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

Fall 2017
EDSE 624 636: Applied Behavior Analysis: Applications
CRN:82197, 3 – Credits

Instructor: Marlene Cohen, EdD, BCBA-D	**Meeting Dates**: 09/11/17 to 11/27/17
Phone: 609.532.2382	**Meeting Day(s)**: Monday (1st class)
E-Mail: mcohen24@gmu.edu	**Meeting Time(s)**: 1st class session will be mandatory synchronous. Two time options will be available: 10 am to 11 am or 6 pm to 7 pm.
Office Hours: Mondays 6 pm to 7 or by appointment	**Meeting Location**: Online
Office Location: Remote Faculty	**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 619
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. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619B-.
B- Requires minimum grade of B-.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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 (mandatory first class and optional weekly online classes)
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 (76% or more) using asynchronous 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 9/4/17.

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).
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 download:

- 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:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
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 #3 times per week. In addition, students must log-in for the initial, mandatory online synchronous meeting and are encouraged to attend the optional weekly 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

Daniels, A. C. & Bailey, J S. (2104) *Performance management: Changing behavior that drives organizational effectiveness. (5th edition).* Atlanta, GA: Performance Management Publications. ISBN: 978-0937100257. NOTE: Please purchase the most recent edition from Aubrey Daniels International. Amazon.com cost is significantly higher.

Roane, H., Ringdahl, J. & Falcomata, T. (2015). *Clinical and Organizational Applications of*

Applied Behavior Analysis (Practical Resources for the Mental Health Professional. (1st edition). Academic Press. ISBN: 13-978-0124202498.

Skinner, B. F. (2003). *Technology of Teaching.* (Reprinted in 2003). Copley Publishing Group. Download for free from the BF Skinner Foundation.

Recommended Textbooks

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

Required Resources

N/A

Additional Readings

Anderson, C. M. & Long, E. S. (2002). Use of a structured descriptive assessment methodology to identify variables affecting problem behavior. *Journal of Applied Behavior Analysis, 35,* 137-154.

Austin, J. L., Groves, E. A., Reynish, L. C. & Francis, L.L. (2015). Validating trial-based functional analysis in mainstream primary school classrooms. *Journal of Applied Behavior Analysis,* 48 (2), 274-288.

Barton, E.E. & Reichow, B. (2012). Guidelines for graphing data with Microsoft® Office 2007™, Office 2010™, and Office for Mac™ 2008 and 2011. *Journal of Early Intervention, 34(3),* 129-150.

Beavers, G. A., Iwata, B. A., & Lerman, D. C. (2013). Thirty years of research on the functional analysis. *Journal of Applied Behavior Analysis, 46,* 1-21.

Binder, C. (1996). Behavioral fluency: Evolution of a new paradigm. *The Behavior Analyst,* 19, 163-197.

Bosch, S. & Fuqua, R. W. (2001). Behavioral cusps: A model for selecting target behaviors. *Journal of Applied Behavior Analysis,* 34 (1), 123–125.

Buchanan, J. A., Christenson, A., Houlihan, D. & Ostrom, C. (2011). The role of behavior analysis in the rehabilitation of persons with dementia. *Behavior Therapy*, 42, 9-21.

Carr, E. G. & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis, 18,* 111-126. Kahng, S.,

Collier-Meek, M. A., Senetti, L. M. & Fallon, L. M. (2017). Incorporating applied behavior analysis to assess and support educator's treatment integrity. *Psychology in the Schools,*
54 (4), 446-459.

Cote, C. A., Thompson, R. H & McKerchar, P. M. (2005). The effect of antecedent interventions and extinction on toddlers' compliance during transitions. *Journal of Applied Behavior Analysis,* 38 (2), 235–238.

DeLeon, I. G., Fisher, W. W., Catter, V.R., Maglieri, K., Herman, K., & Marhefka, J. (2001). Examination of the relative reinforcing effects of stimuli identified through pretreatment and daily brief preference assessments. *Journal of Applied Behavior Analysis, 34,* 463-473.

