



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

Summer 2017

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 41019, 3 – Credits

Instructor: Dr. Gerianne Gilligan	Meeting Dates: 5/24/2017 – 8/09/2017
Phone: (703) 229-2043 [cell]	Meeting Day: Wednesday
E-Mail: ggilliga@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By appointment	Meeting Location: Internet, Online
Office Location: NET (Bb Collaborate)	Other Phone: N/A

*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.

Prerequisite(s) EDSE 621 and 623

Co-requisite(s) None

Course Description

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

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

This course will be delivered online using a **Fully Synchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 5/22/2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (*NOTE: Opera and Safari are not compatible with Blackboard*).
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free downloading by clicking the link next to each plug-in:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

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.

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

Recommended Textbooks

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

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 PBA due date.

Assignments and/or Examinations

Performance-based Assessment

No TK20 Assessment for this Course.

College Wide Common Assessment

No TK20 Assessment for this Course.

Performance-based Common Assignments

No Tk20 submission required.

In-class Assignments (Study Guide)

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. 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.

In-class assignments and activity feedback forms are due at the end of each class period by Midnight (Wednesday). (Up to 10 points per assignment).

Weekly Discussion Boards (Blackboard)

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.

Writing prompts will be posted in Blackboard. 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" [zero] 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. (Up to 10 Points apiece)

Small-Group Discussion Leader/Presenter

Student will present a portion of a day's readings, as indicated in the schedule. Presenters must prepare a lesson based on the portion of the day'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. Presentation materials should be uploaded to Blackboard as soon as possible after class (each student must upload presentation materials) – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. Instructions/grading rubric will be provided at first class meeting. (up to 20 points)

Small-Group Discussion Participant

The discussion leader's classmates must also discuss the topic! 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. (1 point per discussion)

Annotated Bibliography

Using the topic area and articles selected for the review paper, students will organize and summarize articles in an annotated bibliography. Students must select 10 articles that supports the ABA topic area chosen for the review paper. Students will produce a written document that outlines the following: intervention, results, impact of the study, and the connection to your ABA topic area. There is no minimum number of pages and APA format is required when listing references only. (Up to 10 points)

Review Paper

As a professional in the field of Applied Behavior Analysis (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. Examples of topic areas have included:

assessment and treatment of pica	specific topics in verbal behavior (various)
assessment and treatment of aggression	positive behavior supports

assessment and treatment of self-injury	direct instruction
assessment and treatment of trichotillomania	precision teaching
assessment and treatment of habit disorders	generalization training (parents, staff, org'ns)
addictions	implementation science
animal behavior	thinking as behavior
stimulus control	social skills
topics in organizational behavior management	prompt dependency
behavioral pharmacology	PECS
pediatric feeding disorders	behavioral cusps
rule-governed behavior	ABA applications for dementia treatment
behavior analysis in corrections (prison)	transfer of stimulus control

*Other topics, with instructor approval.

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *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. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

What is Known? Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

What is Not Known? Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

What Can Be Done About it? Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style. (up to 30 points)

ABA Topic Presentation

Now that you've summarized the research within a topic area, you will present this information in an oral presentation to the class. Presentations will be no longer than 10 minutes with key points summarized, such as what is known within that area, current gaps or barriers, and solutions or suggestions on how to improve this area. (up to 20 points)

Course Policies and Expectations

Attendance/Participation

Attendance/Participation Students are expected to attend all class meetings, logging into 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:

- 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. *Please note, the graduate grading scale does not include a "D".*

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	93-96%	A-	90-92%
B+	87-89%	B	83-86%	B-	80-82%
C	72-77%	F	71 and below		

	Maximum
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Assignment	Points
Attendance (2 points x 12 sessions)	24
Study Guide (up to 10 points x 10 sessions)	100
Blackboard Discussion Board (up to 10 points x 8 boards)	80
Small-Group Discussion Leader (1 opportunity per student)	20
Small-Group Discussion Participant (1 point x 7 sessions)	7
Annotated Bibliography	10
Review Paper	30
Topic Presentation	20
Total Possible Points	291

*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/>).

Professional Dispositions

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

Class Schedule

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

L: Luiselli (*Antecedent assessment and intervention*)

A&C: Austin & Carr (*Handbook of applied behavior analysis*)

D&B: Daniels & Bailey (*Performance management*)

Week	Date	Topic(s)	Readings	Due
1	5/24	Review Syllabus, assignments Intro to Antecedent-based treatment	L: Chapter 1	*Study Guide 1 (due by midnight)
2	5/31	Assessing Antecedent Influences	L: Chapters 2, 3, 4	*Topic selected *Study Guide 2
3	6/7	Targeted Interventions Preference & Reinforcer refresher	L: Chapters 5 & 6 A&C Chapter 1	*DB#1 *Study Guide 3
4	6/14	Interventions (continued) Behavior Acquisition	L: Chapters 10 & 11 A&C Chapter 2	*DB#2 *Study Guide 4
5	6/21	Lifestyle Applications of ABA Function-based treatment	L: Chapters 12 & 13 A&C: Chapter 4	*DB#3 *Reference List due *Study Guide 5
6	6/28	Intro to Performance Management Functional analysis	D&B: Chapters 1-4 A&C Chapter 3	*DB#4 *Study Guide 6

7	7/5	Implementing Performance Mgmt. Behavioral Pediatrics	D&B: Chapters 5-7 A&C Chapter 7	*DB#5 *Annotated Bibliography *Study Guide 7
8	7/12	Workplace Behavioral Influences Autism - interventions	D&B: Chapters 10-12 A&C Chapter 11	*DB#6 *Study Guide 8
9	7/19	Reinforcers in organizational settings OBM in Human Service Settings	D&B: Chapters 14-16 A&C Chapter 12	*DB#7 *Study Guide 9
10	7/26	Complex Workplace Issues Consultation	D&B: Chapters 17-19 A&C Chapter 16	*DB#8 *Study Guide 10
11	8/2	Presentations		Final Paper due 8/5/17 (midnight)
12	8/9	Presentations		

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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