

Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum

*Course number: V05.0131 (first summer session, didactic portion); V05.0132 (second summer session, practicum); 3 credits per term for a total of 6 credits for the course and practicum.

*Instructors: Howard Abikoff, Ph.D., Pevaroff Cohn Professor of Child and Adolescent Psychiatry; Director, Institute for Attention-Deficit/Hyperactivity and Behavior Disorders. Karen Fleiss, Psy.D., Assistant Professor of Psychiatry; Co-Director NYU Summer Program for Kids

*This course will be offered every summer in conjunction with the NYU Child Study Center Summer Program for Kids

*Prerequisites: Eligible students must be upper division, preferably studying psychology or a related discipline, and have prior experience working with children. All students who wish to enroll in the course must have completed Introduction to Psychology (V89.0001) and Child and Adolescent Psychopathology (V05.0101) at NYU or their equivalent at an alternate university. Finally, all eligible students must formally apply and interview with Drs. Abikoff and Fleiss.

Course Description:

Attention-Deficit/Hyperactivity Disorder (ADHD) is the most commonly diagnosed neurobehavioral childhood disorder, affecting between 5-7% of the population. It is a complex disorder which typically impacts a child's functioning across multiple settings. Although medication is often the first-line treatment, a multimodal approach, including behavioral interventions, is often necessary to address deficits in social skills, classroom behavior, and parent-child relations. This course is designed for students who wish to obtain a broader understanding of the impact of this disorder on children's functioning and to learn specifically how behavioral treatments are employed to improve children's functioning in social, academic and home settings. The course will provide a foundation in social learning theory and offer supervised, hands-on experience in applying behavioral principles and procedures. Ongoing discussion with supervisors regarding the clinical expression of symptoms and treatment response will take place daily. Students will also gain considerable insight into the challenges clinicians face in treating children afflicted with this disorder. Finally, students will learn how to employ these same behavioral treatments for children affected by commonly co-morbid conditions, such as oppositional defiant and conduct disorder.

Course Aims:

a) Knowledge

Students will learn about:

1. Key aspects of behavioral principles;
2. Behavioral Procedures as applied to children;
3. Childhood Disruptive Behavior Disorders with a special focus on Attention-Deficit/Hyperactivity Disorder; and

4. The fundamentals of preparing a clinical case report and treatment summary.

b) *Skills*

Students will be able to:

1. Implement specific behavioral procedures in a structured, supervised clinical setting for children diagnosed with Attention-Deficit/Hyperactivity Disorder;
2. Identify and operationalize target behaviors;
3. Track and monitor target behaviors;
4. Implement rewards and consequences appropriately; and
5. Critically evaluate the effectiveness of behavioral interventions.

c) *Attitudes*

Students will develop:

1. An understanding of the application of behavioral principles in a clinical setting;
2. An appreciation of the nature of Attention-Deficit/Hyperactivity Disorder and the way in which the disorder impacts a child's functioning at home and in academic and social settings; and
3. An appreciation of the importance of utilizing a multimodal approach in treating this population of children.

Course Syllabus:

Date

Academic Activity

Week 1

Lecture/Seminar 9 AM – 3 PM

Readings:

*Kazdin – Chapter 1, Introduction, pp: 1-32

*Kazdin – Chapter 2, Principles of Operant Conditioning, pp: 33-66

*Pelham – Chapters 1-3, Summer Treatment Manual

*DuPaul and Stoner – Chapter 1, Overview of ADHD, pp: 1-22

Week 2

Lecture/Seminar 9 AM – 3 PM

Readings:

*Kazdin – Chapter 3, How to Identify, Define, & Assess Behavior, pp: 67-100

*Kazdin – Chapter 6, Positive & Negative Reinforcement, pp: 157-202

*DuPaul and Stoner – Chapter 4, Early Screening & Interventions, pp: 109-138

*DuPaul and Stoner – Chapter 5, School Based Intervention Strategies, pp: 139-170

Week 3

Lecture/Seminar 9 AM – 3 PM

Readings:

*Kazdin – Chapter 7 – Punishment, pp: 203-242

*DuPaul and Stoner – Chapter 6, Medication Therapy, pp: 190-222
*DuPaul and Stoner – Chapter 7, Adjunctive Interventions for ADHD,
pp: 227-240

Week 4 Lecture/Seminar 9 AM – 3 PM
Readings:
*Kazdin – Chapter 9, Special Technique Variations to Enhance
Performance, pp: 267-300

Exam (Test of Knowledge)

Week 5 Practicum Begins

Week 6 Practicum

Exam (Applied Test)

Week 7 Practicum

Week 8 Practicum

Week 9 Practicum

Week 10 Practicum

Week 11 Practicum

Week 12 Practicum

Clinical Case Report Due

Required Texts:

- 1) **Behavior Modification in Applied Settings**, 6th Edition, 2001, Alan E. Kazdin*
- 2) **ADHD in the School: Assessment & Intervention Strategies**, 2nd Edition, 2003,
George J. DuPaul and Gary Stoner, Guilford Press, New York*
- 3) **Children's Summer Treatment Program Manual**, (selected chapters) William E.
Pelham, Jr.

**These books are provided on loan with option to purchase if desired.*

Course Meetings:

The didactic (lecture/seminar) portion of the course will meet Monday through
Friday, 9:00 AM – 3:00 PM, from May 28 – June 24, 2008.

The Practicum experience will take place Monday through Friday, 8:00 AM – 6:00 PM, from June 25 – August 20, 2008.

Examinations and Grades:

For those students who take the entire 6 credit course, including didactic and practicum, grades will be based on: Course Participation (10%), a Test of Knowledge (25%), an Applied Test (25%), and a Case Report (40%). For those students who only take the 3 credit didactic portion, the entire grade will be based upon the Test of Knowledge.

Test of Knowledge: Students will complete a one hour, short answer and multiple choice exam based on the material covered during the pre-practicum (didactic) course.

Applied Test: Students will complete a one hour, short answer, multiple choice, and essay examination after the third week of the practicum. This exam will test students' knowledge of how behavioral principles are applied to real life treatment scenarios.

Case Report: Students will complete a formal write-up (not to exceed 10 double-spaced, typewritten pages) of a clinical case in which they describe symptoms, how and which behavioral interventions were used, and the child's response to treatment.