Dundst, C. J. & Bruder, M. B. (2005). University faculty preparation of students in using natural environment practices in young children. *Psychological Reports,* 96, 239-242.

Ervin, R. A., DuPaul, G. J., Kern, L., & Friman, P. C. (1998). Classroom-based functional and

adjunctive assessments: Proactive approaches to intervention selection for adolescents with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 31,* 65-78.

Gambrill, E. (2012). Birds of a feather: Applied behavior analysis and quality of life. *Research on Social Work Practice,* 23(2) 121-140.

Gould, E., Dixon, D. R., Najdowski, A. C., Smith, M. N., & Tarbox, J. (2011). A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders. *Research in Autism Spectrum Disorders, 5,* 990-1002.

Green, C. W., Reed, D. H., Rollyson, J. H. & Passante, S. E. (2005). An enriched teaching program for reducing resistance and indices of unhappiness among individuals with profound multiple disabilities. *Journal of Applied Behavior Analysis,* 38 (2), 221–233.

Haberlin, A. T., Beauchamp, K., Agnew, J. & O'Brian, F. A (2012). Comparison of pyramidal staff training and direct staff training in community-based day programs. *Journal of Organizational Behavior Management,* 32:1, 65-74.

Hagopian, L. P., Fisher, W. W., Thompson, R. H., Owen-DeSchryver, J., Iwata, B. A., & Wacker, D. P. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis, 30,* 313-326.

Karsh, K. G. & Repp, A. C. (1992). The task demonstration model: A concurrent model for teaching groups of students with severe disabilities. *Exceptional Children,* 59 (1), 54-67.

Kubina, R. M., Kostewitz, D. E., Brennan, K. M. & King, S. (2015). A critical review of line graphs in behavior analytic journals. *Education Psychological Review,* September 15.

Lalli, J.S., Mace, C.F., Wohn, T., & Livezey, K. (1995). Identification and modification of a response-class hierarchy. *Journal of Applied Behavior Analysis, 28,* 551-559.

Lambert, M. C., Cartledge, G., Heward, W. L., & Lo, Y. (2006). Effects of response cards on disruptive behavior and academic responding during math lessons by fourth grade urban students. *Journal of Positive Behavior Interventions,* 8 (2), 88-99.

Marchand-Martella, N., Kinder, D & Kubina R. (2005). *Special Education and Direct Instruction: An Effective Combination.* New York: NY: McGraw Hill.

Matson, J. L., Bamburg, J. W., Cherry, K. E., & Paclawsky, T. R. (1999). A validity study on the questions about behavioral function (QABF) scale: Predicting treatment success for self-injury, aggression, and stereotypies. *Research in Developmental Disabilities, 20,* 163-175.

McGill, P. (1999). Establishing operations: Implications for the assessment, treatment, and prevention of problem behavior. *Journal of Applied Behavior Analysis, 32,* 393-418.

Nota, L., Seresi, S. & Perry, J. (2006). Quality of life in adults with an intellectual disability: the Evaluation of Quality of Life Instrument. *Journal of Intellectual Disability Research,* 50 (5), 391-385.

Petscher, E. S. & Bailey, J. S. (2006). Effects of training, prompting and self-monitoring on staff behavior in a classroom for students with disabilities. 39, 215-226.

Roane, H. S., Fisher, W. W., Kelley, M. E., Mevers, J. L., & Bouxsein, K. J. (2013). Using modified visual-inspection criteria to interpret functional analysis outcomes. *Journal of Applied Behavior Analysis, 46,* 130-146.

