Contacts and Communications
Course Title: Behavior Analytic Approaches to Individualized Service Planning
Fall, 2016:

Course Title: Behavior Analytic Appropriate to ISP
Course Number: BAT 452
Credit Hours: 3
Location & Time: Pulliam Hall 119 Wednesdays from 2pm-4:50pm 8/22/16 through 12/16/16
Instructor: Andrea Mazo, MS, BCBA Doctoral Candidate
   Email: amazo@siu.edu
   Office: REHN Hall 310
   Office Hours: Wednesdays from 11a-2p and Fridays from 12p-3p
Graduate Teaching Assistant: David Legaspi
   Email: legaspid@siu.edu
   Office: REHN Hall 310
   Office Hours: Tuesdays and Thursdays from 1:30p-4:30p

Course Description
This course will provide students with an introduction to the treatment of severe problem behavior. This course will address several aspects of treatment of severe problem behavior including how to write a treatment plan, how to advocate for services, how to work with other professions in the field, how to advocate for rights restrictions, and how to develop empathy and trust when working with families, staff, or caregivers that are in highly stressful situations. This course will provide hands on instruction on how to create and implement various procedures that are empirically based with individuals who engage in severe problem behaviors. In addition, this course will provide information and instruction on how to ensure that your procedures and terminology follows the Person Centered approach.

Course Objectives
After completing this course, the student will be able to discuss and/or implement:

1. Effective strategies for preventing severe problem behaviors from occurring
2. Effective strategies on how to respond to severe problem behaviors.
3. Effective strategies and laws for writing and implementing safe room procedures.
4. Different types of blocking procedures and restraint policies.
5. How to work with family or caregivers who are in stressful situations.
6. How to develop treatment plans to treat self-injurious behaviors, aggression, property destruction, sexually deviant behaviors, feeding disorders, eating disorders, and criminal behavior.
7. Psychotropic medications and the side effects that may affect treatment outcomes.
8. How to advocate for restrictive procedures through a Human Subjects Committee.
9. How to advocate for funding through various funding sources such as Medicaid and insurance companies.
10. How to develop a titration plan of services that is related to the problem behavior and use visual analysis to support the titration.
11. Learn how to implement and advocate for community restrictions
12. Learn about how to ensure safety of staff and clients and rule out liability concerns.
Text & Assigned Readings:

The course’s primary texts are:


Class Sessions:

Classes will include lecture, group activities, videos, and guest speakers, and will serve to supplement the assigned readings. All students should complete the assigned readings by the date that the topic will be discussed. It is also expected that students attend all classes and stay for the duration of the class, as there will be assignments presented during class that will count towards your grade.

*All students must turn off their cell phones during each class period. Students should only use laptop computers and cell for the assigned class material. Students who are using laptops or cell phones for other reasons will be asked to leave the class and an automatic 20 points will be deducted from their grade. Cell phones may ONLY be used for emergencies and it is asked that the student step out of the classroom if they need to use their cell phone for an emergency.*

Evaluations:

1) **Weekly Essays OR Pop Quizzes (100pts).** Ten 10-point 1-2 page typed essays or a pop quiz will be required during most weeks of the course. For the essays you will be expected to write a two page essay on the weekly readings during the first 30 minutes of class. The essays must be double spaced, 12pt font, and in APA format. Essays must be submitted into the D2L assignments tab no later than 2:30pm for the day that the readings were assigned. Requirements for the essay content are as follows:
   - Provide a detailed summary of the weekly readings
   - Provide your opinion on the readings
   - Find one additional resource outside of the readings and briefly summarize how it relates to the weekly readings. These resources can be articles, court cases, case studies, institutions, or any other interesting information that supports the topic for that week.

   *Late essays will not be accepted, so it is imperative that you show up to class on time.*

   Pop quizzes will be announced on the day of the class. If there is a pop quiz, then there will be no essay for that week. Pop quizzes will be administered in class and will be in pencil and paper format.
2) Weekly Discussion Questions (100pts). You will be required to turn in two discussion questions (5pts each) during most weeks of the course. These discussion questions should be thought provoking and related to the reading materials for the week. These discussion questions should be turned into D2L by 11:59pm on Tuesday nights prior to class for the assigned week. In addition, please be prepared to use them during the class discussions about the assigned readings. The D2L assignments tab will be available for the duration of each week and discussion questions can be turned in any time during the assigned week prior to the next class. Late discussion questions will not be accepted.

3) Mock HRC Presentations (100pts): During weeks 12 and 13 you will receive a vignette of a case study in which you will have to develop a rights restriction procedure to ensure the safety of the client and present it to a mock Human Rights Committee. All work for this assignment will be completed in class, but you may also work on this project outside of class if needed. This will be an individual assignment, but class participation is strongly encouraged to help you come up with a safe and effective restriction. The purpose of this assignment is to learn how to utilize your peers and colleagues as an ethical soundboard to ensure that you are implementing the least restrictive and most effective treatment when working with individuals with severe problem behaviors. Discussion during class about your topic and ideas is strongly encouraged. You will be presenting this topic to a mock HRC panel during week 13. This HRC panel will consist of individuals who are not a part of the regular class. The rubric for this project and an example will be handed out in class and discussed in detail.

