

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM**

**EDSE 624 5S1 and PSYCH 624 001
Applied Behavior Analysis: Applications
Spring 2010
Thursdays, 7:20 – 10:00
103 Kellar Annex**

PROFESSOR

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COURSE DESCRIPTION

A Prerequisite

Completion of EDSE 619, 621, and 623; or of 619 and 621, and concurrent registration in 623; or consent of the instructor

B Description

This seminar expands students' capability to deal with more complex behavioral situations and enables them to relate to more sophisticated professional issues and environments. Principles and procedures, and professional and ethical issues are considered from the standpoint of the behavior analytic literature.

NATURE OF COURSE DELIVERY

Student- and instructor-led in-class discussions, written assignments.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform as described by the Council for Exceptional Children's Standard 1 (Foundations), which is described as follows:

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Additionally, this course is designed to perform in accordance with the following Guidelines for Responsible Conduct and Task List items set forth by the Behavior Analyst Certification Board:

Course Obj. #	Objective	BACB TL or GRC Item
1	Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis	TL 1-1
2	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.	TL 1-2
3	Interpret articles from the behavior analytic literature.	TL 2-7
4	Define and provide examples of contingency-shaped and rule-governed behavior and distinguish between examples of each	TL 3-19
5	Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.	TL 9-1
6	Use positive and negative reinforcement.	TL 9-2
7	Use positive and negative punishment.	TL 9-3
8	Use extinction.	TL 9-4
9	Use response-independent (time-based) schedules of reinforcement.	TL 9-5
10	Use differential reinforcement.	TL 9-6
11	Use instructions and rules.	TL 9-9
12	Use the matching law and recognize factors influencing choice.	TL 9-24
13	Reliance on scientific knowledge.	GRC 1.01
14	Competence.	GRC 1.03
15	Professional and scientific relationships.	GRC 1.06
16	Definition of client.	GRC 2.01
17	Responsibility.	GRC 2.02
18	Consultation.	GRC 2.03
19	Rights and prerogatives of clients.	GRC 2.05
20	Treatment efficacy.	GRC 2.09
21	Reinforcement / Punishment.	GRC 4.02
22	Avoiding harmful reinforcers.	GRC 4.03
23	Least restrictive procedures.	GRC 4.07
24	Designing competent training programs.	GRC 5.01
25	Limitations on training.	GRC 5.02
26	Affirming principles.	GRC 8.01
27	Disseminating behavior analysis.	GRC 8.02
28	Being familiar with GRC.	GRC 8.03
29	Discouraging misrepresentation by non-certified individuals.	GRC 8.04

REQUIRED TEXTS

Bailey, J., & Burch, M. (2009). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

Luiselli, J.K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-849-3.

Reid, D.H., & Parsons, M.B. (2002). *Working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out*. Mortanton, NC: Habilitative Management Consultants, Inc. ISBN 0-9645562-3-5.

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

Download and print the **Task List (Third Edition)**, the **Guidelines for Responsible Conduct**, and the **Disciplinary Standards** from the Behavior Analyst Certification Board website (www.bacb.com).

BLACKBOARD

You have been enrolled in Blackboard for this course, and your username and password are the same as they were when you last used Blackboard. The web address for Blackboard is <http://courses.gmu.edu>.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

Attendance. A sign in sheet will be circulated at the beginning of each session for Weeks 2 - 15. Each student signing in and so signifying attendance at that session will receive 2 points for attendance. Signing in after the sheet has been returned to the instructor will earn 1 point. No points will be awarded to students who do not sign in for a given session. Attendance points may not be made up. **14 opportunities to earn up to 2 points, for a total of 28 points possible.**

Spoken Assignments. Each is as described below.

Discussion Leader. Each student will present a portion of an evening's readings, as indicated in the schedule, below, for two evenings. Depending on number of students enrolled in the course, presentations may be individual presentations, or by pairs of students. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional points for generating class discussion on the topic. **2 opportunities at up to 15 points per opportunity for up to 30 possible points.**

Discussion participant. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. **12 opportunities at 2 points each for a total of 24 possible points.**

Review paper presentation. During the 14th and 15th sessions, students will present their review papers as though they were being presented at a professional conference. Students must use appropriate visual and other aids, and must lead the class through their paper as though they were conducting a training session on the topic of the paper. Students may earn up to 10 points for accurately delivering the topic, up to 5 points for functional use of materials, and up to 5 points for involving the audience in the presentation. **1 opportunity at 20 possible points.**

Written Assignments. Each is described below.

