made only for students with written documentation of a disability. For these students the use of electronic devices for non-class related activities (e.g. checking email, playing games) is strictly prohibited.

COURSE OUTLINE AND READINGS

The class format is based on the expectation that you are prepared and active learners. Reading the assigned materials prior to the date they are due is a prerequisite to getting the most out of class sessions and successfully meeting the course objectives.

NOTE: THE FOLLOWING GLOSSARY OF TERMS IS AVAILABLE ON SAKAI

Kazdin, A. E. (2005). Glossary. In *Parent management training: Treatment for oppositional, aggressive, and antisocial behavior in children and adolescents* (pp. 373-383). New York: Oxford University Press.

WEEK 1: INTRODUCTIONS, PARENTING IN A PANDEMIC, FOUNDATIONS OF BEHAVIOR THERAPY

JANUARY 12, 2021

Course Overview

Impact of the pandemic on parenting

Origins of behavior therapy, early behaviorists, experimental psychology

Classical and operant conditioning, social learning theory

Basic principles and assumptions about human behavior in behavior theory

Defining and analyzing behavior: context, antecedents, consequences, contingencies, reinforcement schedules

Readings Required for Week 1:

Dani Blum. (2020, November 12). Pandemic Parenting: Scenes and snippets from families navigating an all-consuming crisis. NYT.

<https://www.nytimes.com/2020/11/12/parenting/parents-kids-coronavirus.html?action=click&module=Top%20Stories&pgtype=Homepage>

Preschool Suspensions Really Happen And That's Not OK With Connecticut, NPR

<http://www.npr.org/sections/ed/2016/09/05/490226345/preschool-suspensions-really-happen-and-thats-not-okay-with-connecticut?sc=tw>

Maag, J. W. (2004). Introduction to behavior management. In *Behavior management: From theoretical implications to practical applications* (2nd. ed., pp. 1-20). Toronto: Wadsworth/Thompson.

WEEK 2: BASIC PRINCIPLES, APPLIED

JANUARY 19, 2021

Additional concepts: extinction, generalization, chaining, shaping, and others

The functional perspective

IDEA: Functional Behavioral Assessment and Positive Behavioral Intervention plans

School-wide and classroom approaches to positive behavior

Ethics of behavior therapy

Readings Required for Week 2:

Sugai, G. & Lewis-Palmer, T. (2004). Overview of a function-based approach to behavior support within schools. *Assessment for Effective Intervention*, 30(1), 1-6.

Weiss, N. R., & Knoster, T. (2008). It may be nonaversive, but is it a positive approach? Relevant questions to ask throughout the process of behavioral assessment and intervention. *Journal of Positive Behavior Intervention*, 10(1), 72-78.

Explore this website: <http://www.pbis.org/>

Recommended Supplemental Reading:

Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186. (Available on Sakai)

Steege, M. W., & Watson, T. S. (2009). Introduction to functional behavioral assessment. In *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd ed., pp. 1-17). New York: Guilford Press. (Available on Sakai)

WEEK 3: INTERVENTIONS WITH CHILDREN AND ADOLESCENTS

JANUARY 26, 2021

GUEST SPEAKER, ALEX GALIPEAU, CAROLINA OUTREACH SCHOOL BASED MENTAL HEALTH CLINICIAN

MATCH (Modular Approach to Therapy for Children with Anxiety, Depression, Trauma or Conduct Problems)

Time Out for compliance

Interventions with children and adolescents

Readings Required for Week 3:

Chorpita, B.F, Daleiden, E.L, Park A.L, Ward A.M, Levy M.C, Cromley T, Chiu A.W, Letamendi, A.M, Tsai K.H, Krull, J.L. (2017). Child STEPs in California: a cluster randomized effectiveness trial comparing modular treatment with community implemented treatment for youth with anxiety, depression, conduct problems, or traumatic stress. *J Consult Clin Psychol*, 85:13–25.

Doll, C., McLaughlin, T. F., & Barretto, A. (2013). The Token Economy: A Recent Review and Evaluation. *International Journal of Basic and Applied Science*, 02(01), 131–149.

