



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

Spring 2017

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 12944, 3 – Credits

PSYC 592 008: Applied Behavior Analysis: Applications

CRN: 21738, 3 – Credits

<b>Instructor:</b> Dr. Christine Barthold	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703-993-5450	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, KH-15
<b>Office Location:</b> Finey 100 Suite	<b>Other Phone:</b> N/A

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

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**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture 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 via Blackboard

### **Learner Outcomes**

Upon completion of this course, teacher candidates/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.

### **Course 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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

### **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*. (5<sup>th</sup> Ed.). Atlanta, GA: Aubrey Daniels International.

***\*Please check to make sure you have purchased the 5<sup>th</sup> 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.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **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 Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 624, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments**

### **Performance-based Assessment (Tk20 submission required)**

No TK20 Assessment for this Course.

### **College Wide Common Assessment (Tk20 submission required)**

No TK20 Assessment for this Course.

### **Performance-based Common Assignments (No Tk20 submission required.)**

#### **Review Paper**

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 6<sup>th</sup> edition.

**(100 points)**

#### **In-class Assignments**

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).**

#### **Quizzes**

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 time 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. **(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)**

## **Course Policies and Expectations**

### **Attendance/Participation**

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.

### **Late Work**

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 examination has been submitted.

Students are responsible for following these guidelines for grading:

- Drafts and interteaching guides are submitted through Google docs
- 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.

### 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.

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

### 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	77-72%	F	71 and below		

Assignment	Points
In-Class Activities (15 points apiece)	180
Discussion Boards (15 points apiece)	180
Syllabus and Academic Honesty Assignment	20
Review Quizzes (20 Points Apiece)	160
Review Paper	100
<b>Total Points</b>	<b>640</b>

## Professional Dispositions

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

## Core Values Commitment

The College of Education and 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/>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Students are encouraged to subscribe to the Google calendar. Blackboard sometimes generates due dates and notices that are inaccurate and confusing to students.

Drafts and Partner Activities are done on Google Docs. Activity Feedback Forms will be posted to Blackboard.

Week	Date	Topic	Readings	Due
1	1/26	review of syllabus	Syllabus, Academic Honesty	Pre-Test
2	2/2	Selecting appropriate Treatments	Austin & Carr, Ch. 3, Ch. 4, Luiselli Ch. 3	DB #1 Paper Topic Selection Due AF #1 Syllabus, Academic Honesty Quiz
3	2/9	Reading the Behavioral Literature	TBD	DB #2 AF #2 Quiz #1
4	2/16	Antecedent Strategies	Luiselli Ch.2	DB #3 AF #3 Quiz #2
5	2/23	Antecedent Strategies Continued	Luiselli Ch. 5, Ch. 6, Ch. 7	DB #4 Reference List Draft Due AF #4 Quiz #3
6	3/2	Stimulus Equivalence and Variations	Complete Foylearning's Tutorial on RFT	DB #5 AF #5 Quiz #4
7	3/9	Consequence Strategies	Daniels, Ch. 15, Ch. 16, Ch. 17	DB #6 AF #6 Quiz #5



Week	Date	Topic	Readings	Due
8	3/23	Preference and Choice	Austin & Carr, Ch. 1, Daniels Ch.14	DB #7 Article Abstracts Due AF #7 Quiz #6
9	3/30	Instructional Techniques	TBD	DB #8 AF #8 Quiz #7
10	4/6	Instructional Techniques	Austin & Carr, Ch. 2, Ch. 11	DB #9 AF #9 Quiz #8
11	4/13	Training Others	Austin & Carr, Ch. 5, Ch.7, Ch. 12	DB #10 Paper Draft Due AF #10 Quiz #9
12	4/20	Training Others	Daniels, Ch. 1, Ch. 22, Ch. 23	DB #11 AF #11 Quiz #10
13	4/27	Evaluating Effectiveness	Austin & Carr, Ch. 16	DB #12 AF #12
14	5/6	In-Class work on Final Paper Revisions		
15	5/9			Final Paper Due on Blackboard in Word format

DB – Discussion Board. Responses to Instructor Posts are due Monday and responses to classmates' posts are due on Friday.

AF – Partner and Activity Feedback Form. Due at the end of class

Quiz – review quizzes. Consult Google calendar for Due dates

### **Assessment Rubric(s)**

No Assessment Rubric for Accreditation for this Course