



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

EDSE 621-5S2: *Applied Behavior Analysis: Empirical Bases*

CRN: 79802, 3 - Credit(s)

Fall 2012

Instructor: Dr. Theodore Hoch	Meeting Dates: 08/27/12 - 12/19/12
Phone: 703.993.5245	Meeting Day(s): Thursday
E-Mail: thoch@gmu.edu	Meeting Times: 4:30pm - 7:10pm
Office Hours: Monday and Thursday from 1:30 – 3:30 pm (Office and Blackboard Collaborate)	Meeting Location: Kellar Annex, Room 102 3708 University Drive, Fairfax, VA 22030

Course Description:

Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

Prerequisite(s): EDSE 619

Corequisite(s): EDSE 619

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes:

Upon completion of this course, students will be able to:

- Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.
- Define, describe, identify, exemplify, and use direct measures of behavior.
- Define, describe, identify, exemplify, and use indirect measures of behavior.
- Construct and interpret equal interval graphs.
- Construct and interpret standard acceleration charts.
- Describe, identify, and exemplify single subject experimental design.
- Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
- Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
- Describe, identify, and exemplify ethical factors regarding data collection, data management, and data based decision making as described by the Guidelines for Responsible Conduct and the Disciplinary Standards.
- Read, interpret, and evaluate articles from the behavior analytic literature.

Required Textbooks:

Bailey, J.S., & Burch, M.B. (2011). *Ethics for behavior analysts: 2nd expanded edition*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 978-0-415-88030-5.

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-4192-X.

Recommended Textbooks:

None, although those wishing to complete the optional, extra credit assignment listed on page 6 of this document will need to purchase a subscription to the BCBA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

Required Materials:

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.

Additional Readings:

Articles listed below published in the *Journal of Applied Behavior Analysis* may be downloaded directly from the journal's website at <http://www.ncbi.nlm.nih.gov/pmc/journals/309/> . To obtain articles from the list published in other journals:

1. Go to the GMU library website at <http://library.gmu.edu/> .
2. Click on Databases.
3. Scroll down to, and click on Psych Info.
4. Type in the title or other relevant information in the search term boxes.
5. Hit Search.
6. Locate the reference for the article in the resulting list.
 - a. If there is a doi number with the reference, click on it. A pdf of the article will appear shortly.
 - b. If there is no doi number, click on MasonLink.
 - i. Select the article from the information that pops up next, or
 - ii. Request a copy of the article through interlibrary loan if it is not available through our library.
7. Alternatively, you may visit or phone the Fenwick library (703.993.2250) on the GMU Fairfax, Virginia campus and ask a librarian for assistance.

Single subject design methodology:

Dermer, M.L., & Hoch, T.A. (1999). Improving descriptions of single-subject experiments in research texts written for undergraduates. *Psychological Record*, 49 (1), 49-66.

McGonigle, J.J., Rojahn, J., Dixon, J., & Strain, P.S. (1987). Multiple treatment interference in the alternating treatments design as a function of the intercomponent interval length. *Journal of Applied Behavior Analysis*, 20 (2), 171-178.

Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. *Education and Treatment of Children*, 8 (1), 67-76.

Watson, J.E., Singh, N.N., & Winton, A.S. (1985). Comparing interventions using the alternating treatments design. *Behaviour Change*, 2 (1), 13-20.

Automatically reinforced behavior:

Contrucci Kuhn, S.A., & Triggs, M. Analysis of social variables when an initial functional analysis indicates automatic reinforcement as the maintaining variable for self-injurious behavior. *Journal of Applied Behavior Analysis*, 42 (3), 679-683.

Falcomata, T.S., Roane, H.S., Hovanetz, A.N., Kettering, T.L., & Keeney, K.M. (2004). An evaluation of response cost in the treatment of inappropriate vocalizations maintained by automatic reinforcement. *Journal of Applied Behavior Analysis, 37* (1), 83-87.

