

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

EDSE 619 Section X01
APPLIED BEHAVIOR ANALYSIS: PRINCIPLES, PROCEDURES, AND PHILOSOPHY
Summer 2012

Monday 21 May 2012 – Friday 27 July 2012

Synchronous (Live) Discussions on the following Tuesdays at 6:30 – 7:30 pm, US Eastern Time:
22 May 2012, 12 June 2012, 26 June 2012, 10 July 2012, and 24 July 2012
(Each student is required to participate in at least three)

PROFESSOR

Name: Theodore A. Hoch, Ed.D., B.C.B.A.-D.
Assistant Professor, College of Education and Human Development
Office: Room 102F, Finley Building
GMU / MS 1F2
4400 University Drive
Fairfax, Virginia 22030
USA
Phone: 703.993.5245 / 703/987.8928
e-mail: thoch@gmu.edu
Skype: drtheodorehoch
Office Hours: Tuesdays and Thursdays from 9:00 am – 11:00 am US Eastern Time, and by appointment

COURSE DESCRIPTION:

- A Prerequisites.** Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC), or to another Special Education Graduate program.
- B Description.** Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and 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 which are taken from the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*.

REQUIRED TEXTS and MATERIALS

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.

In addition, each student must have a reliable, high-speed internet connection, and must arrange for back-up computer and internet access before it is needed, should the need arise. Students will also need headphones and a microphone to use with their computers during synchronous class discussions. Headset headphones and microphones are available at most discount stores.

REQUIRED INTERNET ACCESSIBLE 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.

RECOMMENDED MATERIALS. BCBA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

BLACKBOARD. Your syllabus, quizzes, discussion board assignments, and other important information and events are available to you through Blackboard. Please access Blackboard through MasonLive. 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. 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 during the week for which they assigned. You will earn 2 points for each Item completed.

Quizzes. There are 134 quiz questions embedded into the lecture presentations you will view as part of this course. Most of the presentation segments end with one to seven quiz questions. You will receive 1 point for each correct quiz response. Missed quiz items may be repeated, but you must watch again the presentation segment of which that quiz question is a part to answer it a second time.

Online Flashcards. *These are available through the Anki tab on this course's blackboard site.* You will be assigned one or two sets of flash cards during most weeks. You are strongly encouraged to complete these assignments to mastery – responding correctly on each card in the deck in 30 seconds or less per deck (and, the faster, the better). These assignments will help you build fluency with some basic vocabulary and concepts that you will encounter throughout the Applied Behavior Analysis courses at George Mason University, and throughout your career as a Behavior Analyst. Fluent behavior (e.g., behavior that is correct, quickly – almost automatically) is generally more durable, likely to generalize, and likely to persist in the face of distraction than non-fluent behavior. Please practice every deck, as assigned, several times each day, until you are regularly completing each deck with 100% accuracy in fewer than 30 seconds. (Even shorter timings are better!)

Synchronous Discussions. You will participate in three synchronous (live) discussions as specified on the first page of this syllabus, and on page 6 of this syllabus. You will earn 10 points for participating in each discussion. (Please note, though, that participation points are contingent on speaking and contributing to the discussion – not solely on the basis of attendance.) You may not make up missed synchronous discussion points due to attendance without participation, or due to absence.

Module Tests. Modules 2 through 8 each end with a 15 multiple choice item Module Test. Test questions are based on content of your Cooper, Heron, and Heward text and on the content of the Module presentations. Please complete these tests only after completing the other portions of each respective module. Missed module test items may be retaken, but to do so, you must review your guided notes and text, and review the module presentations. Each module test item is worth one point toward your final grade.

Research Profile. This assignment will: 1) provide you 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 Sixth Edition style).
7. Deliver your report in 5 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 others' questions and comments.

Final Examination. You will take a 50 multiple choice item final exam online. This final exam, in Module 10, will become available to you at midnight US Eastern Time on Sunday 21 July, and will close at midnight US Eastern Time on Friday 27 July. You must complete this exam during this period of time. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to complete this 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 **NCATE Assessment 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

NOTE: Every student registered for any EDSE course with an NCATE assessment is required to submit this assessment to TASKSTREAM (regardless of whether the course is an elective, 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 assessment 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 Points Each	Number	Cumulative Total Possible
Discussion Board Items	2 points per Item	16 items	32 points
Embedded Module Quizzes	1 points per question	134 questions	166 points
Module Tests	15 points per test	8 tests	286 points
Synchronous Discussion	10 points per discussion	3 discussions	316 points
Research Profile	25 points	1 Profile	341 points
Final Exam	50 points	1 Exam	391 points

A = 372 - 391 points A- = 352 - 371 points B = 313 – 351 points C = 274 - 312 points
 F < 274 points

Extra Credit. Completing the following Behavior Development Solutions modules:

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

and e-mailing the certificates of completion for the module(s) to your instructor no later than midnight US Eastern Time on 27 July 2012 will earn 10 points of extra credit per certificate submitted. Information on purchasing a subscription to the Behavior Development Solutions Behavior Analyst Certification Exam study software can be found at www.behaviordevelopmentsolutions.com.

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 IL refers to the BACB's Task List.