Morawska, A. & Sanders (2011). Parental Use of Time Out Revisited: A Useful or Harmful Parenting Strategy? *Journal of Child Family Studies*, 20: 1. 1-8. <https://doi-org.libproxy.lib.unc.edu/10.1007/s10826-010-9371-x>

Recommended Supplemental Reading:

Barry, L. M., & Messer, J. J. (2003). A practical application of self-management for students diagnosed with Attention-Deficit/Hyperactivity Disorder. *Journal of Positive Behavior Interventions*, 5(4), 238-248. (Available via UNC electronic Library)

Gershoff, E. T. (2013). Spanking and Child Development: We Know Enough Now to Stop Hitting Our Children. *Child Dev Perspect*, 7: 133–137. doi:10.1111/cdep.12038

Warzak, W. J., & Floress, M. T. (2009). Time-out training without put-backs, spansks, or restraint: A brief report of deferred time-out. *Child and Family Behavior Therapy*, 31, 134-143. (Available via UNC electronic Library)

WEEK 4: BEHAVIORAL PARENT TRAINING

FEBRUARY 2, 2021

Parenting and culture

History of parent education

Parenting training programs

Anti-racist parenting

Quiz on Definitions of Behavior Principles and Terms

Readings Required for Week 4:

Anti-racist pandemic parenting webinar recording and resources, Pandemic Parenting,
<https://www.pandemic-parent.org/resources/anti-racist-pandemic-parenting>.

How Inuit Parents Teach Kids To Control Their Anger, NPR,
<https://www.npr.org/sections/goatsandsoda/2019/03/13/685533353/a-playful-way-to-teach-kids-to-control-their-anger>

Mejia, A., Leijten, P., Lachman, J. M., & Parra-Cardona, J. R. (2016). Different Strokes for Different Folks? Contrasting Approaches to Cultural Adaption of Parenting Interventions. *Prevention Science*, 1–10.

Shaffer, A., Kotchick, B. A., Dorsey, S., & Forehand, R. (2001). The past, present, and future of behavioral parent training: Interventions for child and adolescent problem behavior. *The Behavior Analyst Today*, 2(2), 91–105.

Recommended Supplemental Reading:

Barker, C. H., Cook, K. L., & Borrego, J. (2010). Addressing cultural variables in parent training programs with Latino families. *Cognitive and Behavioral Practice*, 17(2), 157-166. (Available via UNC electronic Library)

Calzada, E. J. (2010). Bringing culture into parent training with Latinos. *Cognitive and Behavioral Practice*, 17, 167-175. (Available via UNC electronic Library)

Ducharme, J. M. (2007). Success-based, noncoercive treatment of oppositional behavior. In J. M. Briesmeister & C. E. Schaefer (Eds.), *Handbook of parent training: Helping parents prevent and solve problem behaviors* (3rd ed.) (pp. 268-304). Hoboken, NJ: John Wiley & Sons.

McMahon, R. J., & Kotler, J. S. (2008). Evidence-based therapies for oppositional behavior in young children. In R. G. Steele, T. D. Elkin & M. C. Roberts (Eds.), *Handbook of evidence-based therapies for children and adolescents: Bridging science and practice* (pp. 221-240). New York: Springer. (Available on Sakai)

WEEK 5: COLLABORATING WITH PARENTS AND FAMILIES

FEBRUARY 9, 2021

Engaging parents, overcoming barriers
Intervention planning
Designing a basic behavior plan
Teens and screens

Review of Parent Training Manual and Summary Due

Readings Required for Week 5:

Senior, J. (2014, Jan. 12). The Collateral Damage of a Teenager. New York. Retrieved from:
<http://nymag.com/news/features/adolescence-2014-1/index6.html>

Shriver, M. D., & Allen, K. D. (2008). How to teach parents. In *Working with parents of noncompliant children: A guide to evidence-based parent training for practitioners and students* (pp. 117-138). Washington, DC: American Psychological Association.

Shriver, M. D., & Allen, K. D. (2008). Beyond noncompliance: Developing evidence-based parent training interventions. In *Working with parents of noncompliant children: A guide to evidence-based parent training for practitioners and students* (pp. 159-186). Washington, DC: American Psychological Association.

