GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM

EDSE 619 6A8 / PSYCH 619
APPLIED BEHAVIOR ANALYSIS: PRINCIPLES, PROCEDURES, AND PHILOSOPHY
Spring 2010
Tuesdays, 4:30 pm – 9:00 pm
Ivymount School, 11614 Seven Locks Rd., Rockville, MD 20854

INSTRUCTOR

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COURSE DESCRIPTION:

A   Prerequisites.

Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC), or to another Special Education or Psychology Graduate program.

B   Description.

This course focuses on the basic principles and procedures of applied behavior analysis; on identification of factors that contribute to behavioral problems and improved performance; and on procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, written assessments, in-class presentation, and asynchronous online discussion.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform as described by the Council for Exceptional Children's Standard 4: Instructional Strategies. Course objectives are also drawn from the Behavior Analyst Certification Board's Task List and Guidelines for Responsible Conduct.

REQUIRED TEXTS

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd Ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Skinner, B.F. (1974). About behaviorism. New York, NY: Knopf.

RECOMMENDED MATERIALS

BCBA Examination Study software, available through Behavior Development Solutions at http://www.behaviordevelopmentsolutions.com/.   (Please wait until after the first class session to purchase this software.)

Required Internet Accessible Text Materials. You will need to go to the Behavior Analyst Certification Board website (www.bacb.com), and download the **Task List** and the **Guidelines for Responsible Conduct.** We will refer to these documents throughout this course and all others in this Certificate Program.

Additional Readings. Throughout the course, additional journal articles will be assigned as additional readings for various topics. Article citations will be posted on Blackboard, and you will be able to access the articles electronically either through the GMU library or through the publicly available archives for many journals.

Blackboard . Your syllabus, quizzes, discussion board assignments, and other important information and events are available to you through Blackboard. To access Blackboard, go to http://courses.gmu.edu. Your username is the prefix to your GMU e-mail account. (For example, if your e-mail address were bsmith@gmu.edu**,** your username would be bsmith.) Your password is the same as the password you use for your GMU e-mail account.

Once you're in, click on EDSE 619. The syllabus is posted under Syllabus, and other documents will be posted in the weekly folders throughout the course. The Discussion Board Forums to which you'll respond appear under Discussions. You'll take your quizzes through Blackboard, and they're under Assessments. Instructor contact information is at Staff Information. Finally, there are many valuable links at External Links.

COURSE REQUIREMENTS, PERFORMANCE BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements, Performance Based Assessments, and Criteria for Evaluation

Blackboard Discussion Board Items. For weeks indicated below, and in conjunction with readings from **About Behaviorism**, you will respond to the week's two Discussion Board Items. To respond, first do the assigned reading from **About Behaviorism**. Then, go to the Discussion Board Items for that week.   If the Item is a question posed by your instructor, then read the question, read the responses posted by your classmates, and either respond directly to the question posed by your instructor, or to content posted by your classmates. Posts must be made prior to the start time for the class session for which they're assigned. If the Item asks you to demonstrate or submit something during the next class period, please do so at the beginning of that class period. You will earn 2 points for each Item completed on time, or 1 point for Items completed late.

Quizzes. You will complete 11 ten question quizzes. Questions will require multiple choice or short answer responding. You will receive 1 point for each correct quiz response. Quizzes must be completed online, through Blackboard, prior to dates indicated in the schedule below.

SAFMEDS. This word is an acronym for Say All Fast for a Minute Every Day Shuffled. What these really are is flash cards. Doing these, and demonstrating mastery by completing them within the time allotted will help you develop fluent responding with regard to the terms on the cards. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. When you do these, what you'll learn to do is to not only get the answers right, but get them right quickly. This will greatly help you later in this course and in your subsequent behavior analysis courses. To demonstrate mastery, you'll respond to each

card correctly, such that you complete the deck in 30 seconds or less. You'll get five points for each demonstration of mastery.

Research Profile. This assignment will: 1) provide students experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide individual students with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. To do this assignment:

1. You will be randomly assigned an author from the list below:

Timothy R. Vollmer	Beth Sulzer–Azaroff	Gina Green	Sigrid Glenn	Kathryn J. Saunders
Kennon A. Lattal	Linda J. Hayes	Alan Poling	Michael J. Dougher	Gerald L. Shook
Mark Sundberg	Judith E. Favell	Raymond G. Miltenberger	Donald Baer	Johnny Matson
Thomas S. Critchfield	Beatrice Barrett	Jon S. Bailey	Deromt Holmes–Barnes	Aubrey C. Daniels
Julie S. Vargas	R. Douglas Greer	Timothy D. Hackenberg	Lawrence E. Fraley	Dennis H. Reid
Glen Dunlap	Louis Burgio	Jay Moore	Paul Touchette	Murray Sidman

2. Once you have an author assignment, do a PsychInfo search for articles, chapters, and books written by the author. Conduct the list such that you not only get the references for the author's work, but also the abstracts.
3. Print the outcome of the search.
4. Read the abstracts.
5. Obtain several of the articles, chapters, or books from the library, or through interlibrary lending. Read them.
6. Prepare a report in which you:
   a. Identify the type of work the author has done, and the populations considered.
   b. Describe three notable themes you found in the author's work.
   c. Discuss possible applications of the authors work to other populations or problems.
   d. Cite the articles, chapters, and/or books you read in preparing your report (using APA Fifth Edition style).
7. Deliver your report in 8 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule.

Your written report will receive up to 15 points for accurately describing salient themes in your author's work, and up to 5 points for good composition (including correct spelling, grammar, punctuation, and syntax; and for adhering to APA style). Your presentation will earn up to 5 points for accurately describing and citing salient themes in your author's work without reading the paper to the class, correct pronunciation, and addressing students' questions and comments.

