GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM
EDSE 624-6A5: Applied Behavior Analysis: Applications
Fall 2011

PROFESSOR

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Date & time:	September 15 – November 17, 2011; 4:30-8:30
Location:	Kellar Annex, Fairfax, VA

COURSE DESCRIPTION

Description.   Expands students' capability to deal with more complex behavioral
situations and enables them to relate to more sophisticated professional
issues and environments.

Prerequisite.   Completion of EDSE 619, 621, and 623; or 619 and 621, and concurrent
registration in 623; or consent of the instructor.

NATURE OF COURSE DELIVERY

- This course will incorporate written assignments, lecture, class discussions, and student-led activities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Graduate School of Education (GSE) Statements of Student Expectations:

- Students are expected to exhibit professional behavior and dispositions. See *gse.gmu.edu* for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

- 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.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform as described by the Council for Exceptional Children's Standard 1 (Foundations), which is described as follows:

> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

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/].

COURSE EXPECTATIONS
    ATTENDANCE POLICY

You are expected to arrive on time and attend all class sessions. Once you arrive to class, please remain in class for the duration of each session and participate actively throughout the session. Missing class due to unforeseen life events, may result in additional activities such as writing a three page paper which cites the Guidelines for Responsible Conduct (2004 ed.) as it relates to professional and ethical conduct.

    LATE ASSIGNMENT POLICY

Assignments are due at the start of class on the date provided on the syllabus. Late assignments will be deducted 10% of the total value of the assignment every week.

    BLACKBOARD

You have been enrolled in Blackboard for this course, and your username and password are the same as they were when you last used Blackboard. The web address for Blackboard is http://courses.gmu.edu.

    TASKSTREAM

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream via https://www.taskstream.com. Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN). See http://gse.gmu.edu/programs/sped/taskstream/ for detailed steps.

REQUIRED TEXTS

Austin, J., & Carr, J.E. (2000). *Handbook of Applied Behavior Analysis.* Reno, NV: Context Press.

Bailey, J., & Burch, M. (2009). *25 Essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness.* New York, NY: Routledge.

Luiselli, J.K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings.* Baltimore, MD: Paul H. Brookes Publishing.

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

From the Behavior Analyst Certification Board website (www.bacb.com), download and print:

1. Task List (4th Ed.)
2. Guidelines for Responsible Conduct (2004)
3. Disciplinary Standards

Additionally, this course is designed to perform in accordance with the following Guidelines for Responsible Conduct and Task List items set forth by the Behavior Analyst Certification Board:

Course Obj. #	Objective	BACB TL or GRC Item
1	Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis	TL 1-1
2	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.	TL 1-2
3	Interpret articles from the behavior analytic literature.	TL 2-7
4	Define and provide examples of contingency-shaped and rule-governed behavior and distinguish between examples of each	TL 3-19
5	Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.	TL 9-1
6	Use positive and negative reinforcement.	TL 9-2
7	Use positive and negative punishment.	TL 9-3
8	Use extinction.	TL 9-4
9	Use response-independent (time-based) schedules of reinforcement.	TL 9-5
10	Use differential reinforcement.	TL 9-6
11	Use instructions and rules.	TL 9-9
12	Use the matching law and recognize factors influencing choice.	TL 9-24
13	Reliance on scientific knowledge.	GRC 1.01
14	Competence.	GRC 1.03
15	Professional and scientific relationships.	GRC 1.06
16	Definition of client.	GRC 2.01
17	Responsibility.	GRC 2.02
18	Consultation.	GRC 2.03
19	Rights and prerogatives of clients.	GRC 2.05
20	Treatment efficacy.	GRC 2.09
21	Reinforcement / Punishment.	GRC 4.02
22	Avoiding harmful reinforcers.	GRC 4.03
23	Least restrictive procedures.	GRC 4.07
24	Designing competent training programs.	GRC 5.01
25	Limitations on training.	GRC 5.02
26	Affirming principles.	GRC 8.01
27	Disseminating behavior analysis.	GRC 8.02
28	Being familiar with GRC.	GRC 8.03
29	Discouraging misrepresentation by non-certified individuals.	GRC 8.04

COURSE REQUIREMENTS
Requirements, Performance Based Assessments, and Criteria for Evaluation

1. Attendance and Participation   10 points

The nature of this course requires active participation and discussion. You are expected to attend all class sessions, arrive on time, remain in class for the duration of each session, and to participate actively throughout the session. Up to 10 points may be earned.

2. Discussion Leader   30 points

Presenters must prepare a lesson based on the evening's readings that summarizes the content, defines behavioral principles, and provides application examples. These lessons may involve lecture, power point presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion and engage students about their topic among their classmates.

