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

Spring 2014
EDSE 619 697: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 21308, 3 - Credits

Instructor: Dr. Kristy Park	**Meeting Dates:** 01/15/14 - 04/09/14
Phone: 7039935251	**Meeting Day(s):** Wednesday
E-Mail: kparkc@gmu.edu	**Meeting Time(s):** 9:00 am-12:30 pm
Office Hours: By appointment	**Meeting Location:** OCL

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 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.

Prerequisite(s): Admission to applied behavior analysis graduate certificate program

Co-requisites: None

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) 993-3670 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:

• Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
• Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
• Define, describe, and identify basic characteristics of applied behavior analysis.
• Define, describe, and identify respondent behavior and respondent conditioning.
• Define, describe, and identify operant behavior and operant conditioning.
• Define, describe, and exemplify operant and respondent principles.
• Define, describe, and exemplify operant and respondent procedures.
• Describe, identify, and exemplify behavior analytic teaching procedures.
• Describe and identify factors affecting behavioral variables.

Required Textbooks

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

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

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the

Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Recommended Textbooks
None. However, if you wish to complete the extra optional, extra credit portion of the course, you will need to purchase a subscription to the BCBA Examination Study software, available through Behavior Development Solutions at http://www.behaviordevelopmentsolutions.com/

Required Resources
You will need to go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List , the Guidelines for Responsible Conduct, and the Disciplinary Standards. We will refer to these documents throughout this course and all others in this program.

Additional Readings
None

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 4: Instructional Strategies.

GMU POLICIES AND RESOURES 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.

Students are expected to be present for the duration of every class session, and to participate in class discussions and activities. Students entering class sessions more than 30 minutes late will not receive credit for that discussion. Students leaving a synchronous discussion prior to that discussion's end will not receive credit for that discussion. Students may not reschedule missed discussions or Research Profile presentations.

Late Work.

All work is due during the week for which it is assigned, and must be submitted no later

than 5:00 pm. Work submitted after the date assigned will be assessed a 10% point penalty.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *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

The distribution of total possible points per assignment type, and grading scale, are as follows:

Assignment	Points Possible per Instance	Number of Instances	Total Points Possible	Points earned
1. Discussion Board Items	2 points per DB	24 DB	48 points	
2. Research Profile Paper	25 points per paper	1 paper	25 points	
3. Research Profile Presentation	10 points per presentation	1 presentation	10 points	
4. SAFMEDS	5 points	12 sets	60 points	
5. Attendance and Participation	1 point	15 sessions	15 points	
6. Final Exam	100 points per Exam	1 Exam	100 points	
				258 total possible points

A = 242 – 258 points
A- = 241 - 232 points
B = 231 - 206 points
C = 205 - 180 points
F < 179 points

Assignments

Performance-based Assessment (TaskStream submission required).

Final Exam

The Final Examination is the Taskstream Assignment for this course. You will take a 50 multiple choice item final exam online. 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. After completing the Final 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 following sections from the BACB Task List. See appendix A

Performance-based Common Assignments (No TaskStream submission required).

2. Blackboard Discussion Board

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, and respond to the question directly for one point. Then, on another day during the period for which the question is available, read the responses posted by your classmates, and respond to one or more of your classmates' posts for an additional point.

3. 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. Choose your author from the following list:

Timothy R. Vollmer	Beth Sulzer-Azaroff	Gina Green	Sigrid Glenn	Edward Feeney
Kennon A. Lattal	Linda J. Hayes	Alan Poling	Jack Michael	Gerald L. Shook
Mark Sundberg	James Partington	Judith E. Favell	Raymond G. Miltenberger	Donald Baer
Johnny Matson	Thomas S. Critchfield	Beatrice Barrett	Jon S. Bailey	Linda LeBlanc
Aubrey C. Daniels	Julie S. Vargas	R. Douglas Greer	Timothy D. Hackenberg	Lawrence E. Fraley

Dennis H. Reid	Glen Dunlap	Charles Catania	Jay Moore	Paul Touchette
Murray Sidman	James Todd	Richard Kubina	Abigail Calkin	Philip Hineline

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 5 of the articles, chapters, or books from the library, or through interlibrary lending. Read them.
   - If the author is living, you can contact the author and, if the author is willing, interview the author, either by phone or by e-mail.
6. Prepare a written report in which you:
   a. Identify the primary areas of study
      -type of work the author has done, and the populations considered
   b. Summarize selected articles
      - Describe notable themes 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).