Date	Topics / Objectives	Assignment
Module 1 Available beginning 21 May 12	Orientation to Applied Behavior Analysis, Behavior Analyst Certification, and the GMU Behavior Analysis Certificate Program; Syllabus Review	Complete Quiz Questions no later than 27 May 12 Complete Pretest no later than 27 May 12
Module 2 Available beginning 27 May 12	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 1 & 2, and <u>AB</u> Introduction & Ch. 1. • Complete the first two Discussion Board (DB) Items no later than 3 June 12 • Complete quizzes no later than 3 June 12 • Complete module test no later than 3 June 12 • Master Flashcards Deck 1
Module 3 Available beginning 3 June 12	Operant behavior and operant conditioning; positive and negative reinforcement; positive and negative punishment	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 11, 12, 14, & 15, and <u>AB</u> Ch. 2 & 3 • Complete DB 3 & 4 no later than 10 June 12 • Complete quizzes no later than 10 June 12 • Complete module test no later than 10 June 12 • Master Flashcards decks 2 & 3
Module 4 Available beginning 10 June 12	Operant and Respondent Extinction; Alternative methods of producing operant extinction effects	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 17 & 21, and <u>AB</u> Ch. 4 & 5 • Complete DB 5 & 6 no later than 17 June 12 • Complete quizzes no later than 17 June 12 • Complete module test no later than 17 June 12 • Master Flashcards decks 4 & 5
Module 5 Available beginning 17 June 12	Schedules of Reinforcement; Differential Reinforcement	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 13 & 22, and <u>AB</u> Ch. 6 & 7 • Complete DB 7 & 8 no later than 24 June 12 • Complete quizzes no later than 24 June 12 • Complete module test no later than 24 June 12 • Master Flashcards decks 6 & 7
Module 6 Available beginning 24 June 12	Motivating Operations	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 9 & 16, and <u>AB</u> Ch. 8 & 9 • Complete DB 9 & 10 no later than 1 July 12 • Complete quizzes no later than 1 July 12 • Complete module test no later than 1 July 12 • Master Flashcards decks 8 & 9

Module 7 Available beginning 1 July 12	Instructions; Prompting and Prompt Fading; Discrimination; Conditional Discrimination	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 18 and <u>AB</u> Ch. 10 & 11 • Complete DB 11 & 12 no later than 8 July 12 • Complete quizzes no later than 8 July 12 • Complete module test no later than 8 July 12 • Master Flashcards decks 10 & 11
Module 8 Available beginning 8 July 12	Instructions; Compliance; Shaping; Chaining	<ul style="list-style-type: none"> • Review <u>ABA</u> Ch. 17, Read <u>ABA</u> Ch. 19 & 20, <u>AB</u> Ch. 12, 13, and 14 • Complete DB 13 & 14 no later than 15 July 12 • Complete quizzes no later than 15 July 12 • Complete module test no later than 15 July 12 • Master Flashcards deck 12
Module 9 Available Beginning 15 July 12	Discrimination; Conditional Discrimination; Stimulus Equivalence	<ul style="list-style-type: none"> • Complete DB 15 & 16 no later than 22 July 12 • Complete quizzes no later than 22 July 12
Module 10 Available beginning 22 July 12	Final Exam.	Complete online no later than midnight US Eastern Time on 27 July 12. All retaken quizzes must be retaken by midnight US Eastern Time on 27 July 12

Schedule of Synchronous Meetings. Each student must sign up for and participate in either Meeting 1 or Meeting 2. Each student must then sign up and participate in two meetings from Meeting 3, Meeting 4, and Meeting 5. Meetings 4 and 5 will be for Research Profile Presentations. Choose the meetings in which you will participate by responding to the Doodle Poll invitation your instructor will send to you. To participate in a synchronous meeting, log into Blackboard and access our course's site. Next, click on Tools (from the tool bar on the left). Click on Blackboard Collaborate. Next, select the conversation for which you scheduled yourself. Note: You will need headphones and a microphone for your computer to participate in these conversations. These may be purchased at most discount stores in their electronics departments.

Date and Time	Topic
Tuesday 22 May 2012, 6:30 pm, US Eastern Time	Behavior Analyst Certification, Careers in Applied Behavior Analysis, this course and course sequence, and student initiated topics and questions
Tuesday 12 June 2012, 6:30 pm, US Eastern Time	Behavior Analyst Certification, Careers in Applied Behavior Analysis, this course and course sequence, and student initiated topics and questions
Tuesday 26 June 2012, 6:30 pm, US Eastern Time	Research Profile Presentations; Discussion of Course content; Student initiated topics and questions
Tuesday 10 July 2012, 6:30 pm, US Eastern Time	Research Profile Presentations; Discussion of Course Content; Student initiated topics and questions

Tuesday 24 July 2012, 6:30 pm, US Eastern Time	Research Profile Presentations; Discussion of Course Content; Student initiated topics and questions
---	--

Contacting your instructor. Dr. Hoch is available through his office phone (703.993.5245), by cell phone (703.987.8928, if Dr. Hoch is not in his office, and the matter cannot wait), by e-mail (thoch@gmu.edu), and by appointment through skype or Blackboard Collaborate.

Late Work Submission Policy / Late Discussion Participation Policy. Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. No work may be edited or submitted after 27 July 2012 at midnight, US Eastern Time.

Students may not reschedule missed Synchronous Discussion or Research Profile presentation without approval from their professor that is requested at least 24 hours in advance of the scheduled Discussion or Profile presentation.

The Final Exam is available only between midnight on 21 July 2012 and midnight on 27 July 2012, both US Eastern Time. Students will not have access to this exam before or after those times.

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/>].

CEHD Values Statement

The College of Education & 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/>