

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

EDSE 624-6A6: Applied Behavior Analysis: Applications

Section number 19637

Spring 2011

PROFESSOR

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Date & time:	January 13 – March 10, 2010 4:30-9:00
Location:	Kellar Annex, Fairfax, VA and Laskin Annex, Virginia Beach, VA

COURSE DESCRIPTION

Description. Expands students' capability to deal with more complex behavioral situations and enables them to relate to more sophisticated professional issues and environments.

PREREQUISITES: EDSE 621 and 623

NATURE OF COURSE DELIVERY

This course will incorporate written assignments, lecture, class discussions, and student-led activities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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.

Attendance Policy

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. Up to 9 nine points will be awarded for attendance and participation. See course requirements.

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>.

Late Assignment Policy

Assignments are due at the start of class on the date provided on the syllabus. Late assignments will be deducted 10% of the total value of the assignment every week.

Taskstream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream via <https://www.taskstream.com>. Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN). See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

REQUIRED TEXTS

- Austin, J., & Carr, J.E. (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press.
- 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.
- Luiselli, J.K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes Publishing.

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

From the Behavior Analyst Certification Board website (www.bacb.com), download and print:

1. Task List (Third Edition)
2. Guidelines for Responsible Conduct
3. Disciplinary Standards

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

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

1. Attendance and Participation 18 points

Attendance

The nature of this course requires active participation and discussion. 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. Up to 9 points may be earned.

Participation

The assigned discussion leader will award participation points based on the level of participation and completion of activities, demonstrations, or other class projects. You will earn up to 9 points during student-led activities.

2. Discussion Leader 30 points

Presenters must prepare a lesson based on the evening's readings that teaches their classmates the content of that reading. These lessons may involve lecture, power point presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion and engage students about their topic among their classmates.

The discussion leader will award participation points based on level of engagement and classmates will complete peer evaluations of the discussion leader's presentation. The rubric for the discussion leader's presentation will be based on organization, content knowledge, activity involvement, and delivery.

Date	Presenter:				Points
Criteria	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because of little sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Presenter clearly did not read the materials and is not able to present information about the subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Presenter is at ease with content, but fails to elaborate.	Presenter demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Activity/ Class involvement	Student used no activities to involve the class.	Student used activities that were not clearly related to information about the subject.	Activities somewhat supported information about the subject.	Activities clearly supported information about the subject.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Comments:				Total---->	____/16

3. Annotated Bibliography 10 points

Based on your literature review, get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books. Whenever possible, try to get literature that spans a number of years so that you can read about the development of behavior analytic work on your topic.

Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Criteria	Points Earned	Possible Points
10 references provided		1

Relevance to topic is identified and clearly linked to ABA topic		2
Key findings are summarized clearly		4
Personal evaluation or critique demonstrates understanding and insight to research study, purpose, and rationale		3
		10

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

Program Areas

- **AAB:** Applied Animal Behavior (i.e., Behavioral Techniques for Studying Welfare: the Horse as a Model)
- **AUT:** Autism (i.e., Social skills instruction, Incidental teaching, Precision teaching, Discrete trial teaching, video modeling, generalization of skills)
- **BPH:** Behavioral Pharmacology
- **CBM:** Clinical; Family; Behavioral Medicine (i.e., parent training, health and well-being)
- **CSE:** Community Interventions; Social and Ethical Issues (i.e., Distance Supervision for Difficult Cases in Behavior Analysis)
- **DDA:** Developmental Disabilities (i.e., Assessment and Treatment of Elopement Utilizing a Trial-by-Trial Format, Analysis and treatment of pica, Assessment and treatment of self-injury, Assessment and treatment of pediatric feeding disorders)
- **DEV:** Human Development (i.e., Rule-Governed Versus Contingency-Shaped Behavior Among Dementia)
- **EAB:** Experimental Analysis of Behavior (i.e., Effects of Shifts in Reinforcement Magnitude on Fixed-Consecutive-Number Performance in Rats)
- **EDC:** Education (i.e., direct instruction, positive behavior support, Procedural integrity of behavior management programs, Systems support; scaling up, team-based functional behavior assessments)
- **OBM:** Organizational Behavior Management (i.e., Using an Experience Sampling Method to Investigate How People Spend Their Time at Work, Performance feedback)
- **OTH:** Other (i.e., Distinguishing between science and pseudoscience, Similarities and differences between applied behavior analysis and positive behavior support)
- **VRB:** Verbal Behavior (teaching procedures, Intraverbal behavior)

Additional ideas on research topics can be located at the Association for Behavior Analysis International (ABAI) conference site:

<http://portal.abainternational.org/Public/ProgramOnTheWeb/frmDefaultPOTW.aspx?intConvID=8&Search=ByArea>

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.

4. Literature Review

30 points

Given the literature review outline, write a literature review paper about your ABA topic. The paper will include an introduction in which you explain your topic and why it is noteworthy, hypothesis of the major themes, gaps in research knowledge, and conclusion.

- What is known?* Explain what, based on the literature, is known about your topic. That is, summarize what is currently known.
- What isn't known?* Identify at least two things about your topic that the literature has not addressed
- What can we do about it?* For each concept that is not known, 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.