Groskreutz, M.P.I, Groskreutz, N.C., & Higbee, T.S. (2011). Response competition and stimulus preference in the treatment of automatically reinforced behavior: A comparison. *Journal of Applied Behavior Analysis, 44* (1), 211 – 215.

Ing, A.D., Roane, H.S., & Veenstra, R.A. (2011). Functional analysis and treatment of coprophagia. *Journal of Applied Behavior Analysis, 44* (1), 151 – 155.

Rapp, J.T. (2006). Toward an empirical method for identifying matched stimulation for automatically reinforced behavior: A preliminary investigation. *Journal of Applied Behavior Analysis, 39* (1), 137-140.

College instruction:

Critchfield, T.S., & Fienup, D.M. (2010). Using stimulus equivalence technology to teach statistical inference in a group setting. *Journal of Applied Behavior Analysis, 43* (4), 763-768.

Fienup, D.M., Hamelin, J., Reyes-Giordano, K., & Falcomata, T.S. (2011). College-level instruction: Derived relations and programmed instruction. *Journal of Applied Behavior Analysis, 44* (2), 413-416.

Perrin, C.J., Miller, N., Haberman, A.T., Ivy, J.W., Meindl, J.N., & Neef, N.A. (2011). Measuring and reducing college students' procrastination. *Journal of Applied Behavior Analysis, 44* (3), 463-474.

Saville, B.K., Zinn, T.E., Neef, N.A., Van Norman, R., & Ferreri, S.J. (2006). A comparison of interteaching and lecture in the college classroom. *Journal of Applied Behavior Analysis, 39* (1), 49-61.

Walker, B.D., Rehfeldt, R.A., & Ninness, C. (2010). Using the stimulus equivalence paradigm to teach course material in an undergraduate rehabilitation course. *Journal of Applied Behavior Analysis, 43* (615-633).

Community applications:

Belfiore, P.J., Browder, D.M., & Mace, F.C. (1993). Effects of community and center-based settings on the alertness of persons with profound mental retardation. *Journal of Applied Behavior Analysis, 26* (3), 401-402.

Cope, J.G., & Allred, L.J. (1991). Community intervention to deter illegal parking in spaces reserved for the physically disabled. *Journal of Applied Behavior Analysis, 24* (4), 687-693.

Ledgerwood, D.M., Alessi, S.M., Hanson, T., Godley, M.D., & Petry, N.M. (2008). Contingency management for attendance to group substance abuse treatment

administered by clinicians in community clinics. *Journal of Applied Behavior Analysis*, 41 (4), 517-526.

Manuel, J.C., Sunseri, M.A., Olson, R., & Scolari, M. (2007). A diagnostic approach to increase reusable dinnerware selection in a cafeteria. *Journal of Applied Behavior Analysis*, 40 (2), 301-310.

O'Connor, R.T., Lerman, D.C., Fritz, J.N., & Hodde, H.B. (2010). Effects of number and location of bins on plastic recycling at a university. *Journal of Applied Behavior Analysis*, 43 (4), 711-715.

Compliance:

Normand, M.P., & Beaulieu, L. (2011). Further evaluation of response-independent delivery of preferred stimuli and child compliance. *Journal of Applied Behavior Analysis*, 44 (3), 665 – 669.

Normand, M.P., Kestner, K., & Jessel, J. (2010). An analysis of stimuli that influence compliance during the high-probability instruction sequence. *Journal of Applied Behavior Analysis*, 43 (4), 735-738.

Schiff, A., Tarbox, J., Lanagan, T., & Farag, P. (2011). Establishing compliance with liquid medication administration in a child with autism. *Journal of Applied Behavior Analysis*, 44 (2), 381-385.

Stephenson, K.M., & Hanley, G.P. (2010). Preschoolers' compliance with simple instructions: A descriptive and experimental evaluation. *Journal of Applied Behavior Analysis*, 43 (2), 229-247.