Ruiz, M. R. & Roche, B. (2007). Values and the scientific culture of behavior analysis. *The Behavior Analyst, 30, 1–16*

Selinske, J. E., Greer, R. D. & Lodhi, S. (1991). A functional analysis of the comprehensive application of behavior analysis to schooling. *Journal of Applied Behavior Analysis,*

24, 107-117.
Steege, M. W., Mace, F. C., Perry. L. & Longenbecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools,* 44 (1), 91-99.
Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 18,* 343-351.
Vollmer, T. R., Hagopian, L. P., Bailey, J. S., Dorsey, M. F., Hanley, G. P., Lennox, D., Riordan, M. M. & Spreat, S. (2011). The Association for Behavior Analysis International position statement on restraint and seclusion. *The Behavior Analyst,* 34 (1), 103–110.
Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. *Journal of Applied Behavior Analysis, 28,* 561-576.
Windsor, J., Piche, L. M., & Locke, P. A., (1994). Preference testing: A comparison of two presentation methods. *Research in Developmental Disabilities, 15, 439-455.*

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 and/or Examinations

Instructional Time

As mandated by the Behavior Analyst Certification Board (BACB), 45 hours of instruction is required for this course. These hours may be fulfilled with the following activities:

- Lecture (video or live)
- Completion of Quizzes and Tests
- Small group, whole group and partnered synchronous activities (i.e., logged in together at the same time)
- Student presentations (video or live)

You are expected to log in and complete the activities for the total number of hours listed each week.

As with any graduate level coursework, there is an expectation of work that is completed outside of the direct instructional time (e.g., 3 hours preparation/reflection for every hour of class). Therefore, you should expect that additional assignments will be added at the discretion of the instructor to further enhance understanding of course content. These may include:

- Readings
- Asynchronous activities completed either alone or with other classmates
- Discussion Boards

Additional hours to complete such activities are viewed as "homework" by the Board. While they do not count towards direct instructional hours, they are not optional.

Performance-based Assessment (Tk20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required.)
N/A

Other Assignments

Course Rubric

Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Students perform at less than 80% on assignment, or otherwise demonstrate less than minimal acceptable level of objective.	Students perform at 80-82% on assignment, or otherwise demonstrate minimal acceptable level of objective.	Students perform at 83-96% on assignment, or otherwise demonstrate expected level of objective.	Students perform at 97% or above on assignment, or otherwise demonstrate more than expected level of objective.

Synchronous Meeting and Summary Notes

Please submit a summary of the key points discussed and include what you have gained from the meeting.

Introductory and Discussion Videos
Initial post due no later than Wednesday, 11:59pm, EST. Final responses due no later than Sunday, 11:59pm, EST. Please respond to at least 2 classmates. The key to a good discussion is interaction, and therefore it is expected that you will log in and participate in the discussions on 3 separate days per week. Please note that posting all, or the majority, of your replies on the last day of the discussion after 6:00 pm will be considered for point deduction since this greatly decreases the interaction and impact of your posts. Interaction is the key to a productive and meaningful discussion between you, your peers, and your instructor, so your goal and approach should be meaningful interaction rather than meeting minimum point requirements.

Class Leadership
This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class.

- Student group members assigned to lead a particular unit are expected review the readings for their assigned week.
- For each discussion forum, the students will meet synchronously to discuss the readings.
- The group's job is to provide a strong and well-supported discussion by having each student prepare a question for two of the readings.
- End the week with a summary that captures your group's discussion's main points.
- Include the discussion question and a summary of the discussion.
- Post a recorded summary of your discussion in the course by Sunday 11:59 pm EST.

Practice Exercise
Refer to the graphs in Blackboard to answer the following questions.
Note about the Graphs: In the preference assessment, each item is ranked from 1-8 across 8 sessions. This is why there are eight columns per stimulus. The reinforcer assessment was conducted using preferences identified by the initial SPA (1st column for each stimulus). The subsequent 7 columns are meant to evaluate preference changes over time. These subsequent SPAs were conducted over a period of four weeks.

Meta-analysis Assignment
Create an abbreviated meta-analysis of a topic of your choice. The topic should be related to one covered in this course, but more specific than a general category (e.g. a specific assessment or intervention). Include at least 10 articles. Use the sample meta-analysis articles as a guide. The assignment will be divided into segments throughout the course. See weekly schedule for specifics. Please be sure to include ethical concerns related to your topic.

Ethics Review
Select three articles from any of the readings in Weeks 1-10 and identify ethical considerations (implied or explicitly stated) using the BACB code of ethics. Record a narrated PowerPoint presentation discussing your findings. Please report findings for each reading separately and

include a discussion of your impressions of what you discovered. Each student is required to view the post of one other student and write a brief summary of the main discussion points.