	Presenter:				**Points**
Criteria	1	2	3	4	
Organization	Behavior principles are not clearly defined, does not clearly summarize main points on topic area.	Behavior principles are vaguely defined, missing some main points on the topic area	Most of the behavior principles are defined, summarizes most of the research related to topic.	All behavior principles are defined clearly, summarizes all of the research related to topic	____
Content Knowledge	Presenter clearly did not read the materials and is not able to present information about the subject.	Presenter demonstrates less than half of the knowledge of topic area with explanations and application.	Presenter demonstrates most knowledge of topic area with explanations and application.	Presenter demonstrates full knowledge of topic area with explanations and application.	____
Activity/ Class involvement	Student used no activities to involve the class.	Student used activities that were not clearly related to information about the subject.	Activities somewhat supported information about the subject.	Activities clearly supported information about the subject.	____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	____
Comments:				**Total---->**	____/30

3. Ethics module   10 points

The Collaborative Institutional Training Initiative (CITI) is a web-based module that defines ethical research procedures and a university requirement for student researchers who wish to participate in the research community. For this course assignment, you will complete the **Responsible Conduct of Research (RCR)** course for the discipline strand, **social & behavioral research**. This CITI course which will cover ethical behavior and conduct has 9 required modules: (1) research misconduct, (2) data acquisition, management, sharing, and ownership, (3) publication practices and responsible authorship, (4) peer review, (5) mentor and trainee responsibilities, (6) using animal subjects in research, (7) human subjects, (8) conflicts of interest and commitment, and (9) collaborative research. Once the RCR course is complete, print the summary of completion and provide a copy to the instructor. You may also complete the other courses or disciplines strands for your own fun and leisure activity.

4. **Annotated Bibliography**   **10 points**

Based on your literature review, get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books. Whenever possible, try to get literature that spans a number of years so that you can read about the development of behavior analytic work on your topic. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Criteria	Points Earned	Possible Points
10 references provided		1
Relevance to topic is identified and clearly linked to ABA topic		2
Key findings are summarized clearly		4
Personal evaluation or critique demonstrates understanding and insight to research study, purpose, and rationale		3
		10

To do this assignment, first choose one topic from the list below.
Program Areas

- **AAB**: Applied Animal Behavior (i.e., Behavioral Techniques for Studying Welfare: the Horse as a Model)
- **AUT**: Autism (i.e., Social skills instruction, Incidental teaching, Precision teaching, Discrete trial teaching, video modeling, generalization of skills)
- **BPH**: Behavioral Pharmacology
- **CBM**: Clinical; Family; Behavioral Medicine (i.e., parent training, health and well-being)
- **CSE**: Community Interventions; Social and Ethical Issues (i.e., Distance Supervision for Difficult Cases in Behavior Analysis)
- **DDA**: Developmental Disabilities (i.e**.,** Assessment and Treatment of Elopement Utilizing a Trial-by-Trial Format, Analysis and treatment of pica, Assessment and treatment of self-injury, Assessment and treatment of pediatric feeding disorders

- **DEV**: Human Development (i.e., Rule-Governed Versus Contingency-Shaped Behavior Among Dementia)
- **EAB**: Experimental Analysis of Behavior (i.e., Effects of Shifts in Reinforcement Magnitude on Fixed-Consecutive-Number Performance in Rats)
- **EDC**: Education (i.e., direct instruction, positive behavior support, Procedural integrity of behavior management programs, Systems support; scaling up, team-based functional behavior assessments)
- **OBM**: Organizational Behavior Management (i.e., Using an Experience Sampling Method to Investigate How People Spend Their Time at Work, Performance feedback
- **OTH**: Other (i.e., Distinguishing between science and pseudoscience, Similarities and differences between applied behavior analysis and positive behavior support)
- **VRB**: Verbal Behavior (teaching procedures, Intraverbal behavior)

Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. Note: at least 80% of the references you use for your paper must be from behavior analytic journals or books. Recommended journals include the *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, Journal of Positive Behavior Interventions,* and *The Psychological Record*, although there are many other very good journals.

5. ABA Paper   30 points

Given the outline provided, write a literature review paper about your ABA topic. The paper will include an introduction in which you explain your topic and why it is noteworthy, hypothesis of the major themes, gaps in research knowledge, and conclusion.

What is known?	Explain what, based on the literature, is known about your topic. That is, summarize what is currently known.
What isn't known?	Identify at least two things about your topic that the literature has not addressed
What can we do about it?	For each concept that is not known, make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature.

