



**College of Education and Human Development
Division of Special Education and disAbility Research**

EDSE 624-6A9: *Applied Behavior Analysis: Applications*

CRN: 80898, 3 - Credit(s)

Fall 2012

Instructor: Mrs. Janet Black	Meeting Dates: 09/13/12 - 11/15/12
Phone: (cell) 540-842-3331	Meeting Day(s): Thursday
E-Mail: jblack1@gmu.edu	Meeting Times: 4:30pm - 8:30pm
Office Hours: 2 p.m. – 4 p.m. Thursdays	Meeting Location: Independent Hill

Course Description:

Expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

Prerequisite(s): EDSE 621 and 623

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

1. Student and Instructor led in-class discussions
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes:

Upon completion of this course, students will be able to:

- Read and interpret articles and books from the behavior analytic literature.
- Conduct behavior analytic training through public speaking.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
- Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
- Research the literature in a specific area of applied behavior analysis.
- Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

Required Textbooks:

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.

Austin, J., & Carr, J.E. (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press. ISBN 978-1878978349.

Recommended Textbooks:

As assigned.

Required Materials:

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. Please enter Blackboard through MasonLive.

Additional Readings:

As assigned.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> . The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 1: Foundations. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC and/or BACB standards.

Policies (Attendance and Late Work Policies):

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. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence. 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 3 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. Missed attendance points may not be made up. 10 opportunities to earn up to 3 points, for a total of 30 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 9th and 10th 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 9 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 1 week 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. **8 Quizzes at 10 points possible each, for a total of 80 possible points.**

Review Paper – SIGNATURE ASSIGNMENT. Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the Signature Assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

To do this assignment, first choose one topic from the list below Each person should have a different topic.

- 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
- Direct Instruction
- 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 (Sixth 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 **BY SUBMISSION TO TASKSTREAM** 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	30 points	30 points
Review Paper	100 points	130 points
Quizzes	80 points	210 points
Discussion Leader	30 points	240 points
Discussion Participant	24 points	264 points
Review Paper Presentation	20 points	284 points

A (95-100%) = 269-284 points
A- (90 - 94%) = 255-268 points
B (80-89%) = 227-254 points
C (70-79%) = 198-227 points;
F (<70%) = < 198 points

Late Work Policy:

Please make sure all work is submitted by the assigned due date.

Grading Scale:

95 - 100% = A
90 - 94% = A-
80 - 89% = B
70 - 79% = C
<70% = F

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE 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/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester’s Schedule of Classes.

Schedule:

In the schedule that appears below, B&B refers to the Bailey and Burch (2009) text, JKL to the Luiselli (2006) text, and A & C to the Austin and Carr (2000) text.

Class Date	Presenters	Read Before Class	Participation and Products
9.13.12 1 st Ssn	Introduction, review syllabus	Nothing	Select presentations
9.20.12 2 nd Ssn	B&B Section 1 (Ch 1-7) JKL Introduction A&C Forward & Ch 1 & 2	<ul style="list-style-type: none"> B&B: Ch 1 (Business Etiquette), 2 (Assertiveness), 3 (Leadership), 4 (Networking), 5 (Public Relations), 6 (Total competence in applied behavior analysis and in your specialty), 7 (Ethics in daily life) JKL Ch 1 (Evolution of Antecedent Based Interventions) A & C Forward and Ch 1 (Stimulus Preference and Reinforcer Assessment) & Ch 2 (Behavioral Acquisition by Persons with Developmental Disabilities) 	Quiz 1 Participate in Discussions
9.27.12 3 rd Ssn	JKL Section II (Ch 2-4) A&C Ch 3 - 5	<ul style="list-style-type: none"> JKL: Ch 2 (Contributions of establishing operations to antecedent interventions: Clinical implications and motivating events); Ch 3 (Assessment of antecedent influences on challenging behavior); Ch 4 (Health conditions in antecedent assessment and intervention of problem behavior) A & C: Ch 3 (The Functional Analysis Model of Behavioral Assessment), Ch 4 (Current Issues in the Function-Based Treatment of Aberrant Behavior in Individuals with Developmental Disabilities), Ch 5 (Behavior Analysis and School 	Quiz 2 Participate in Discussions