Wilder, D.A., Allison, J., Nicholson, K., Abellon, O.E., & Saulnier, R. (2010). Further evaluation of antecedent interventions on compliance: The effects of rationales to increase compliance among preschoolers. *Journal of Applied Behavior Analysis*, 43 (4), 601-613.

Driver safety:

Arnold, M.L., & Van Houten, R. (2011). Increasing following headway with prompts, goal setting, and feedback in a driving simulator. *Journal of Applied Behavior Analysis*, 44(2), 245-254.

Clayton, M., Helms, B., & Simpson, C. (2006). Active prompting to decrease cell phone use and increase seat belt use while driving. *Journal of Applied Behavior Analysis*, 39 (3), 341-349.

Crowley-Koch, B.J., Van Houten, R., & Lim, W. (2011). Effects of pedestrian prompts on motorist yielding at crosswalks. *Journal of Applied Behavior Analysis*, 44 (1), 121-126.

Van Houten, R., Hilton, B., Schulman, R., & Reagan, I. (2011). Using accelerator pedal force to increase seat belt use of service vehicle drivers. *Journal of Applied Behavior Analysis, 44* (1), 41 – 49.

VanWagner, M., Van Houten, R., & Betts, B. (2011). The effects of a rectangular rapid-flashing beacon on vehicle speed. *Journal of Applied Behavior Analysis, 44* (3), 629-633.

Education:

Hofstadter-Duke, K.L., & Daly, E.J. (2011). Improving oral reading fluency with a peer mediated intervention. *Journal of Applied Behavior Analysis, 44* (3), 641-646.

Lannie, A.L., & Martens, B.K. (2004). Effects of task difficulty and type of contingency on students' allocation of responding to math worksheets. *Journal of Applied Behavior Analysis, 37* (1), 53-65.

Melchiori, L.E., deSouza, D.G., & deRose, J.C. (2000). Reading, equivalence, and recombination with students with different learning histories. *Journal of Applied Behavior Analysis, 33* (1), 97-100.

Moore, J.W., & Edwards, R.P. (2003). An analysis of aversive stimuli in classroom demand contexts. *Journal of Applied Behavior Analysis, 36* (3), 339-348.

Resetar, J.L., & Noell, G.H. (2008). Evaluating preference assessments for use in the general education population. *Journal of Applied Behavior Analysis, 41* (3), 447-451.

Functional analysis methodology:

Bloom, S.E., Iwata, B.A., Fritz, J.N., Roscoe, E.M., & Carreau, A.B. (2011). Classroom application of a trial based functional analysis. *Journal of Applied Behavior Analysis, 44* (1), 19-31.

Dicesare, A., McAdam, D.B., Toner, A., & Varrell, J. (2005). The effects of methylphenidate on a functional analysis of disruptive behavior: A replication and extension. *Journal of Applied Behavior Analysis, 38* (1), 125-128.

Langthorne, P., & McGill, P. (2011). Assessing the social acceptability of the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 44* (2), 403-407.

Piazza, C.C., Fisher, W.W., Brown, K.A., Shore, B.A., Patel, M.R., Katz, R.M., Sevin, B.M., Gulotta, C.S., & Blakely-Smith, A. (2003). Functional analysis of inappropriate mealtime behaviors. *Journal of Applied Behavior Analysis, 36* (2), 187-204.

Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafos, J. (2011). Effects of motivating operations on problem behavior and academic behavior in classrooms. *Journal of Applied Behavior Analysis, 44* (1), 187-192.

Geriatrics:

Buchanan, J.A., & Fisher, J.E. (2002). Functional assessment and noncontingent reinforcement in the treatment of disruptive vocalization in elderly dementia patients. *Journal of Applied Behavior Analysis, 35* (1), 99-103.

Burgio, L.D., & Burgio, K.L. (1986). Behavioral gerontology: Application of behavioral methods to the problems of older adults. *Journal of Applied Behavior Analysis, 19* (4), 321-328.