Weekly Quizzes. Each session during Weeks 2 through 13 will begin with a 10 item true / false quiz covering the reading assigned for that week. No more than 10 minutes will be allotted to taking the quiz. Missed quizzes must be made up within 2 weeks of the date they were missed, and will have a penalty of 1 point. Likewise, quizzes taken late in a session due to student tardiness will have

a penalty of 1 point. **12 Quizzes at 10 points possible each, for a total of 120 possible points.**

Review Paper. To do this assignment, first choose one topic from the list below.

- Behavioral cusps
- Behavior analysis in geriatrics
- Behavioral pharmacology
- Distinguishing between science and pseudoscience
- Transfer of stimulus control
- Similarities and differences between applied behavior analysis and positive behavior support
- Thinking as behavior
- Assessment and treatment of self-injury
- Assessment and treatment of aggression
- Assessment and treatment of pica
- Assessment and treatment of pediatric feeding disorders
- Incidental teaching
- Precision teaching
- Organizational behavior management
- Analysis and treatment of aerophagia
- Analysis and treatment of hand mouthing
- Delayed reinforcement
- Contributions of behavior analysis to head trauma rehabilitation
- Behavior analysis in education
- Behavior analysis in corrections

Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. Note: at least 80% of the references you use for your paper must be from behavior analytic journals or books. Recommended journals include the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals.

Get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books, pertaining to your topic. Whenever possible, try to get literature that spans a number of years so that you can read about and experience (very vicariously) the development of behavior analytic work on your topic.

Write your paper. Use this outline:

Introduction. Introduce your topic. Explain what it is and why it is noteworthy. **(Up to 15 points.)**

Literature Review. If you've been able to get a body of literature that covers a number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. **(Up to 40 points.)**

What is known? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. **(Up to 15 points.)**

What isn't known? Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. **(Up to 15 points.)**

Write your paper in APA Style (Fifth Edition), and use correct grammar, spelling, and punctuation are correct **(Up to 15 points)**. While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer. This assignment is worth a total of 100 possible points, is due no later than the beginning of the last class period, although papers will be accepted early. Late papers will be accepted, with a 10% penalty on total points earned for the paper.

Grading Scale

Given these assignments, the distribution of total possible points per assignment type and grading scale are as follows:

Description	Possible Points	Cumulative Possible Points
Attendance	28 points	28 points
Review Paper	100 points	128 points
Quizzes	120 points	248 points
Discussion Leader	30 points	278 points
Discussion Participant	24 points	302 points
Review Paper Presentation	20 points	322 points

A = 290 - 322 points; B = 258 - 289 points; C = 226 - 257 points; F < 226 points

SCHEDULE

In the schedule that appears below, B&B refers to the Bailey and Burch (2009) text, JKL to the Luiselli (2006) text, and R&P to the Reid and Parsons (2002) text.

Class Date	Presenters	Read Before Class	Participation and Products
1.21.10 Week 1	Introduction, review syllabus, carve up rest of the semester	Nothing	Select presentations
1.28.10 Week 2	B & B _____ JKL _____ R&P _____	B&B Ch 1 (Business Etiquette)& 2 (Assertiveness); JKL Ch 1 (Evolution of Antecedent Based Interventions; and R&P Ch 1 (Working with staff: A critical but overlooked component in overcoming challenging behavior among people who have severe disabilities)	Quiz 1 Participate in Discussions
2.4.10 Week 3	B & B _____ JKL _____ R&P _____	B&B Ch 3 (Leadership) and 4 (Networking); JKL Ch 2 (Contributions of establishing operations to antecedent interventions: Clinical implications and motivating events); R&P Ch 2 (Outcome management: A step-by-step process for supervising implementation of behavior support plans)	Quiz 2 Participate in Discussions