4) Group Treatment Plan and Presentation (200pts): During finals week of the semester on Monday, December 12th you will present a treatment plan in a PowerPoint presentation to the class that you have developed to treat any of the problem behaviors that were discussed in this course (80pts). In addition, you will submit the written report (120pts) in the assignments tab on D2L by Friday, December 16th at midnight. You will have time in and outside of class to work on this project the week before finals. The rubric for this project and an example will be handed out in class and discussed in detail.

5) In-Class Group Assignments, Presentations, and Panels (300pts). Ten 30-point in class group assignments and presentations will be required during most weeks of the course. Two of these days will incorporate a panel to talk with experts in the field. These assignments will be announced in class. All work towards these assignments will be completed in class during the scheduled time. Absence from class will result in reduction in points from missing these assignments. It is imperative that you bring the weekly readings and an electronic device (laptop/tablet/phone) to be able to use to gather information and create your project presentations.

Grades (out of 700 total points):

A: 630-700
B: 506-630
C: 424-506
D: 354-424
F: 354 and below

If you wish to drop this course, you must do so prior to the date designated by the university. A grade of Incomplete will be given under the conditions specified in the university catalog.

**Academic Dishonesty**

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code (http://intranet.siu.edu/~docedit/other_policies/index.html) that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the sanctions which may be imposed for violation of this code. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

**Emergency Procedures.**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

The instructor is committed to equal opportunity in education for all students, including those with documented disabilities. It is the responsibility of students with documented disabilities to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. Documentation is to be provided and accommodations are to be arranged with Disability Support Services.

The instructor reserves the right to edit the calendar or other aspects of the syllabus as she sees fit.

**Calendar:**

**Week 1 (August 24th)**

- Introduction to the course
- Review course syllabus
- Lecture and discussion on treatment of severe problem behavior with individuals with intellectual disabilities.
Week 2 (August 31st)

- Readings
  - Johnston & Reid Ch. 2 and 5
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, August 30th. Submit into D2L
- In-Class Activity (30pts)

Week 3 (September 7th)

- Readings
  - Johnston and Reid Ch. 15
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, September 6th. Submit into D2L
- In-Class Activity (30pts)

Week 4 (September 14th)

- Readings
  - Johnston and Reid Ch. 13 and 14.
  - Skype with Dr. John Constantino, MD 2p-3p (30pts). Please have discussion questions prepared for him.
  - Essay completed in class due by 3:30pm. Submit into D2L- ESSAY TIME CHANGED FOR TODAY SINCE WE ARE MEETING WITH DR. CONSTANTINO
  - DQ’s due by 11:59pm on Tuesday, September 13th. Submit into D2L

Week 5 (September 21st)

- Readings
  - Luiselli Ch. 1-3
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, September 20th. Submit into D2L
- In-Class Activity (30pts)

Week 6 (September 28th)

- Readings
  - Luiselli Ch. 4-5
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, September 27th. Submit into D2L
- In-Class Activity (30pts)

Week 7 (October 5th)

- Readings
  - Luiselli Ch. 6-8
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, October 4th. Submit into D2L
- In-Class Activity (30pts)

Week 8 (October 12th)

- Readings
  - Luiselli Ch. 9-11
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, October 11th. Submit into D2L
- In-Class Activity (30pts)

Week 9 (October 19th)

- Readings
  - Luiselli Ch. 12-13
• Essay completed in class due by 2:30pm. Submit into D2L
• DQ’s due by 11:59pm on Tuesday, October 18th. Submit into D2L
• In-Class Activity (30pts)

**Week 10 (October 26th)**
- Readings
  - Luiselli Ch. 14-16
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, October 25th. Submit into D2L
- Crisis Prevention Panel Discussion (30pts). Please have discussion questions prepared specific to this panel.

**Week 11 (November 2nd)**
- Readings
  - Johnston and Reid Ch. 16-18
- Essay completed in class due by 2:30pm. Submit into D2L
- DQ’s due by 11:59pm on Tuesday, November 1st. Submit into D2L
- In-Class Activity (30pts)

**Week 12 (November 9th)**
- Mock HRC Panel prep in class

**Week 13 (November 16th)**
- Mock HRC Panel Presentations in class

**Week 14 (November 23rd)**
- THANKSGIVING BREAK- NO CLASS

**Week 15 (November 30th)**
- Treatment plans for severe problem behaviors- prep in class

**Week 16 (December 7th)**
- Treatment plans for severe problem behaviors- prep in class

**Week 17 (December 12th)**- FINALS ON MONDAY FROM 12:30PM-2:30PM
- Present treatment plans to class