Dwyer-Moore, K.J., & Dixon, M.R. (2007). Functional analysis and treatment of problem behavior of elderly adults in long-term care. *Journal of Applied Behavior Analysis, 40* (4), 679-683.

Gallagher, S.M., & Keenan, M. (2000). Independent use of activity materials by the elderly in a residential setting. *Journal of Applied Behavior Analysis, 33* (3), 325-328.

Trahan, M.A., Kahng, S.W., Fisher, A.B., & Hausman, N.L. (2011). Behavior analytic research on dementia in older adults. *Journal of Applied Behavior Analysis, 44* (3), 687-691.

Parenting:

Allen, K.D., & Warzak, W.J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis, 33* (3), 373-391.

Gortmaker, V.J., Daly, E.J., McCurdy, M., Persampieri, M.J., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: Using brief experimental analysis to develop parent-tutoring interventions. *Journal of Applied Behavior Analysis, 40* (2), 203-221.

Lafasakis, M., & Sturmey, P. (2007). Training parent implementation of discrete-trial teaching: Effects on generalization of parent teaching and child correct responding. *Journal of Applied Behavior Analysis, 40* (4), 685-689.

Phaneuf, L., & McIntyre, L.L. (2007). Effects of individualized video feedback combined with group parent training on inappropriate maternal behavior. *Journal of Applied Behavior Analysis, 40* (4), 737-741.

Thompson, R.H., Bruzek, J.L., & Cotnoir-Bichelman, N.M. (2011). The role of negative reinforcement in infant caregiving: An experimental simulation. *Journal of Applied Behavior Analysis, 44* (2), 295 – 304.

Psychiatric issues:

Dozier, C.L., Iwata, B.A., & Worsdell, A.S. (2011). Assessment and treatment of foot-shoe fetish displayed by a man with autism. *Journal of Applied Behavior Analysis, 44* (1), 133-137.

Lang, R., Regeister, A., Mulloy, A., Rispoli, M., & Botout, A. (2011). Behavioral intervention to treat selective mutism across multiple social situations and community settings. *Journal of Applied Behavior Analysis, 44* (3), 623-628.

Reyes, J.R., Vollmer, T.R., & Hall, A. (2011). Replications and extensions in arousal assessment for sex offenders with developmental disabilities. *Journal of Applied Behavior Analysis, 44* (2), 369-373.

Sparling, J., Wilder, D.A., Kondash, J., Boyle, M., & Compton, M. (2011). Effects of interviewer behavior on accuracy of children's responses. *Journal of Applied Behavior Analysis, 44* (3), 587-592.

Travis, R., & Sturmey, P. (2010). Functional analysis and treatment of the delusional statements of a man with multiple disabilities: A four year follow-up. *Journal of applied Behavior Analysis, 43* (4), 745-749.

Sports applications:

Reed, D.D., Critchfield, T.S., & Martens, B.K. (2006). The generalized matching law in elite sport competition: Play calling as operant choice. *Journal of Applied Behavior Analysis, 39* (3), 281-297.

Smith, S.L., & Ward, P. (2006). Behavioral interventions to improve performance in collegiate football. *Journal of Applied Behavior Analysis, 39* (3), 385-391.

Stokes, J.V., Luiselli, J.K., & Reed, D.D. (2010). A behavioral intervention for teaching tackling skills to high school football athletes. *Journal of Applied Behavior Analysis, 43* (3), 509 – 512.

Stokes, J.V., Luiselli, J.K., Reed, D.D., & Fleming, R.K. (2010). Behavioral coaching to improve offensive line pass-blocking skills of high school athletes. *Journal of Applied Behavior Analysis, 43* (3), 463-472.

Vollmer, T.R., & Bourret, J. (2000). An application of the matching law to evaluate the allocation of two-and three-point shots by college basketball players. *Journal of Applied Behavior Analysis, 33* (2), 137-150.