Historical Perspective
Review at least five articles on a topic covered in this course and create an outline of historical development in this area. Post you outline and summary in Blackboard. Each student is required to view the post of one other student and to comment on the presentation.

Synchronous Staff Training Exercise
Select a training topic you are comfortable with. Prepare a PowerPoint training presentation. Be sure to cite the literature to support your training information. Students will be paired to present to each other. Each student will complete a formative evaluation of their partner's presentation. Submit both the PowerPoint presentation and the evaluation.

PowerPoint Review
Review the assigned narrated PowerPoint assignment carefully and then complete the quiz.

Course Policies and Expectations

Attendance/Participation

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday. Some assignments may be due on days other than our scheduled synchronous meeting date.
  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 3 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. Students 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.

Late Work

Any products required during synchronous sessions are to be submitted by the end of the class session. 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 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.

Other Requirements

N/A

Grading Scale

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 77-72%
F 71% and below

Assignment	Point Value
Synchronous Meeting and Summary Notes	10
Introductory and Discussion Videos (4 total@ 20 points ea.)	80
Class Leadership	75
Practice Exercise	15
Meta-analysis Assignment (8 total @ 25 points each segment)	200
Level, Trend and Variability Quiz	20
Ethics Review	20
Historical Perspective	15
Synchronous Staff Training Exercise	75
PowerPoint Review	15
Meta-analysis Assignment Final Product	100
Total	625

*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.

Course schedule (assignments listed in RED count towards instructional hours). A total number of instructional hours for each week is in the column to the left.

Please be sure to review the full assignment requirements prior to completion.

Course Schedule, Assignments and Grading

Week	Topic	Learning Outcome	Readings	Assignments	Assessment Method	Instructional Hours
1	Increasing Behavior: Assessment	1 3	DeLeon et al (2001) Gould et al (2011) Windsor et al (1994) Roane, Ringdahl & Falcomata (2015) Ch. 2	**Introductory Video** Initial post: Introduce yourself and review the course learning outcomes. State what you hope to gain in this course. **See assignment requirements** **Mandatory Synchronous Meeting and Summary Notes**	Lecture/ Synchronous Discussion Two time options will be available: 10 am to 11 am or 6 pm to 7 pm.	3.75
2	Increasing Behavior: Assessment	1 3 4 5 7	Daniels & Bailey (2014) Chs. 5-7	**Discussion Question Video:** Preference Assessments How might you go about deciding which preference assessment is best for an individual you are working with? **See assignment requirements** **Practice Exercise** Data review **Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class **Begin Meta-analysis assignment** Select a topic and provide it to your instructor for approval.	Practice Exercise Quiz Recorded Class Leadership discussion Meta-analysis assignment	3.75
3	Increasing Behavior: Interventions	1 3 4 5 7	Binder, C. (1996). Lambert, et al (2006) Marchand-Martella et al (2005) Steege et al (2007) Skinner (2003) Ch. 2 Roane, Ringdahl &	**Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class **Meta-analysis Assignment**	Recorded Class Leadership discussion Meta-analysis assignment	3.75

Week	Topic	Learning Outcome	Readings	Assignments	Assessment Method	Instructional Hours
			Falcomata (2015) Ch. 2 p.25-33.	Begin search for articles.		
4	Increasing Behavior: Interventions	1 3 4 5 7 8	Karsh & Repp (1992) Skinner (2003) Ch. 4 & 5 Roane, Ringdahl & Falcomata (2015) Ch. 6 p. 132-143 and Ch. 21 p. 514-518 Daniels & Bailey (2014) Chs. 15 & 16	**Meta-analysis Assignment** Finish search for articles and present the list to your instructor.	Recorded Class Leadership discussion Meta-analysis assignment	3.75
5	Decreasing Behavior: Assessment	1 3 4 5 7 8	Anderson & Long (2002) Beavers et al (2013) Ervin et al (1998) Lalli et al (1995) Roane, Ringdahl & Falcomata (2015) Ch. 4 p. 69-73 and Ch. 9	**Discussion Video** Indirect Assessment: How can the use of indirect assessment assist in conducting a functional assessment? How might that information affect your selection of an intervention? **See assignment requirements** **Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class **Meta-analysis Assignment** Begin creating an outline for your completed assignment.	Recorded Class Leadership discussion Meta-analysis assignment	3.75
6	Decreasing Behavior: Assessment	1 3 4 5 7 8	Matson et al (1999) Vollmer, et al (1995) Austin et al (2015) Fischer & Piazza Ch. 10 Roane, Ringdahl &	**Discussion Question Video** Functional Behavior Assessment: How are the results of an FBA integrated into an intervention plan? **See assignment requirements**	Recorded Class Leadership discussion Meta-analysis assignment	3.75

