COURSE SYLLABUS

DIVISION:  Theoretical and Behavioral Foundations
PROGRAM AREA:  Educational Psychology
COURSE:  EDP 7103--Treatment Planning
COURSE CREDIT:  4 Semester Hours
TERM/YEAR:  Summer 2015
COURSE LOCATION:  WSU--Oakland Center - 33737 W 12 Mile Rd, Farmington Hills
DAY/TIME:  Thursdays 11:15-3:35
INSTRUCTOR:  Michelle Fuhr, MA, LLP, BCBA
OFFICE:  N/A
OFFICE HOURS:  by appointment
OFFICE PHONE:  586-709-1800
EMAIL:  mlfuhr@dmc.org

COURSE DESCRIPTION:
Techniques used in behavioral intervention planning, data collection, interpretation of
assessments, development of goals and objectives, overview and application of treatment
interventions, management, supervision, and team planning. Assignments include literature
research and paper presentations, participation in discussions, and implementation of behavioral
assessment principles.

This course is open to graduate and post-graduate students interested in obtaining knowledge of
Behavior Analysis and certification as a Board Certified Behavior Analyst (BCBA). Students are
expected to read professional literature, participate in discussions, complete literature research,
and practice the application of behavioral principles. Completion of assignments and class
participation are essential to meeting the course objectives.

COURSE OBJECTIVES:
After completing this course students will:
1. Be able to interpret assessment result to determine the function of a problem behavior.
2. Be able to develop goals and objectives to teach functional replacement skills and to
decrease existing problem behaviors.
3. Be able to determine when and how to use a variety of treatment interventions including
   strategies based on antecedent and consequence manipulation.
4. Be able to describe and develop a variety of behavioral strengthening and behavior
   reduction strategies including how to develop a comprehensive treatment plan.
5. Be able to develop a data collection system based on a unique behavior intervention plan
   and interpret and display those data accurately.
6. Be able to embed staff management and team planning strategies into their treatment plan.
PREREQUISITES: EDP 7101 Foundations of Applied Behavior Analysis and EDP 7102 Behavioral Assessment

4 SEMESTER HOURS (60 hours towards BCBA content)
Students will receive the following course content towards BCBA requirements:
- 30 hours of Fundamental Elements of Behavior Change & Specific Behavior Change Procedures
- 5 hours of Intervention and Behavior Change Considerations
- 10 hours of Behavior Change Systems
- 10 hours of Implementation, Management & Supervision
- 5 hours of Discretionary content

REQUIRED TEXTS:
None: all reading will be provided by the instructor. See below for a reading list.

READINGS:


**ADDITIONAL COURSE INFORMATION:**

In this course students will be expected to read all materials prior to the scheduled class time in order to better understand the class content and participate with the class discussion. Students will be graded on their participation, weekly quizzes and exams. The instructor will be responsible for preparing lecture and activity based materials to help facilitate learning the course objectives. The instructor also provides ample opportunities for applied experiences with in the community for students who are interested in the real life applications of the skills learned in class. Topics covered in this course are taught in a specific sequential order. All material builds on previously covered topics. Missing a class will directly impact your ability to understand the next lecture and ultimately impact your overall grade. Students should plan on attending all classes.

**COURSE ASSIGNMENTS:**

All readings are due on the date listed. Readings are tentative and additional readings will be provided by the instructor as necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Reading</th>
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<tbody>
<tr>
<td>5/14</td>
<td>1</td>
<td>The Necessary Parts of a Treatment Plan - goals and objectives</td>
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<tr>
<td>5/21</td>
<td>2</td>
<td><strong>Antecedent-based Interventions</strong></td>
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<td>Required:</td>
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<td></td>
<td></td>
<td>□ Striefel, Bryan &amp; Aikins (1974) article</td>
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<tr>
<td></td>
<td></td>
<td>□ Green (2001) chapter pdf</td>
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<td>Recommended:</td>
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<td></td>
<td></td>
<td>Assignments</td>
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<td></td>
<td></td>
<td>□ Quiz- week 1</td>
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<td>5/28</td>
<td>3</td>
<td><strong>Reinforcement Strategies</strong></td>
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<td></td>
<td></td>
<td>Required:</td>
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<tr>
<td></td>
<td></td>
<td>□ Iwata (1987) article</td>
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<td></td>
<td></td>
<td>□ Hanley, Iwata &amp; Thompson (2001) article</td>
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<td>□ Balsam &amp; Bondy (1983) article</td>
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<td></td>
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<td>Recommended:</td>
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<td></td>
<td></td>
<td>□ Horner, Day, et. al (1991) article</td>
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<tr>
<td></td>
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<td>Assignments</td>
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<tr>
<td></td>
<td></td>
<td>□ Quiz- week 2</td>
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<tr>
<td></td>
<td></td>
<td>□ Treatment Plan #1 due</td>
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<tr>
<td>6/4</td>
<td>4</td>
<td><strong>Behavior Reduction Strategies 1 – Differential and Non-contingent</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Required Articles</td>
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<td>------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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Fischer, Iwata & Mazaleski (1997) article  
Conyers, Mittenburg, et. al. (2004) article  
Karsh & Repp (1992) article | Quiz- week 3  
Presentation topic due (10pts) |
| 6/18 | Comprehensive Treatment Planning 1 (DTT and IT) | Lovaas (1987) article  
Lovaas, Smith et. al. (1994) article | Schreibman (2008) article  
McGee, Morrier & Daly (1999) article | Quiz- week 5  
Treatment Plan #2 due |
VBA chapter 1 and chapter 7  
Caroll & Klatt (2008) article  
Hall & Sundberg (1987) article | No Quiz  
Take Home Final Due by start of class (final covers weeks 1-6) |
| 7/2  | Comprehensive Treatment Planning 3 (PECS and IPAD) | Charlop-Christy, Carpenter, et. al. (2002) article  
Bondy & Frost (2001) article  
Flores et al (2012) article |  | |
Recommended
  □ Lancioni, O’Reilly, et. al. (2007) article
Assignments
  □ Quiz week 7
  □ 5 articles on presentation topic due (10pts) (the outline for this assignment can be found on Blackboard under the “treatment manual assignments” folder