3. Research Profile Presentation.

Deliver your report in 15 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule. Provide a one-page handout of the researcher's profile which includes primary areas of study and summary of notable themes found in the author's work

4. SAFMEDS.

This word is an acronym for Say All Fast for a Minute Every Day Shuffled. Given a list of key vocabulary terms and concepts, you will be demonstrating mastery of these terms by completing the definition within the time allotted to help you develop fluent responding. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. When you do these, what you'll learn to do is to not only get the answers right, but get them right quickly. This will greatly help you later in this course and in your subsequent behavior analysis courses. To demonstrate mastery, you'll respond to each card correctly, such that you complete the deck in 30 seconds or less. You'll get five points for each demonstration of mastery. There are 12 sets for a total of 60 points.

5. Attendance and Participation

Students are expected to be on time, attend the entire class session, and be ready to participate in class discussion and activities. An attendance sheet will be circulated in class within the first 10 minutes. Names on the list will be given 1 point for attendance.

Participation activities will be provided during class and cannot be made up after that class session.

Other Assignments.

Extra Credit

1. Completing the following Behavior Development Solutions modules:
   - ☐ Definitions and Characteristics
   - ☐ Principles, Procedures, and Concepts

and uploading proof of completion to Blackboard (under the Extra Credit tab) by 5:00 pm US Eastern Time on April 9, 2014 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 .

2. Go to the Autism Internet Modules at www.autisminternetmodules.org. Once there, create an account. (This is free of charge.) Completing the following modules:
   - ☐ Differential Reinforcement
   - ☐ Extinction
   - ☐ Prompting
   - ☐ Reinforcement

And then uploading proof of completion to Blackboard (under the Extra Credit Tab) by 5:00 pm US Eastern Time on April 9, 2014 will earn 5 points of extra credit per module completed.

Schedule

Throughout the following table, *ABA* refers to the Cooper, Heron, & Heward (2007) text, and *AB* to *About Behaviorism*.

Date	Topics	Assignments
1/15/14 Week 1	Orientation to Applied Behavior Analysis, Behavior Analyst Certification, and the GMU ABA Program; Syllabus Review	Sign up for Research Profile
1/22/14 Week 2	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	Read *ABA* Ch. 1 & 2, and *AB* Intro & Ch 1 Complete DB 1&2 In class Safmeds demonstration- set 1
1/29/14 Week 3	Operant behavior and operant conditioning; positive and negative reinforcement	Read *ABA* Ch. 11 & 12, and *AB* Ch 2 Read *ABA* Ch. 14 & 15, and *AB* Ch 3 Complete DB 3&4 In class Safmeds demonstration- set 2
2/5/14	Operant and Respondent	Read *ABA* Ch 21, *AB* Ch 4