Write your paper in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct. While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 10 or fewer. ***Late papers will be accepted, with a 10% penalty on total points earned for the paper.***

Criteria	Points Earned	Possible Points
Introduction is clearly and sequentially organized		2
and includes these components:		5

1) what is known 2) why the topic is important 3) what is not known- 4) hypothesis 5) purpose of paper		
Prior studies are described to support hypothesis		8
Key findings are summarized clearly		5
Conclusion includes areas for further research and relate to gaps in research		5
APA style and form		5
		30

NOTE: THE REVIEW PAPER IS YOUR SIGNATURE ASSIGNMENT, AND MUST BE SUBMITTED THROUGH TASKSTREAM. FAILURE TO DO SO WILL RESULT IN LOSS OF 10 POINTS ON YOUR FINAL SCORE FOR THE PAPER, AND AN INCOMPLETE FOR THE COURSE. TEN POINTS PER WEEK WILL BE DEDUCTED THEREAFTER. SHOULD YOU NOT SUBMIT YOUR PAPER THROUGH TASKSTREAM, YOU WILL RECEIVE A SCORE OF ZERO FOR THE PAPER AND AN F FOR THE COURSE.

6. Literature Review Presentation   10 points

Students will present their review papers as though they were being presented at a professional conference. Students must use appropriate visual and other aids, and must lead the class through their paper as though they were conducting a training session on the topic of the paper. Students may earn up to 10 points for accurately delivering the topic and involving the audience in the presentation.

Criteria	Points Earned	Possible Points
Organization Students presents information in logical sequence		4
Subject knowledge Students demonstrates full knowledge of topic area		4
Presentational skills Student presents information in a clear voice, body posture, and maintains eye contact		1
Visual presentation Information is presented using clear visual aids		1
		10

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

Description	Possible Points	Points earned
Attendance & Participation	10 points	

Discussion Leader	30 points	
Ethics module	10 points	
Annotated Bibliography	10 points	
ABA paper	30 points	
ABA paper presentation	10 points	/ 100 points

95 –100%	A	90 – 94%	A-	85 – 89%	B	80 – 84%	B-
70 – 79%	C	< 70%	F				

CLASS SESSION SCHEDULE

Class Date	Read Before Class	Presenters
Week 1 9/15/11	Syllabus List of ABA topics Discussion leader content areas	During class: 1) Review syllabus 2) Assign discussion leaders by week and review peer evaluation forms 3) Brainstorm and select ABA topics 4) Let's talk Behavior- review of principles of ABA Presenter: Park
Week 2 9/22/11	Competence in ABA, Ethics, and Daily Life B&B Ch 6 & 7	"Ethics in Research and Responsible Conduct as a Researcher" ● Ethical Behavior ● How to get started on your literature review: Research tools and searches ● Class activity: search for articles and complete article summary form ● Class activity: review access and completion of CITI modules
Week 3 9/29/11	JKL Ch 1 , 2, 3	Conceptual Foundations: Overview and evolution of antecedent-based interventions; establishing Operations and interventions Guest Speaker: Dr. Lee Kern Presenter 1: Presenter 2: Presenter 3:

		Ethics Module Due!
Week 4 10/6/11	JKL Ch 4, 8	Pediatric Feeding & Health related issues Guest Speaker: Dr. Carrie Borrero, BCBA-D Presenter 1: Presenter 2:
	Annotated Bibliography Due!	
Week 5 10/13/11	A & C 12 A & C 13 A & C 18	Organizational Behavior Management Guest Speaker: Dr. Kristy Lee Park, BCBA-D Presenter 1: Presenter 2: Presenter 3:
Week 6 10/20/11	JKL 6 JKL 9 JKL 11	Behavior interventions and Autism: stereotypy, communication-related, social skills Guest Speaker: Dr. Jessica Swain-Bradway Presenter 1: Presenter 2: Presenter 3:
Week 7 10/27/11	JKL 10 A&C 2 A&C 9	Behavior contributions to Brain Injury and behavior acquisitions Guest Speaker: Dr. Bonnie Carter Presenter 1: Presenter 2: Presenter 3: **Class activity: Peer editing**
Week 8 11/3/11	JKL 11 A&C 8 A&C 17	ABA application across settings: sport psychology, residential, and public schools Guest Speaker: Sara Cooner Presenter 1: Presenter 2: Presenter 3:

	ABA PAPER DUE
Week 9	Literature review presentations Submit your review papers for grading through Taskstream.

** Syllabus schedule is in draft form and may change due to discussion areas that may need more review.