



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

Fall 2013

EDSE 621 682: Applied Behavior Analysis: Empirical Bases
CRN: 81355, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 10/21/2013 - 12/16/2013 (9 weekly asynchronous sessions)
Phone: 703.993.5251 Skype: Hellokristypark	Meeting Day(s): 5 synchronous times on these dates: 10/21/13, 11/4/13, 11/18/13, 12/2/13, 12/16/13
E-Mail: kparke@gmu.edu	Meeting Time(s): 4:30 – 5:30 (5 synchronous dates)
Office Hours: Mondays 5:30 – 7:30 and by appointment	Meeting Location: Blackboard Collaborate

***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.*

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

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 celeration 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

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

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.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete

digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Required Resources

You will need a copy of the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*. Download both from the Board's website at www.bacb.com.

Course Relationships 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.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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. [See <http://cehd.gmu.edu/values/>]

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 Policies & Expectations

Attendance.

There are 9 weekly sessions for this course. Please complete each weekly packet during the weekly time frame. For the 5 synchronous meetings held Mondays at 4:30 – 5:30 please log into Blackboard Collaborate and be ready to participate at the scheduled time.

Late Work.

Assignments are due at the start of class the day the assignment is due. Work submitted after the due date will be assessed a 10% possible point reduction on a weekly basis.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, Make Your Own Experiment and Final Exam Feedback to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to

TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

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

EDSE 621 Course Requirements	Possible Points	Earned Points
<u>Make your own experiment</u> (Upload to TASKSTREAM)	25	
<u>Final Exam</u> (Upload feedback form to TASKSTREAM)	25	
<u>Discussion Board</u> (7 responses, each worth 2 points)	14	
<u>SAFMEDS</u> (7 SAFMEDS each worth 1 point)	7	
<u>Problem Sets</u> (7 problem sets each worth 2 points)	14	
<u>Research Worksheets</u> (3 worksheets each worth 5 points)	15	
Total	100	

Assignments

NCATE/TaskStream Assignments.

Make Your Own Experiment

Given a hypothetical scenario, you will define, describe, and exemplify the use of data-based decision making in a single subject research design. As you identify, measure, and assess

behaviors, you will incorporate ethical and professional guidelines outlined by the BACB. The components of the assignment are listed in the evaluation rubric.

Make Your Own Experiment Rubric	Possible Points	Points Earns
<p>Document professional services based on the BACB Guidelines for Responsible Conduct by describing with operational detail on the following:</p> <ul style="list-style-type: none"> -2.0 Behavior analyst responsibility to clients (2 points) -3.0 Assessing Behavior (1 point) 	3	
<p>Define behavior that is</p> <ul style="list-style-type: none"> - observable terms (1 point) and - measurable terms (1 point) 	2	
<p>Select a measure for the behavior of interest (1 point)</p> <p>Accurate rationale for selecting this measure (1 points)</p>	2	
<p>Develop a recording form for collecting data</p> <ul style="list-style-type: none"> - Data sheet includes all relevant information (3 points) 	3	
<p>Step by step instructions for collecting data</p> <ul style="list-style-type: none"> - Inclusiveness of all steps (2points) - Clarity of directions (1 point) 	3	
<p>Selection of a single subject research design (1 point)</p> <p>Accurate rationale for that design (1 points)</p>	2	
<p>Describe how and how long you will collect baseline data (i.e., decision rule for when to introduce the intervention)</p> <ul style="list-style-type: none"> - Description of baseline logic (1 point) - Decision rule for when to introduce intervention 1 point) 	2	
<p>Describe how you will implement the single subject research design and how functional control is determined</p> <ul style="list-style-type: none"> - Description of implementation procedures (1 point) - Description of how function control is demonstrated (2 points) 	3	
<p>Describe how you will control for relevant threats to internal validity</p>	3	

<ul style="list-style-type: none"> - Identification of the internal threats to validity (1 point) - Description of how internal threats will be controlled (2 points) 		
<p>Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose</p> <ul style="list-style-type: none"> - Correct construction of graph (1 point) - Data displays functional control (1 point) 	2	
Total	25	

Final Exam Feedback Form

A final exam will be given to test knowledge of measurement, assessment, and experimental design concepts. Each test item is correlated to the BACB Task List to help the student identify strengths and weaknesses in empirical methods. The instructor will provide feedback on students’ correct and incorrect responses. Feedback will include specific Task List items to review. Upload the final exam feedback form onto Taskstream within 24 hours received.

Common Assignments.

SAFMEDS Demonstration.

SAFMEDS is an acronym for Say All Fast Minute Each Day Shuffled. Students will be given a list of terms and definitions and practice building fluency with the terms given. Students will test their fluency with a SAFMEDS buddy and demonstrate correct responses to each card within the specified time limit. There will be 7 SAFMED opportunities, each worth 1 point for correct response to each term within the time frame.

Problem Sets

Problem sets provide additional practice in measurement, assessment, and experimental design concepts. Problem sets are due on the date assigned. There will be 7 problem sets throughout the course, each worth 2 points. Points are awarded by percent of correct responding and on time submission onto BB.