Class Date	Presenters	Read Before Class	Participation and Products
2.11.10 Week 4	B & B _____ JKL _____ R&P _____	B&B Ch 5 (Public Relations) and 6 (Total competence in applied behavior analysis and in your specialty); JKL Ch 3 (Assessment of antecedent influences on challenging behavior); R&P Ch 3 (Characteristics of a therapeutic environment for preventing challenging behavior)	Quiz 3 Participate in Discussions
2.18.10 Week 5	B & B _____ JKL _____ R&P _____	B&B Ch 7 (Ethics in daily life) and 8 (Interpersonal communications); JKL Ch 4 (Health conditions in antecedent assessment and intervention of problem behavior); R&P Ch 4 (Providing meaningful consumer activity within group situations)	Quiz 4 Participate in Discussions
2.25.10 Week 6	B & B _____ JKL _____ R&P _____	B&B Ch 9 (Persuasion and influence) and 10 (Negotiation and lobbying); JKL Ch 5 (Antecedent interventions for challenging behaviors maintained by escape from instructional activities); R&P Ch 5 (Teaching meaningful skills: A critical but underemphasized component for preventing and treating challenging behavior)	Quiz 5 Participate in Discussions
3.4.10 Week 7	B & B _____ JKL _____ R&P _____	B&B Ch11 (Public speaking) and 12 (Handling difficult people); JKL Ch 6 (Antecedent assessment and intervention for stereotypy); R&P Ch 6 (Essential components of behavior support plans for overcoming challenging behavior)	Quiz 6 Participate in Discussions
3.18.10 Week 8	B & B _____ JKL _____ R&P _____	B&B Ch 13 (Think function) and 14 (Use shaping effectively); JKL Ch 7 (Noncontingent as antecedent behavior support); R&P Ch 7 (Essential procedures for training staff to implement behavior support plans)	Quiz 7 Participate in Discussions
3.25.10 Week 9	B & B _____ JKL _____ R&P _____	B&B Ch 15 (Can you show me that? The key to effective consulting) and 16 (Performance management); JKL Ch 8 (Pediatric feeding disorders); R&P Ch 8 (Avoiding staff discontent when monitoring implementation of behavior support plans)	Quiz 8 Participate in Discussions
4.1.10 Week 10	B & B _____ JKL _____ R&P _____	B&B Ch 17 (Time management the behavioral way) and 18 (Become a trusted professional); JKL Ch 9 (Communication and social skills interventions); R&P Ch 9 (A specific process for monitoring staff implementation of behavior support plans)	Quiz 9 Participate in Discussions

Class Date	Presenters	Read Before Class	Participation and Products
4.8.10 Week 11	B & B _____ JKL _____ R&P _____	B&B Ch 19 (Learn to deal behaviorally with stress) and 20 (Knowing when to seek help (and how to receive feedback)); JKL Ch 10 (Antecedent intervention in brain injury rehabilitation); R&P Ch 10 (Supportive management: Increasing and maintaining staff proficiency in carrying out behavior support plans)	Quiz 10 Participate in Discussions
4.15.10 Week 12	B & B _____ JKL _____ R&P _____	B&B Ch 21 (Critical thinking) and 22 (Creative problem solving and troubleshooting); JKL Ch 11 (Combining Antecedent and Consequence procedures in multicomponent treatment plans); R&P Ch11 (Corrective management: Improving staff performance in carrying out behavior support plans)	Quiz 11 Participate in Discussions
4.22.10 Week 13	B & B _____ JKL _____	B&B Ch 23 (Understanding and using power), 24 (Training, Coaching, and Mentoring), and 25 (Aggressive Curiosity); JKL Ch 12 (Life enjoyment, happiness, and antecedent behavior support)	Quiz 12 Participate in Discussions Submit Review paper if you would like opportunity to edit
4.29.10 Week 14	Review Paper Presenters:	Nothing	Participate in Review Paper Presentations
5.6.10 Week 15	Review Paper Presenters:	Nothing	Participate in Review Paper Presentations Submit Review Paper for Grading

ATTENDANCE

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence. Please see page 3 of this syllabus for information pertaining to earning points for attendance. It is reiterated at this point that points not earned due to absence may not be earned at a later date.

CONTACTING YOUR INSTRUCTOR

You can contact Dr. Hoch by phone at 703.993.5245, for emergencies on the day of class at 703.987.8928, or by e-mail at thoch@gmu.edu.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703.993.2474 to access the DRC.