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

Summer 2016
EDSE 624 001: Applied Behavior Analysis: Applications
CRN: 42365, 3 - Credits

Instructor: Dr. Christine Barthold	**Meeting Dates:** 05/16/16 - 08/06/16
Phone: 703-993-5450	**Meeting Day(s):** Wednesdays
E-Mail: choffner@gmu.edu	**Meeting Time(s):** 4:30 pm - 7:10 pm
Office Hours: By appointment	**Meeting Location:** Internet

> *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): B- or higher in EDSE 619.
Prerequisite(s) enforced by registration system.
Schedule Type: LEC
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 lecture and discussion
2. Activities and Paper Drafts via Google Drive
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

DELIVERY METHOD:

This course will be delivered online using a synchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 5/18/2016.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- A Laptop with Microsoft Word, Adobe Acrobat or equivalent (reader is NOT sufficient) and Firefox or Google Chrome. Tablets and Phones are not sufficient to complete the requirements for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Every student is required, by the end of the first week of class, to create a Google Account if they do not already have one. This can be done by going to http://google.com.

Once an account is created, the student should create a folder for their work in http://drive.google.com. This folder should be shared with the instructor (choffner@gmu.edu). All drafts of written work will be completed in Google Drive so that

the instructor may look at documents and provide feedback in real time. A portfolio of class work will be the end result of using Google drive. Grades and other protected information, however, will be transmitted through the Blackboard LMS.

In cases of group work, documents should be shared with group members using the same process, but sharing only the documents the students are currently collaborating on. Sharing an entire folder with your group members exposes all of your work.

Your google account will be used to subscribe you to the Course Google Calendar. Blackboard generates due dates that may not be accurate and can lead to confusion. Use the Google Calendar ONLY for information about due dates and assignments.

Attempting to edit a document after grading without the permission of the instructor can be tracked in Google and is considered to be academic dishonesty.

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes. You are expected to log in at the beginning of the course period and stay for the entire course.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates**

listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

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

1. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. 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., & Bailey, J. (2015). *Performance management.* (5th Ed.). Atlanta, GA: Aubrey Daniels International. ***Please check to make sure you have purchased the 5th Edition. It is recommended that this book is purchased either through the bookstore or through Aubrey Daniels International, NOT through Amazon.***

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.

Required Resources

All students are required to have a Google Account by the first week of class and share that account with the instructor.

Additional Readings

Additional readings will be posted to Blackboard as the semester progresses. Students are responsible for all readings assigned by the instructor.

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/ProfessionalStanda rds/ . 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 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 George Mason University Disability Services and inform their instructor, in writing, as soon as

possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.
Students are expected to attend all class meetings, logging into Google and Blackboard Collaborate at the beginning of class and staying for the entire duration of the class. It is the student's responsibility to make up all missed work if they are absent for any reason. Due to the hands-on, interactive nature of the course, only two unexcused absences are allowed; all other absences must be discussed with the instructor at least one week prior to the absence. All make-ups must be completed **within the week of each scheduled class, unless arrangements are made in advance with the instructor.** Cell phones must be turned off and/or set on vibrate. Students are expected to be able to communicate via video and audio. All Collaborate Sessions will be recorded and archived.

Late Work.
Courses in Applied Behavior Analysis are extremely labor-intensive in order to insure mastery of the material. As such, it is very important to pay attention to due dates. Not all assignments are due the day of class meetings. In-Class (interteaching) assignments are due at the end of class. Other 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. No work will be accepted after the final paper has been submitted.

Students are responsible for following these guidelines for grading:

- Drafts and interteaching guides are submitted through Google docs. Drafts are REQUIRED to receive a final grade for the Final Paper.
- All other assignments must be submitted through Blackboard, including final drafts of assignments.
- 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.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Point values are assigned to exams 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	73-70%	F	69% and below

Assignment	Points
In-Class Activities (10 points apiece)	110
Discussion Boards (15 points apiece)	165
Syllabus and Academic Honesty Assignment	20
Review Quizzes (7 @ 20 points apiece)	140
Review Paper	100
Total Points	**535**

Assignments

Performance-based Assessment (Tk20 submission required).
No TK20 Assessment for this course