Course's 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> . 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 Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more

information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 8: Assessment. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC and/or BACB standards.

Policies (Attendance and Late Work Policies):

Attendance Policy: You are expected to participate in each class discussion. If you have questions, ask them. If you have a response to another student's question, offer it. If you have a comment, make it. You will only learn by behaving, and the more do in class, the more opportunities you'll have for your behavior to be shaped. No points for in-class activities missed due to absence may be made up.

Late Work Policy: All work is due on the dates listed in the table that appears later in this syllabus. Work submitted after the due date appearing in this syllabus will be assessed a 10% of possible points penalty. For example, a problem set submitted late, for which 10 points were originally possible, will have 1 point (10% of the total possible, original points) deducted from its score. No work will be accepted after the date of the final exam.

Grading Scale:

A = 377 - 397 points

A- = 357 - 376 points

B = 317 - 356 points

C = 278 - 316 points

F < 277 points

Schedule:

The assignments that appear in the schedule below are described as follows:

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements and Performance-Based Assessment

Blackboard Discussion Board Items. For weeks indicated below, in conjunction with your readings from *Controversial therapies for developmental disabilities*, respond to the week's two Discussion Board items. To respond, first do the assigned reading. Next, go to the week's Discussion Board items on Blackboard. Read your instructor's question and your classmates' responses. Respond directly to the your instructor's question, or to content posted by your classmates. Posts must be made during the weeks for which they are assigned. You will earn 2 points for each post made on time. Late posts earn 1 point.

SAFMEDS Demonstrations. At the beginning of each class session, you will privately demonstrate fluency with the SAFMEDS terms assigned for that week by responding

correctly to each card within the specified time limit. Five points are earned for responding correctly to all cards within the specified time limit; four points for responding correctly to each card in more than the specified amount of time.

Problem Sets. You will complete these per instructions contained on each problem set, and submit them at the beginning of the sessions for which they are indicated as due in the schedule below. A total of 10 points is possible for each correctly completed Problem Set submitted on time; up to 9 points for those submitted late. ***Incorrect responses may be corrected and resubmitted once, for up to 1/2 credit for each corrected response.*** Corrected problem sets will be accepted up to the time of the final examination; none will be accepted afterward.

Ethical Dilemmas. During six course sessions, students will be assigned to one of six groups. Each group will be presented with an ethical dilemma and a series of questions. The group will work through the dilemma and questions, and will present their thoughts and potential courses of action to the class. Each member participating in a discussion will earn 5 points per discussion.

Make Your Own Experiment. The each class member will be assigned to a group. Each group will be assigned two scenarios: one applied scenario and one basic research scenario. For each, you will be asked to:

1. develop a Declaration of Professional Practice (for the applied scenario) based on the sample in the *Bailey & Burch text* **or** an informed consent form for participants, based on the BACB Guidelines for Responsible Conduct (2 points);
2. develop a behavioral definition for the identified problem behavior (1 point);
3. select a measure for the behavior of interest (and give the rationale for selecting this measure) (1 point);
4. develop a recording form for collecting data (2 points);
5. write step by step instructions for collecting data (2 points);
6. select a design that will best answer the question asked (and give the rationale for that design) (2 points);
7. describe, step by step, how you will implement that design, indicating:
 - a. How you will begin baseline data collection (1 point);
 - b. Decision rules for introducing your intervention (1 point);
 - c. Decision rules for withdrawing and for reintroducing your intervention (if appropriate) or for introducing your intervention in another setting (or for another therapist, subject, behavior, etc.) (if appropriate) (1 point); and
 - d. How you will control for relevant threats to internal validity (1 point)
8. Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose (2 points).
9. Each group will present their experiments to the class for peer review. A total of 16 points is possible for each experiment presented.