Webster-Stratton, C. (2009). Affirming diversity: Multi-cultural collaboration to deliver the incredible years parent programs. *International Journal of Child Health and Human Development*, 2(1), 17-32.

Recommended Supplemental Reading:

Budd, K. S., Hella, B., & Hyo, B. (2011). Delivering parent-child interaction therapy in an urban community clinic. *Cognitive and Behavioral Practice*, 18, 502-514.

WEEK 6: COMPLEX FAMILIES, DIFFICULT BEHAVIORS

FEBRUARY 23, 2021

Additional factors impacting behavioral interventions
Restorative practices
Working with multi-problem families
Attention-Deficit/Hyperactivity Disorder: Multimodal interventions

Guest Speaker: Laura Olley, School Social Worker, McDougale Elementary School.

Readings Required for Week 6:

Levac, A. M., McCay, E., Merka, P., & Reddon-D'Arcy, M. L. (2008). Exploring parent participation in a parent training program for children's aggression: Understanding and illuminating mechanisms of change. *Journal of Child and Adolescent Psychiatric*

Nursing, 21(2), 78-88.

Pham, A. V., Carlson, J. S., & Kosciulek, J. F. (2010). Ethnic differences in parental beliefs of Attention-Deficit/Hyperactivity Disorder and treatment. *Journal of Attention Disorders*, 13(6), 584-591.

Wachtel, T. (2016). Defining Restorative. Retrieved from <https://www.iirp.edu/restorative-practices/defining-restorative/>

Recommended Supplemental Reading:

Antshel, K. M., & Barkley, R. A. (2008). Psychosocial interventions in Attention Deficit Hyperactivity Disorder. *Child and Adolescent Psychiatric Clinics of North America*, 17(2), 421-437. (Available via UNC electronic Library)

Baker-Ericzén, M. J., Jenkins, M. M., & Brookman-Frazee, L. (2010). Clinician and parent perspectives on parent and family contextual factors that impact community mental health services for children with behavior problems. *Child Youth Care Forum* 39(6), 397-419. (Available via UNC electronic Library)

Schachter, D., Tharmalingam, S., & Kleinman, I. (2011). Informed consent and stimulant medication: Adolescents' and parents' ability to understand information about benefits and risks of stimulant medication for the treatment of Attention-Deficit/Hyperactivity Disorder. *Journal of Child and Adolescent Psychopharmacology*, 21(2), 139-148. (Available via UNC electronic Library)

WEEK 7: OTHER BEHAVIORAL INTERVENTIONS, WRAP-UP AND EVALUATIONS

MARCH 2, 2021

Social skills groups, other interventions

Behavioral interventions with specific childhood disorders

Case Consultation and Practice

FPA/PBI Due

Readings Required for Week 7:

Mikami, A. Y., Jia, M., & Na, J. J. (2014). Social Skills Training. *Child and Adolescent Psychiatric Clinics of North America*, 23(4), 775-788

Recommended Supplemental Reading:

Cavell, T. A., Harrist, A. W., & Del Vecchio, T. (2013). Working with parents of aggressive children: Ten principles and the role of authoritative parenting. In R. E. Larzelere, A. S. Morris, and A. W. Harrist (Eds.), *Authoritative parenting: Synthesizing nurturance and discipline for optimal children development* (pp. 165-188). Washington, D.C.: American Psychological Association. (Available on Sakai)

Ducharme, J. M., Folino, A., & DeRosie, J. (2008). Errorless acquiescence training: A potential "keystone" approach to building peer interaction skills in children with severe problem behavior. *Behavior Modification*, 32, 39-60. (Available via UNC electronic Library)

- Pelham, W. E., & Fabiano, G. A. (2008). Evidence-based psychosocial treatments for attention-deficit/hyperactivity disorder. *Journal of Clinical Child & Adolescent Psychology, 37*(1), 184-214. (Available via UNC electronic Library)
- Shirk, S., & McMakin, D. (2008). Client, therapist, and treatment characteristics in EBTs for children and adolescents. In R. G. Steele, T. D. Elkin & M. C. Roberts (Eds.), *Handbook of evidence-based therapies for children and adolescents* (pp. 471-486). New York: Springer. (Available via UNC electronic Library)