

**Cognitive Behavior Therapy
with
Childhood/ Adolescent Disorders
GSAPP**

Spring, 2010

**Steven B. Gordon, Ph.D., ABPP
Board Certified in Cognitive and Behavioral Psychology
Behavior Therapy Associates, P.A.
Towne Park Professional Center
35 Clyde Rd., Suite 101
Somerset, NJ 08873
www.behaviortherapyassociates.com**

BTA provides clinical services, consultation, and training using evidence based approaches within the context of sensitivity and compassion, while recognizing the uniqueness of each individual and setting.

Phone: 732-873-1212; Fax: 732-873-2584

E-mail: behaviortherapy@aol.com

The American Psychological Association (APA), through a Division 12 (Clinical Psychology) Task Force identified empirically supported psychosocial interventions for specific problems of children. As a result many treatments for children have been identified as well-established (i.e., demonstrated to be superior to alternative treatment using adequate methodology) or probably efficacious (i.e., demonstrated to be superior to no treatment). This course is an introduction to the practical methods associated with these approaches applied to the outpatient treatment of child/adolescent disorders. Throughout the course the emphasis will be on the scientist-practitioner model. Although many articles and texts have been written on the subject, this course will go beyond the printed pages and emphasize the nuts and bolts of becoming an effective cognitive behavior therapist.

Students are expected to do all the readings, participate in class discussions, role plays, make presentations, and carry out a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP) for a specific case. Students are strongly encouraged to prepare for this assignment as soon as possible.

The student's grade will be based on class performance, presentations, and assignments.

Assignment #1

After observing a videotape of an intake interview, students will write a Case Conceptualization (CC) paper of one-two pages which includes the following sections: presenting problem and nature of referral; relevant background history; identification of challenging behaviors, antecedents, maintaining consequences, treatment recommendations, obstacles to treatment, and prognosis. (20 points)

Assignment #2

Students will make an oral presentation on a topic of personal interest consistent with the theme of the course. The presentation will consist of a review of three articles published in peer-reviewed journals with a publication date of 2005 or later relevant to the cognitive behavioral assessment/treatment of youth. The presentation should be more than a review as it should synthesize the three studies in an analytical fashion. This presentation should be no more than 30 minutes with a two-page summary written in APA style to be distributed to each class participant. (20 points)

Assignment #3

Select a case where problem behaviors are displayed in a school/home setting and perform a Functional Behavioral Assessment (FBA) and prepare a Behavior Intervention Plan (BIP) that will include a review of the records (if possible), administration of relevant questionnaires, interviews with school personnel (30-60 minutes), interview with parent(s) (if appropriate), one school/home observation (1-2 hrs in length), and interview with the child (if appropriate). Upon completion the student will prepare a written report of three to five pages containing the following sections: presenting problem and nature of referral;

relevant background history; methods used in assessment; results of questionnaires, interviews, observations; summary statements (i.e., hypotheses); and recommendations. Copies of report will be made available for each student. (40 points)

Class Participation

Class participation will earn an additional 20 points.

Grades

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

F= below 60 points

Required Texts

1. Mash, E. & Barkley, R.A. (Eds.). (2006). *Treatment of childhood disorders (third edition)*. New York: The Guilford Press.
2. Watson, T.S. & Gresham, F.M. (Eds.). (1998). *Handbook of Child Behavior Therapy*. New York: Plenum Press.
3. Asher, M.J., Gordon, S.B. , Selbst, M. and Cooperberg, M. (2010). *Behavior Problems Resource Kit. Forms and Procedures for Identification, Measurement and Intervention*. Illinois: Research Press.

Course Outline (Spring, 2010)

Date	Class #	Topic/Readings
A. Functional Behavior Assessment		
Jan. 20	1	Course Overview; Introduction to Evidenced Based Treatment Evidence Based Treatments; MB (1) WG(1)
Jan. 27	2	Five Stage Model of Behavioral Assessment; Case Conceptualization; Therapeutic Assignments Videotape of Initial Interview AG (2-24)
Feb. 3	3	ASSIGNMENT #1 DUE (all students) Functional Behavioral Assessment
B. Childhood Disorders		
Feb. 10	4	Autism Spectrum Disorders (Part 1) MB (8)
Feb.17	5	Autism Spectrum Disorders (Part 2) ASSIGNMENT #2 DUE
Feb. 24	6	Aspergers Disorder ASSIGNMENT #2 DUE
March 3	7	Attention Deficit/Hyperactivity Disorder (AD/HD)/MB (2); SW (6) ASSIGNMENT #2 DUE
March 10	8	Oppositional/Conduct Disorders; Behavioral Parent Training; Parent Child Interaction Therapy (PCIT) MB (3)/ SW (9, 23) (Dr. Michael Asher)

March 17		SPRING BREAK
March 24	9	Anxiety Related Disorders (Part 1) MB (5); SW (8, 19) ASSIGNMENT #2 DUE
March 31	10	Anxiety Related Disorders (Part 2)
April 7	11	Mood Disorders (Dr. Mark Cooperberg)
April 14	12	Social Skills Impairments MB (6); SW (24)
April 21	13	Child Sexual Abuse (Dr. Debra Salzman)
April 28	14	Habits and Tics SW (22) Elimination Disorders SW(13) ASSIGNMENT #3 DUE (all students)
May 5	15	ACT with Kids Parent-Adolescent Conflict MB (12)