Research Worksheets. The Research Worksheet outline will be available on Blackboard, in Course Documents. You will select one set of articles from the list appearing earlier in this syllabus (other than the Single Subject Design Methodology articles) and complete a research worksheet for each article in that set (completing five

research worksheets in all). Research worksheets are due no later than at the beginning of the course sessions indicated below. Worksheets turned in on time or early can earn a total of 10 possible points each; those turned in late can earn up to 9 points each.

Final Examination. This test will consist of 50 items, and will be given as a pretest on the first night of class, and as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class. After scoring the pretest, your instructor will provide you with a breakdown of your scores per content area addressed by the test.

Assignment Type	Possible Points per Instance	Number of Instances	Points Possible for Assignment Type	Cumulative Points
Discussion Board Items	2 points per Item	26 Items	52 points possible	52 points possible
SAFMEDS	5 points per Demonstration	13 Demonstrations	65 points possible	117 points possible
Problem Sets	10 points Set	8 Sets	80 points possible	197 points possible
Research Worksheets	10 points per Worksheet	5 Worksheets	50 points possible	247 points possible
CITI Training	10 points per Completion Certificate	1 Completion Certificate	10 points possible	287 points possible
Ethical Dilemma Discussion	5 points per Discussion	6 Discussions	30 points possible	317 points possible
Make Your Own Experiment	16 points per Experiment	2 Experiments	32 points possible	347 points possible
Final Exam	50 points per Exam	1 Exam	50 points possible	397 points possible

A = 377 - 397 points; A- = 357 - 376 points; B = 317 - 356 points;

C = 278 - 316 points; F < 277 points

Extra Credit. Completing the following Behavior Development Solutions modules:

- ❖ Experimental Evaluation of Interventions
- ❖ Measurement of Behavior

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.

Alternatively, one may complete research worksheets for an additional content area from the content areas listed earlier in this syllabus, submitting them no later than midnight on 17 December 2012, for up to 4 points per worksheet. Should one choose this option, one

must complete a research worksheet for each of the five articles in the content area, and must submit all five, for a total of 20 possible points.

In the table below, ABA refers to the Cooper, Heron, and Heward text (*Applied Behavior Analysis*), Ethics to the *Ethics for Behavior Analysts* text, and CT refers to the *Controversial Therapies* text.

Date	Topic / Objectives	Assignments Due / Activities
30 August 2012 Week 1	Introduction to Course Syllabus Review Pretest	<ul style="list-style-type: none"> • Print Syllabus • Pretest
6 September 2012 Week 2	Introduction to Single-subject design	<ul style="list-style-type: none"> • Read <u>CT</u> Ch 1 and 2 • Read <u>Ethics</u> Preface & Ch 1 • Read <u>ABA</u> Ch 1, pp. 65 – 69 • Demonstrate SAFMEDS Set 1 • Complete all activities and assignments in Module 2 Folder
13 September 2012 Week 3	Measurement – Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity	<ul style="list-style-type: none"> • Read <u>CT</u> Ch 3 and 4 • Read <u>ABA</u> pp. 73 – 80, 83 - 90 • Read <u>Ethics</u> Ch 2 • Demonstrate SAFMEDS Set 2 • Complete all activities and assignments in Module 3 Folder
20 September 2012 Week 4	Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage intervals occurrence, permanent products, and other estimates; Selecting appropriate measures; General data collection issues	<ul style="list-style-type: none"> • Problem Set 1 Due • Read <u>CT</u> Ch 5 and 6 • Read <u>Ethics</u> Ch 3 and 4 • Read <u>ABA</u> pp. 81 – 82, 85 – 87, 90 – 100 • Demonstrate SAFMEDS Set 3 • Complete all activities and assignments in Module 4 Folder
27 September 2012 Week 5	Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs	<ul style="list-style-type: none"> • Problem Set 2 Due • Read <u>CT</u> Ch 7 and 8 • Read <u>ABA</u> Ch 6 • Read <u>Ethics</u> Ch 5 • Demonstrate SAFMEDS Set 4 • Complete all activities and assignments in Module 5 Folder
4 October 2012	Standard Behavior Charts	<ul style="list-style-type: none"> • Problem Set 3 Due • Read <u>CT</u> Ch 9 and 10 • <u>Ethics</u> Ch 6 and 7