Performance-based Common Assignments (No Tk20 submission required).
<u>Review Paper</u>
Students will choose a unique topic from a list provided by the instructor. 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. A template for this paper will be posted on Google Drive. A draft submission of the paper is due on Google Drive in order to receive a final grade for the paper. All papers must be formatted in APA 6th edition. (100 points)

<u>In-class Assignments</u>
This assignment will allow you to have hands-on access to the reading materials as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. This will consist of a study sheet posted on Google Drive. While you may choose to complete parts of the assignment independently, the goal is for you to work with a partner during class to discuss the readings and complete the study guide together. This guide will consist of both factual and open-ended questions. You will also complete an activity feedback form in which you will have an opportunity to discuss what you learned, what remaining questions you have, and give feedback to the instructor about your experience. Questions will be addressed at the beginning of the next class period. Your study guides and review presentations will be the basis for your unit quizzes and final exam.

In-class assignments and activity feedback forms are due at the end of each class period by Midnight (Wednesday).

(10 points per assignment).

<u>Quizzes</u>
For seven weeks of the semester, you will be responsible for a 20 item multiple choice quiz. Questions will consist of weekly readings (the basis for your in-class assignments) and asynchronous lectures that provide a review of basic terminology needed for successful application of the materials In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Questions will be randomized from a pool of questions. It is not possible to memorize answers to increase your grade. Quizzes are timef to 20 minutes and are open book, open note, but no collaboration is allowed.

Quizzes open on a Friday and are due the following Friday by Midnight. Due dates for quizzes are available on the Google Calendar. **(7 quizzes at 20 points apiece)**

Other Assignments.

Weekly Discussion Boards

Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field experiences. Discussion Board prompts will 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. You must also leave a comment on the post of *at least* one of your group members. 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.   Posts and responses MUST stay in the group assigned, unless arrangements are made with the instructor. Once the discussion board is graded, the student may not edit or add to the post to increase their grade.

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. Discussion boards will not be graded after one week past the due date unless arrangements are made with the instructor in advance. **(15 Points apiece)**

Schedule

Students are encouraged to subscribe to the Google calendar. Blackboard sometimes generates due dates and notices that are inaccurate and confusing to students. Due dates for assignments are listed here as a courtesy to students. *However, students MUST consult the Google Calendar in case due dates are shifted.*

Week	Date	Topic	Readings	Review	Due
1	5/18	review of syllabus	Syllabus, Academic Honesty		Syllabus and Academic Honesty Quiz DB #1
2	5/25	Reading the Behavioral Literature		Reinforcement and Punishment	DB #2 Paper Topic Selection Due

Week	Date	Topic	Readings	Review	Due
3	6/1	Selecting appropriate Treatments	Austin & Carr, Ch. 3, Ch. 4, Luiselli Ch. 3	Matching Law and Behavioral Contrast	DB #3 Reference List Due Quiz #1
4	6/8	Antecedent Strategies	Luiselli Ch.2 Luiselli Ch. 5, Ch. 6, Ch. 7	Motivating Operations Discriminative Stimuli	DB #4 Quiz #2
5	6/15	Stimulus Equivalence and Variations	RFT Article	Discrimination Matching to Sample	DB #5 Quiz #3
6	6/22	Consequence Strategies	Daniels, Ch. 15, Ch. 16, Ch. 17	Prompting Shaping Fading	DB #6 Quiz #4
7	6/29	Preference and Choice	Austin & Carr, Ch. 1, Daniels Ch.14	Extinction Differential Reinforcement	DB #7 Paper Draft Due Quiz #5
8	7/6	Instructional Techniques	Austin & Carr, Ch. 2, Ch. 11 Lovaas, 1987 PRT Article	Modeling and Imitation Conditioned Reinforcement	DB #8 Quiz #6
9	7/13	Training Others	Austin & Carr, Ch. 5, Ch.7, Ch. 12 Daniels, Ch. 1, Ch. 22, Ch. 23	Schedules of Reinforcement and Punishment	DB #9 Quiz #7
10	7/20	Evaluating Effectiveness	Austin & Carr, Ch. 16		DB #10 Quiz #8
11	7/27	In-Class work on Papers			All Revisions Due by 8/3/2016