7/9  9  Group vs. Individual Contingencies
Required:
  □ Barrish, Saunders, et. al (1969) article
  □ Kazdin & Bootzin (1972) article
  □ Harchik, Sherman & Sheldon (1992)
Recommended
  □ Wong, Seroka & Ogishi (2000) article
  □ Christian & Poling (1997) article
  □ Smith & Fowler (1984) article
Assignments
  □ Treatment Plan #3 due
  □ Quiz- Week 8

7/16  10  Treatment Planning in Multiple Environments and Team Planning
Required:
  □ Stromer, Mackay & Stoddard (1992) article
  □ Wahler, Vigilante & Strand (2004) article
  □ Boniecki & Moore (2011) article
Recommended:
  □ Wood, Frank & Wacker (1998) article
  □ Senate Bill #414 & 415
Assignments
  □ Quiz- week 9

7/23  11  Staff Management
Required:
  □ Quilitch, H. (1975) article
  □ Balcazar, Hopkins & Suarez (1985)
  □ Richman, Riordan, et. al (1988)
  □ Green, Reid, Passante & Canipe (2008)
Treatment Plan #4 due

7/30  12  Treatment Manual Presentations

8/6  13  Final- in class. (Weeks 1-12)

EVALUATION:

1. Weekly quizzes will be provided over the previous week’s content. Quizzes will be timed and taken through Blackboard before arriving for class. Quizzes are due before the next lecture.
2. Students will create one ABA-based Treatment Manual on a relevant topic of choice. Content will be based on literature research and will contain how to assess and implement treatment, including goals and strategies. Students will present their Treatment Manual to the class. Over the course of the semester, students will have 2 assignments to turn in related to progress on their manuals.
3. Students will need to create mock treatment plans for 4 reports provided to the students over the course of the semester.
4. There will be two examinations, a midterm and a final. The answer format will be short essay. The midterm will cover material through week 6. The final will cover material from week 1 to the end of the course. Both of these examinations will be take home or in class exams.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes</td>
<td>10pts each (80pts total)</td>
<td>16%</td>
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<tr>
<td>Presentation</td>
<td>10pts each (20pts total)</td>
<td>4%</td>
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<tr>
<td>Treatment plans</td>
<td>25pts each (100pts total)</td>
<td>20%</td>
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<tr>
<td>Treatment Manual</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 points</td>
<td>20%</td>
</tr>
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Additional information will be provided for each evaluation. All information in this syllabus is tentative and may be revised as needed. It will be necessary to attend all scheduled classes in order to obtain the most accurate and up to date information. If you have an emergency or illness and cannot attend it is your responsibility to obtain the information missed from a colleague or myself prior to the next class period in order to participate fully with the next class.

**FINAL GRADES:**
The following grading scale will be applied based on the total number of points accumulated by the semester end (500 points possible):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>Fail</td>
<td>≤69%</td>
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</tbody>
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**ATTENDANCE AND PARTICIPATION:**
1. Students are expected to attend class sessions.
2. Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials.
3. Students are expected to engage in respectful discourse.

**STUDENT USE OF LAPTOP COMPUTERS IN CLASS**
Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

**STUDENT USE OF PHONES IN CLASS**
Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

WITHDRAWAL POLICY:
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:
No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents
Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

REFERENCING:
When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct
quotes. You must describe others’ work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

**WRITING SKILLS:**
Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330) for information about HOOT. The site also has a list of additional resources.

**ATTENTION STUDENTS WITH DISABILITIES**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**SDS NEWS:**
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu

**RELIGIOUS OBSERVANCE POLICY:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.