Blackboard Discussion Board

Using Blackboard Discussion Board (DB), questions will be posted about the readings in *Controversial Therapies for Developmental Disabilities*. After reading the assigned text, respond to the question or make a related post to a classmates’ response. Please follow the

syllabus and answer Discussion Board questions the week it is assigned. There will be 10 DB opportunities. Only relevant postings made prior to the start of class (i.e., 4:30) will earn 1 point.

Research Worksheets

Students will review and interpret articles from the behavior-analytic literature. The instructor will provide a list of articles related to the methodological and conceptual issues in Applied Behavior Analysis. The student will provide an outlined summary of the article, describe how it could be relevant or useful to the student, than describe how it can be relevant or useful to someone else (i.e., colleague, parent, etc.). The student will do this for 3 articles, each worth 5 points.

Research Worksheet Rubric (Complete 3 articles)	Possible Points	Earned Points
3 Main Points: - Description of the conceptual framework of the article (1 point) - Correct identification of the following: DV, IV, Research design, IOA (1 point) - Results (1 point)	3	
2 Points of Relevance: - This information could be useful because ...(1 point) - Someone else might find this information useful because ...(1 point)	2	
Total		5

Other Assignments.

Extra Credit –Behavior Development Solutions. Completing the following Behavior Development Solutions modules:

- Experimental Evaluation of Interventions
- Measurement of Behavior

and the certificates of completion for one or both of these modules to Blackboard (Extra Credit tab) will earn 2 points of extra credit per certificate submitted.

Extra Credit – Research Worksheets.

Students can complete 3 additional research worksheets, each worth 1 point, for a total of 3 extra credit points. Full point is awarded for following all the components of the research worksheet rubric.

Schedule

Weeks	Discussion Board (7)	SAFMEDS (7)	Problem Sets (7)	Research worksheet (3)	Make your own experiment (1)
Week 1 10/21/13					
Week 2 10/28 – 11/2	X	X	X		
Week 3 11/4	X	X	X	X	
Week 4 11/11 – 11/16	X	X	X	X	
Week 5 11/18/13	X	X	X	X	
Week 6 11/25 – 11/30	X	X	X		
Week 7 12/2/13	X	X	X		
Week 8 12/9 – 12/14	X	X	X		
Week 9 12/16/13					X

<i>*Meet on BB</i>	BEFORE Submit/Complete before 4:30 pm	DURING 4:30 – 5:30 BB Collaborate	AFTER
Week 1 10/21/13	* Access BB * Audio/Video check * Print Syllabus	* Course requirements * Structuring Sessions for Success * Current repertoire & Areas of Expertise	* Pretest * Schedule SAFMEDS time with Buddy * ABA chpt 2, 159-164
Week 2 10/28 – 11/2	* DB 1 * SAFMEDS 1 * PS 1	* Philosophical assumptions of behavior analysis * General issues in assessment and measurement of behavior * Read <u>ABA</u> Chpt 3, 4 * Read <u>CT</u> Chpt 1	
Week 3 11/4	* DB 2 * SAFMEDS 2 * PS 2 * Research WS 1 * Audio/Video check	* Define and measure behavior * Choose the right measurement system Controversial Therapies: General Issues	* Read <u>ABA</u> Chpt 7, 226-228 * Read <u>CT</u> Chpt 3
Week 4 11/11 – 11/16	* DB 3 * SAFMEDS 3 * PS 3 * Research WS 2	* Introduction to Single-subject designs * Components of experiments in ABA Controversial Therapies: nature of empirically validated * Read <u>ABA</u> Chpt 8, * Read <u>CT</u> Chpt 4	
Week 5 11/18/13	* DB 4 * SAFMEDS 4 * PS 4 * Research WS 3 * Audio/Video check	* Research designs: Withdrawals and Alternating Treatment * Component and Parametric analysis Controversial therapies: The appeal	* Read <u>ABA</u> Chpt 9 * Read <u>CT</u> Chpt 15
Week 6 11/25 – 11/30	* DB 5 * SAFMEDS 5 * PS 5	* Research designs: Multiple Baseline Designs and Changing Criterion Controversial theories and fads: Autism	

		<ul style="list-style-type: none"> * Read <u>ABA</u> Chpt 9 * Read <u>CT</u> Chpt 24, 25 	
Week 7 12/2/13	<ul style="list-style-type: none"> * DB 6 * SAFMEDS 6 * PS 6 * Audio/Video check 	<ul style="list-style-type: none"> * Constructing and interpreting graphic displays <p>Controversial theories and fads: Nonaversive</p>	<p>Read <u>ABA</u> Chpt 6 Read <u>CT</u> Chpt 9</p>
Week 8 12/9 – 12/14	<ul style="list-style-type: none"> * DB 7 * SAFMEDS 7 * PS 7 	<ul style="list-style-type: none"> * Responsible and ethical practices in research * Internal and External validity <p>Controversial therapies: Credulity and gullibility Make your experiment Due and Submit onto Taskstream</p>	
Week 9 12/16/13		<p>Final check out Evaluations</p>	Submit Final Exam Feedback form onto Taskstream
Post Final Exam Feedback form and Make your own Experiment onto Taskstream			