Week	Topic	Learning Outcome	Readings	Assignments	Assessment Method	Instructional Hours
			Falcomata (2015) Ch. 10 p, 217-219 and Ch. 16, p. 395-397	**Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class. **Meta-analysis Assignment** Complete an outline of the meta-analysis assignment and submit for review to your instructor.		
7	Decreasing Behavior: Interpreting Data and Graphing	1 3 4 5 7 8	Barton & Reichow(2012) Hagopian et al (1997) Kubina et al (2015) Roane et al (2013) Roane, Ringdahl & Falcomata (2015) Ch. 10 p. 228-237	**Narrated PowerPoint Presentation** Planning and Evaluating Applied Behavior Analysis Research **Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class **Meta-analysis Assignment** Review outline feedback from your instructor and revise as necessary.	Test: Planning and Evaluating Applied Behavior Analysis Research Recorded Class Leadership discussion Meta-analysis assignment	3.75
8	Decreasing Behavior: Interventions	1 3 4 5 7 8	Touchette et al (1985) Roane, Ringdahl & Falcomata (2015) Ch. 3 and Ch. 10 220-227 & Ch. 13	**Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class **Level, trend and variability quiz**	Quiz Recorded Class Leadership discussion Meta-analysis assignment	3.75

Week	Topic	Learning Outcome	Readings	Assignments	Assessment Method	Instructional Hours
				Meta-analysis Assignment Begin to complete final assignment.		
9	Decreasing Behavior: Interventions	1 3 4 5 7 8	McGill (1999) Roane, Ringdahl & Falcomata (2015) Ch. 4 p. 79-90 , Ch. 5 & Ch. 16 p. 398-415	**Class Leadership** This course will involve group presentations by the students during leadership of a weekly discussion forum. Students will be assigned to groups by the instructor during the first week of class. **Meta-analysis Assignment** Continue working on final assignment.	Recorded Class Leadership discussion Meta-analysis assignment	3.75
10	Ethics and Professional Issues	1 2 3 4 5 6 7 8	Ruiz & Roche (2007) Selinske et al (1991) Vollmer, et al (2011) Skinner (2003) Ch. 9	**Ethics Review**	Ethics review assignment and posted recording	3.75
11	Staff Training	1 2 3 4 5 6 7 8	Collier-Meek, et al (2017) Dundst & Bruder (2005) Haberlin et al (2012) Petscher et al (2006) Roane, Ringdahl & Falcomata (2015) Ch. 14 Daniels & Bailey (2014) Chs. 17-20	**Historical Perspective** **Synchronous Training Presentation**	Review of posted outline of another student Synchro-nous training presentation	3.75
12	Behavior Analysis and Quality of Life	1 3 4 5 7 8	Bosch & Fuqua (2001) Gambrill (2012) Green et al(2005) Nota et al (2006)	**Meta-Analysis** Final draft due	**Meta-analysis Assignment**	3.75
Total Instructional Hours for this Course						45

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 turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@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/.

Appendix

Assessment Rubric(s)

Assessment rubrics are posted on Blackboard. **Please review each rubric carefully** and use it as a checklist to ensure you have fully completed the assignment. Please feel free to ask for clarification and be sure to plan your week's assignments in advance of their due date.