Final Examination. On the last night of class, you will take a 50 item final exam. You will earn 1 point toward your final grade for each correct response. You will also take this examination on your first night of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives of were met. It also removes any mystery, for the students, as to what constitutes the final exam. You'll receive feedback on your pretest performance during the second or third class session, including a breakdown of percentage correct by content area.   Your final exam is your Taskstream Signature Assignment. After completing the exam, you'll receive a feedback form by e-mail which you will be required

to then submit electronically to Taskstream. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the CEC's Standard 4 (Instructional Strategies):

Does not meet expectations	Meets expectations	Exceeds expectations
Earns a score of less than 35 correct on the final examination	Earns a score between 35 and 49 correct on the final examination	Earns a score of 50 of 50 on the final examination

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elctive, a one-time course, or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the Signature Assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale. Given these assignments, the distribution of total possible points per assignment type, and grading scale, are as follows:

Assignment Type Possible	Possible Points Each	Number	Total
Discussion Board Items	2 points per Item	26 items	52 points
Quizzes	10 points per quiz	11 quizzes	110 points
SAFMEDS Demonstrations	5 points per demo	12 demos	60 points
Research Profile	25 points	1 Profile	25 points
Final Exam	50 points	1 Exam	50 points .
			297 points

A = 268 – 297 points B = 238 – 267 points C = 208 – 237 points F <208 points

Extra Credit. Completing the following Behavior Development Solutions modules:

- ❖ Definitions and Characteristics
- ❖ Principles, Procedures, and Concepts

and e-mailing or hand delivering to your instructor your instructor the certificates of completion for each of these modules will earn 10 points of extra credit per certificate submitted.

Schedule. Throughout the following table, ABA refers to the Cooper, Heron, & Heward (2007) text, AB to **About Behaviorism**, GRC refers to the Guidelines for Responsible Conduct, and TL refers to the BACB's Task List.

Date	Topics / Objectives	Assignment
3.15.11 1st Ssn	Orientation to Certification and to the Training Program, Orientation to Blackboard, Pretest	

Date	Topics / Objectives	Assignment
3.22.11 2nd Ssn	Philosophy of Science; Introduction to Contingencies; Respondent Behavior and Respondent Conditioning; Operant Behavior and Operant Conditioning	Please read ABA Ch. 1 and 2, AB Introduction and Ch. 1. Please complete the first two Discussion Board (DB) Items prior to class (to be discussed in class). SAFMEDS Deck 1 in class.
3.29.11 3rd Ssn	Positive and Negative Reinforcement; Positive and Negative Punishment	Please read ABA Ch. 11, 12, 14, & 15, and AB Ch. 2 & 3. Please complete DB Items 3, 4, 5, and 6, and Quiz 1 & 2 prior to class. SAFMEDS Deck 2 & 3 in class.
4.5.11	**SPRING BREAK**	
4.12.11 4th Ssn	Respondent and Operant Extinction; Antecedent Stimulus Control, Generalization, and Transfer of Stimulus Control	Please read ABA Ch. 17& 21 and AB Ch. 4 & 5. Please complete DB Items 7, 8, 9, & 10 and Quiz 3 & 4 prior to class. SAMFEDS Deck 4 & 5 in class.
4.19.11 5th Ssn	Schedules of Reinforcement; Differential Reinforcement	Please read ABA Ch. 13 & 22 and AB Ch. 6 & 7. Please complete DB Items 11, 12, 13 & 14 and Quiz 5 & 6 prior to class. SAFMEDS Deck 6 & 7 in class.
4.26.11 6th Ssn	Motivating Operations; Giving Instructions, Prompts, and Consequences;	Please read ABA Ch. 9 & 16 and AB Ch. 8 & 9. Please complete DB Items 15, 16, 17 & 18 and Quiz 7 & 8 prior to class. SAFMEDS Deck 8 & 9 in class.
5.3.11 7th Ssn	Arranging learning environments; Imitation and Compliance	Please read ABA Ch. 18 and AB Ch. 10 &, 11. Please complete DB Items 19, 20, 21 & 22 and Quiz 9 & 10 prior to class. SAMFEDS Deck 10 & 11 in class.
5.10.11 8th Ssn	Shaping and Chaining; Stimulus Equivalence	Please read ABA Ch. 17 (again), 19 & 20. Please read AB Ch. 12, 13 and 14. Please complete DB Items 23, 24, 25 & 26. SAMFEDS Deck 12 in class.
5.17.11 9th Ssn	Research Profile Presentations; Review Course Objectives; Final Examination	Present and submit Research Profile Papers Complete Final Exam on–line (on Blackboard) by 9:00 pm 5.18.11.

Contacting your instructor. Siri is available through her cell phone (707.616.0118), by e–mail (siri@siriming.com), and on Skype (siriming), during office hours or by appointment.

Use of Computers and Communication Equipment in Class

Although laptop computers can be used for note taking during class, they have sometimes been used for purposes incompatible with instruction in the past, and their use may annoy others in the class. For this reason, unless it is part of a class sanctioned activity, laptop computers must be turned off and put away during class. Likewise, cell phones and other communication devices can distract their users and the user's classmates, as well. These, too, must be turned off and put away during class.

Attendance Policy

All students will sign in on a form circulated by the instructor at the beginning of each class session. It is expected that students attend all sessions of this course, that they are present on time, and that they remain in attendance and attentive throughout each class session. SAFMEDS or other work

missed due to absence will not be able to be made up. Students missing a class session will be responsible for obtaining the notes for that session from a classmate.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- 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.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- 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 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/].

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