



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

Spring 2015

EDSE 624 688: Applied Behavior Analysis: Applications  
CRN: 18108, 3 - Credits

<b>Instructor:</b> Dr. Barbara Kaminski	<b>Meeting Dates:</b> 1/8/2015 - 3/26/2015
<b>Phone:</b> 703-987-0132	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> bkamins2@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-8:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus

***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.*

**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  
Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**Prerequisite(s):** EDSE 621 and 623

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Class presentations and discussion
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/assessments 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**

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

Daniels, A.C. & Daniels, J.E. (2004). *Performance Management: Changing Behavior That Drives Organizational Effectiveness*. Performance Management Publications, ISBN 0937100080

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.

### **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the

Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

None

### **Required Resources**

None

### **Additional Readings**

Supplemental materials will be posted on Blackboard as the semester progresses. Students will be responsible for all materials posted to Blackboard.

### **Course Relationships 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](http://www.bacb.com). The CEC standard that will be addressed in this class is Standard 3: Curricular Content Knowledge. (Updated Fall 2014 to align with the revised CEC Standards)

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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. [See <http://cehd.gmu.edu/values/>]

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

## **Course Policies & Expectations**

### **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. It is the student's responsibility to make up all missed work if they are absent for any reason. Course materials will be available on Blackboard for those who

either missed class or need additional time with the materials. You may also 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. **Each student signing in will receive 2 points for attendance. Signing in after the sheet has been returned to the instructor (e.g., arriving late) will earn 1 point. No points will be awarded to student who do not sign in for a given session. Missed attendance points may not be made up. 12 opportunities to earn up to 2 points, for a total of 24 points possible.**

Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

#### Late Work.

Work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty.

Students are responsible for following these guidelines for grading.

- All assignments must be submitted through Blackboard. Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Written assignments, whenever possible, should be in Word format and in one continuous file. Preferred presentation style is Powerpoint, although other formats (e.g., Prezi) are acceptable
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment is posted on Blackboard.

#### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### Grading Scale

Point values are assigned to quizzes and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

### Grading Criterion:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	59% and below				

Assignment	Points Possible
Attendance	24
Review Paper - Draft	20
Review Paper - Final	100
Review Paper Presentation	20
Discussion Leader	60
Quizzes	110
Blackboard Discussion Boards – initial post	22
Blackboard Discussion Boards – response to peer	22
Discussion Participant	22
<b>Total Points</b>	<b>400</b>

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

No TaskStream Assessment required for this course.

### **Performance-based Common Assignments (No TaskStream submission required).**

**\*\*Review Paper.** Students will choose a unique topic from the list below. Each student will search the peer-reviewed, behavior analytic literature for at least 10 articles from a wide time-span. Once selected, students will then summarize and synthesize the literature findings, including strengths and limitations. All papers must be formatted in APA 6<sup>th</sup> edition style. A draft of the paper must be submitted prior to submission of the final draft (see schedule below). Feedback on the content will be provided this draft; however, the draft will not be graded for content. Instead, 20 points will be awarded for submission and inclusion of all relevant sections. **The final review paper is worth up to 100 points; the draft is worth up to 20 points.**

See the Syllabus Appendix for assignment details.

**\*\*Review paper presentation.** During the final session, 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. Note that these presentations are expected to be BRIEF (5 - 7 minutes, including time for questions; presentations that exceed the time limit will be terminated and the presentation penalized 2 points). **1 opportunity at 20 possible points.**

**\*\*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. Each presentation should be approximately 30 minutes in duration. Presentation materials should be uploaded to Blackboard as soon as possible after class – all presentation materials will be made available to classmates via Blackboard. 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 30 points per opportunity for up to 60 possible points.**

**\*\*Weekly Quizzes.** Each week, students will be responsible for a 10 item Multiple Choice quiz based on the readings and class presentations. Quizzes will be delivered online through Blackboard. **(11 Quizzes at 10 points each for up to 110 possible points)**

**\*\*Weekly Discussion Boards.** Each week, a writing prompt will be developed based upon readings, coursework, and field placement. Discussion Board prompts be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and educational settings, the readings, class discussion, and your own personal experience (2 points). You must also leave a comment on the post of *at least* one of your classmates (2 points). Any questions posted on *your* thread should be answered. Comments should build upon the blogger's ideas, and connect to other ideas we have explored in class. A schedule of writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(11 opportunities at 2 points each for initial responses for up to 22 points; 11 opportunities at 2 points each for response to peer for up to 22 points)**

#### **Other Assignments.**

**\*\*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. **11 opportunities at 2 points each for a total of 22 possible points.**

**\*\*Extra Credit.** There are no explicit extra credit opportunities. However, periodically throughout the semester, the instructor will randomly provide opportunities that may include extra quiz questions and additional discussion board questions. **There will be no more than 10 possible extra credit points distributed throughout the semester.**



## Schedule

In the schedule that appears below, D&D refers to the Daniels & Daniels (2004) text, JKL to the Luiselli (2006) text, and A & C to the Austin & Carr (2000) text.

Class Date	Readings Due / Presentation on:	Discussion Board Due	Quiz Due by 11:59 pm	Other assessments
1/8/15	No readings. Introduction to class; Syllabus review; Review Academic Honest	DB1 1/13/15	Quiz 1 on Syllabus, IN CLASS.	Attendance
1/15/15	D & D Chps 1, 2, 3 JKL Chp 1 A & C Forward & Chp 16	DB 2 1/20/15	Quiz 2	Attendance Discussion participant
1/22/15	D & D Chps 4, 5, 6 JKL Chp 2 A & C Chp 1	DB 3 1/27/15	Quiz 3	Attendance Discussion participant
1/29/15	D & D Chps 7, 8 JKL Chp 3 A & C Chp 3, 4	DB 4 2/3/15	Quiz 4	Attendance Discussion participant

2/5/15	D & D Chps 9, 10 JKL Chp 4 A & C Chp 7, 11	DB 5 2/10/15	Quiz 5	Attendance Discussion participant
2/12/15	D & D Chps 11, 12 JKL Chp 5 A & C Chp 5, 19	DB 6 2/17/15	Quiz 6	Attendance Discussion participant
2/19/15	D & D Chps 13, 14 JKL 6, 10 A & C Chp 9	DB 7 2/24/15	Quiz 7	Attendance Discussion participant
2/26/15	D & D Chps 15, 16, 17 JKL Chp 7 A & C Chp 6	DB 8 3/3/15	Quiz 8	Attendance Discussion participant
3/5/15	D & D Chps 18, 19 JKL Chp 2, 8 A & C Chps 10	DB 9 3/10/15	Quiz 9	Attendance Discussion participant <b>Review Paper Draft Due</b>

3/12/15	<b>CLASS</b> D & D Chps 20, 21 <b>OFFSITE</b> <b>TODAY</b> JKL Chp 9 A & C Chp 8	DB 10 3/17/15	Quiz 10	Attendance Discussion participant
3/19/15	D & D Chp 22, 23 JKL Chp 11 A & C 20	DB 11 3/25/15	Quiz 11	Attendance Discussion participant
3/26/15	No readings – Paper Presentations	NO DB	NO QUIZ	Attendance Discussion participant <b>FINAL Review Paper Due</b>

## Appendix

### Review Paper Details:

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
- 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
- Mand Training
- Translational research
- Animal applications
- Stimulus Equivalence

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 (BUT DO NOT USE THESE HEADINGS IN THE TEXT):

***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 BLACKBOARD*** 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.