		Psychology)	
10.04.12 4 th Ssn	B&B Section 2 (Ch 8-11) A&C Ch 6 - 9	<ul style="list-style-type: none"> B&B: CH 8 (Interpersonal communications), 9 (Persuasion and influence), 10 (Negotiation and lobbying); and 11 (Public speaking) A & C: Ch 6 (Assessment and Treatment of Habit Disorders), 7 (Behavioral Pediatrics: The Confluence of Applied Behavior Analysis and Pediatric Medicine), 8 (Behavioral, Family –Style Residential Care for Troubled Out –of-Home Adolescents: Recent Findings), 9 (Behavioral Contributions to Brain-Injury Rehabilitation) 	Quiz 3 Participate in Discussions
10.11.12 5 th Ssn	JKL Section III (Ch 5-11) A & Ch 10 & 11	<ul style="list-style-type: none"> JKL: Ch 5 (Antecedent Interventions for Challenging Behaviors Maintained by Escape from Instructional Activities), Ch 6 (Antecedent assessment and intervention for stereotypy); Ch 7 (Noncontingent reinforcement as antecedent behavior support); Ch 8 (Pediatric feeding disorders); Ch 9 (Communication and social skills interventions); Ch 10 (Antecedent intervention in brain injury rehabilitation); Ch 11 (Combining Antecedent and Consequence procedures in multicomponent treatment plans) A&C: 10 (Behavioral Psychotherapy and the Rise of Clinical Behavior Analysis); 11 (Behavioral Interventions for Children with Autism) 	Quiz 4 Participate in Discussions
10.18.12 6 th Ssn	B&B Section 3 (CH 12-16) A & C Ch 12, 13, 15 & 18	<ul style="list-style-type: none"> B&B: Ch 12 (Handling difficult people), 13 (Think function), 14 (Use shaping effectively), 15 (Can you show me that? The key to effective consulting), 16 (Performance management) A&C: Ch12(Organizational Behavior Management in Human Service Settings); 13 (Basic Behavioral Research and Organizational Behavior Management; 15 (Behavioral Approaches to Organizational Safety), and 18 (Organizational Behavior Management and Instructional Systems), 	Quiz 5 Participate in Discussions
10.25.12 7 th Ssn	JKL Section IV (ch 12-13) A&C Ch 14, 16, 17	<ul style="list-style-type: none"> JKL: Ch 12 (Life enjoyment, happiness, and antecedent behavior support); 13 (Mindfulness-Based Caregiving & Support) A & C Ch 14 (Performance analysis and Performance Diagnostics) Ch 16 (Behavioral Consultation) and 17 (Behavioral Sport Psychology) 	Quiz 6 Participate in Discussions
11.1.12 8 th Ssn	B&B Section 4 (CH 17-20) A&C Ch 19 - 20	<ul style="list-style-type: none"> B&B Ch 17 (Time management the behavioral way), 18 (Become a trusted professional), 19 (Learn to deal behaviorally with stress), and 20 (Knowing when to seek help (and how to receive feedback)) A & C: Ch 19 (Behavioral Approaches to College Teaching), and 20 (A Futurist Perspective for Applied Behavior Analysis) 	Quiz 7 Participate in Discussions
11.8.12 9 th Ssn	B&B Section 5 (CH 21-25) JKL Section V (Ch	<ul style="list-style-type: none"> B&B: Ch 21 (Critical thinking), 22 (Creative problem solving and troubleshooting); 23 (Understanding and using power), 24 (Training, Coaching, and Mentoring), and 25 (Aggressive Curiosity); 	Quiz 8 Participate in Discussions

	14) Start Presentations	<ul style="list-style-type: none"> JKL: Ch 14 (Summary and Future Decisions) 	
11.15.12 10 th Ssn	Continue Presentations	Presentations Upload Signature Assignment to Task Stream	Participate in Discussions Taskstream

USE OF ELECTRONIC DEVICES IN THIS CLASS. All computers, cell phones, iPads, recording equipment, and devices similar to any of these must be turned off and put away during class – UNLESS THEY ARE BEING USED AS PART OF A CLASS ACTIVITY OR PRESENTATION.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/Revised> 06/25/12

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*