Week 6		<ul style="list-style-type: none"> • Read <u>ABA</u> Ch 7 • Demonstrate SAFMEDS Set 5 • Complete all activities and assignments in Module 6 Folder
11 October 2012 Week 7	Introduction to Experimental Analysis; Internal and External Validity; Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis	<ul style="list-style-type: none"> • Problem Set 4 Due • Read <u>CT</u> Ch 11 and 12 • Read <u>ABA</u> pp. 177 – 186 • Read <u>Ethics</u> Ch 8 and 9 • Demonstrate SAFMEDS Set 6 • Complete all activities and assignments in Module 7 Folder
18 October 2012 Week 8	Alternating Treatments and Pairwise Comparison Designs	<ul style="list-style-type: none"> • Problem Set 5 Due • Read <u>Ethics</u> Ch 10 • Read <u>CT</u> Ch 13 and 14 • Read <u>ABA</u> pp. 187 - 194; Watson et al. (1985), Sindelar et al. (1985), & McGonigle et al. (1987) • Demonstrate SAFMEDS Set 7 • Complete all activities and assignments in Module 8 Folder
25 October 2012 Week 9	Multiple Baseline and Multiple Probe Designs	<ul style="list-style-type: none"> • Problem Set 6 Due • Read <u>CT</u> Ch 15 and 16 • Read <u>ABA</u> Ch 9 • Read <u>Ethics</u> Ch 11 • Demonstrate SAFMEDS Set 8 • Complete all activities and assignments in the Module 9 Folder
1 November 2012 Week 10	General Issues in Measurement and Experimental Design – Review of Designs and Functional Control	<ul style="list-style-type: none"> • Problem Set 7 Due • Read <u>CT</u> Ch 17 and 18; Respond to Discussion Board Items 17 and 18 on Blackboard • Read <u>ABA</u> Ch 5, 10 • Read <u>Ethics</u> Ch 12 • Demonstrate SAFMEDS Set 9 • Complete all activities and assignments in Module 10 Folder
8 November 2012 Week 11	Empirically supported interventions; Working with Teachers and others to get data-based decision making into their work	<ul style="list-style-type: none"> • Problem Set 8 Due • Read <u>Ethics</u> Ch 13 and 14 • Read <u>CT</u> Ch 19 and 20 • Demonstrate SAFMEDS Set 10 • Complete all activities and assignments in Module 11 Folder
15 November	Research Ethics and Participant	<ul style="list-style-type: none"> • Read <u>Ethics</u> Ch 15 and 16 • Read <u>CT</u> Ch 21 and 22

2012 Week 12	Protection	<ul style="list-style-type: none"> • Demonstrate SAFMEDS Set 11 • Complete all activities and assignments in Module 12 Folder
29 November 2012 Week 13	Make Your Own Experiment Week!	<ul style="list-style-type: none"> • Read <u>Ethics</u> Ch 17, 18, and 19 • Read <u>CT</u> chapters 23 and 24 • Demonstrate SAFMEDS Set 12 • Complete all activities and assignments in Module 13 Folder
6 December 2012 Week 14	Measuring psychiatric symptoms and medication effects	<ul style="list-style-type: none"> • Read <u>CT</u> Chapters 25 and 26 • Read <u>Ethics</u> Chapters 10 & 12 • Demonstrate SAFMEDS Set 13 • Complete all activities and assignments in Module 14 Folder
13 December 2012 Week 15	Final Exam	<ul style="list-style-type: none"> • EXTRA CREDIT! Read <u>CT</u> Chapters 27 and 28; Respond to Discussion Board Items 27 and 28 on Blackboard • Submit all revisions and extra credit certificates no later than midnight on 13 December 2012

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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/Revised> 06/25/12

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

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*