Write your paper in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct. While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 10 or fewer. ***Late papers will be accepted, with a 10% penalty on total points earned for the paper.***

Criteria	Points Earned	Possible Points
Introduction is clearly and sequentially organized		2
and includes these components: 1) what is known 2) why the topic is important 3) what is not known- 4) hypothesis 5) purpose of paper		5
Prior studies are described to support hypothesis		8
Key findings are summarized clearly		5
Conclusion includes areas for further research and relate to gaps in research		5
APA style and form		5
		30

NOTE: THE REVIEW PAPER IS YOUR SIGNATURE ASSIGNMENT, AND MUST BE SUBMITTED THROUGH TASKSTREAM. FAILURE TO DO SO WILL RESULT IN LOSS OF 10 POINTS ON YOUR FINAL SCORE FOR THE PAPER, AND AN INCOMPLETE FOR THE COURSE. TEN POINTS PER WEEK WILL BE DEDUCTED THEREAFTER.

SHOULD YOU NOT SUBMIT YOUR PAPER THROUGH TASKSTREAM, YOU WILL RECEIVE A SCORE OF ZERO FOR THE PAPER AND AN F FOR THE COURSE.

5. Literature Review Presentation 12 points

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 12 points for accurately delivering the topic and involving the audience in the presentation.

Criteria	Points Earned	Possible Points
Organization Students presents information in logical sequence		4
Subject knowledge Students demonstrates full knowledge of topic area		4
Presentational skills Student presents information in a clear voice, body posture, and maintains eye contact		1
Visual presentation Information is presented using clear visual aids		1
		10

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 & Participation	18 points	18 points
Discussion Leader	30	48
Annotated Bibliography	10 points	58 points
Literature review	30 points	88 points
Literature review presentation	12 points	100 points

Extra Credit. Completing the following Behavior Development Solutions modules:

- ❖ Ethical Considerations
- ❖ Systems Support

E-mail, fax, or hand deliver the certificates of completion for each of these modules will earn 5 points of extra credit per certificate submitted. Up to 10 points possible.

95 –100%	A
90 – 94%	A-

85 – 89%	B
80 – 84%	B-
70 – 79%	C
< 70%	F

Class Date	Read Before Class	Presenters
Week 1	<p>Syllabus</p> <p>List of ABA topics</p> <p>Discussion leader content areas</p>	<p>During class:</p> <ol style="list-style-type: none"> 1) Review syllabus 2) Assign discussion leaders by week and review peer evaluation forms 3) Brainstorming ideas 4) Select literature review topic 5) overview of APA style and formatting <p>Class lecture and activity: Writing in APA fundamentals http://flash1r.apa.org/apastyle/basics/index.htm</p> <p>Presenter: Park</p>
Week 2	<p>B&B Ch 1, 2, 3 B&B Ch 4, 5, 6</p> <p>B&B Ch 7, 9 B&B Ch 10, 11</p>	<p>Guest lecturer: Jackie Petersen, GMU Librarian</p> <ul style="list-style-type: none"> • How to get started on your literature review: Research tools and searches • Class activity: search for articles and complete article summary form <p>Essential business skills and ethics: Building consulting repertoire</p> <p>Presenter 1: Presenter 2:</p>
Week 3	<p>JKL Ch 1, 2, 3, 5</p> <p>A&C Ch 1, 2, 3, 4</p> <p>Bring in 5 articles related to your ABA topic</p>	<p>Conceptual Issues: Establishing operations, reinforcer assessment applications, and behavioral acquisitions</p> <p>Conceptual Issues: Assessment and intervention for challenging behavior, functional analysis of behavioral assessment</p> <p>Presenter 1: Presenter 2:</p> <p>Class activity: Annotated Bibliographies and article summary form</p>

Week 4	<p>B&B Ch 12, 15, 16 B&B Ch 13, 14 B&B Ch 17, 18</p> <p>JKL Ch 4 A&C Ch 5 A&C Ch 6</p>	<p>Vital work habits, applying your behavioral knowledge, Conceptual Issues: Assessment and intervention for habit disorders, antecedent influence of health conditions</p> <p>Presenter 1: Presenter 2: Presenter 3:</p>
Annotated Bibliography Due!		
Week 5	<p>JKL Ch 5 JKL Ch 7 JKL Ch 9 JKL Ch 11 A&C Ch 11</p>	<p>Intervention formulation & implementation: methods, challenging behaviors, and populations Noncontingent reinforcement, social skills interventions, multi-component behavior support plans</p> <p>Presenter 1: Presenter 2:</p> <p>Class lecture and activity: Formatting your literature review</p>
Week 6	<p>JKL Ch 8 JKL Ch 10 A&C Ch 7 A&C Ch 9</p> <p>Bring introduction section</p>	<p>Intervention formulation & implementation: methods, challenging behaviors, and populations, pediatric feeding disorders and pediatric medicine, brain injury rehabilitation,</p> <p>Presenter 1: Presenter 2:</p> <p>Class lecture and activity: Peer editing</p>
Week 7	<p>JKL Ch 12 JKL Ch 13 A&C Ch 8 A&C Ch 10</p> <p>Bring literature review</p>	<p>Advanced consulting strategies, lifestyle and systems application</p> <p>Presenter 1: Presenter 2:</p> <p>Class lecture and activity: Peer editing</p>
Week 8	<p>B&B Ch 19, 20, 22, 24 A&C Ch 12, 13, 14, 15</p>	<p>Advanced consulting strategies Organizational behavior management, organizational safety, and performance analysis</p> <p>Presenter 1: Presenter 2:</p>

	Literature Review DUE
Week 9	Literature review presentations Submit your review papers for grading through Taskstream.

** Syllabus schedule is in draft form and may change due to discussion areas that may need more review.