Week 4	Extinction; Alternative methods of producing extinction effects	Complete DB 5&6, In class Safmeds demonstration- set 3
2/12/14 Week 5	Schedules of Reinforcement	Read *ABA* Ch. 13, and *AB* Ch. 5 Complete DB 7&8 In class Safmeds demonstration- set 4
2/19/14 Week 6	Differential Reinforcement	Read *ABA* Ch. 22, and *AB* Ch. 6 Complete DB 9&10 In class Safmeds demonstration- set 5
2/26/14 Week 7	Online Modules- Motivating Operations Online Module - Antecedent stimulus control of operant behavior, stimulus generalization, and response generalization	Read *ABA* Ch. 16, and *AB* Ch. 8 Read ABA Ch. 17 and AB Ch 7 Complete DB 11&12
3/5/14 Week 8	Instructions; Prompting, fading Discrimination and Conditional Discrimination	Read *AB* Ch. 9 Read *ABA* Ch 18, *AB* Ch. 10 Complete DB 13&14 In class Safmeds demonstration- set 6 and 7
3/12/14	Happy Spring Break	
3/19/14 Week 9	Instructions, Compliance, Shaping, and Chaining	Read *ABA* Ch 19 and 20, *AB* Ch. 11 Complete DB 15&16 In class Safmeds demonstration- set 8
3/26/14 Week 10	Stimulus Equivalence Behavioral Contracting, Token Economies, and Group Contingencies	Read *AB* Ch 13 & 14 Read *ABA* Ch 26, *AB* Ch. 12 Complete DB 17&18 In class Safmeds demonstration- set 9
4/2/14 Week 11	Who's who in Behavior Analysis	Complete DB 19&20 In class Safmeds demonstration- set 10 **Research Profile Presentations** **Research Profile Paper due**
4/9/14 Week 12	Course evaluation Final Exam	Complete DB 21&22 In class Safmeds demonstration- set 12

Appendix

Appendix A: Taskstream Evaluation

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by answering fewer than 80% of items correctly pertaining to: ▪ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ▪ Use discrimination training procedures. ▪ Use instructions and rules. ▪ Use contingency contracting (i.e., behavioral contracting). ▪ Use independent, interdependent, and dependent group contingencies. ▪ Use stimulus equivalence procedures. ▪ Plan for behavioral contrast effects. ▪ Use the matching law and recognize factors influencing choice. ▪ Arrange high-probability request sequences. ▪ Use the Premack Principle. ▪ Use pairing procedures to establish new conditioned reinforcers and punishers. ▪ Use errorless learning procedures. ▪ Use matching-to-sample procedures.	Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to: ▪ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ▪ Use discrimination training procedures. ▪ Use instructions and rules. ▪ Use contingency contracting (i.e., behavioral contracting). ▪ Use independent, interdependent, and dependent group contingencies. ▪ Use stimulus equivalence procedures. ▪ Plan for behavioral contrast effects. ▪ Use the matching law and recognize factors influencing choice. ▪ Arrange high-probability request sequences. ▪ Use the Premack Principle. ▪ Use pairing procedures to establish new conditioned reinforcers and punishers. ▪ Use errorless learning procedures. ▪ Use matching-to-sample procedures.	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ▪ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ▪ Use discrimination training procedures. ▪ Use instructions and rules. ▪ Use contingency contracting (i.e., behavioral contracting). ▪ Use independent, interdependent, and dependent group contingencies. ▪ Use stimulus equivalence procedures. ▪ Plan for behavioral contrast effects. ▪ Use the matching law and recognize factors influencing choice. ▪ Arrange high-probability request sequences. ▪ Use the Premack Principle. ▪ Use pairing procedures to establish new conditioned reinforcers and punishers. ▪ Use errorless learning procedures. ▪ Use matching-to-sample procedures.

Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ▪ Lawfulness of behavior. ▪ Selectionism. ▪ Determinism. ▪ Empiricism. ▪ Parsimony. ▪ Pragmatism. ▪ Environmental (as opposed to mentalistic) explanations of behavior. ▪ Distinguish between radical and methodological behaviorism. ▪ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ▪ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ▪ Lawfulness of behavior. ▪ Selectionism. ▪ Determinism. ▪ Empiricism. ▪ Parsimony. ▪ Pragmatism. ▪ Environmental (as opposed to mentalistic) explanations of behavior. ▪ Distinguish between radical and methodological behaviorism. ▪ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ▪ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ▪ Lawfulness of behavior. ▪ Selectionism. ▪ Determinism. ▪ Empiricism. ▪ Parsimony. ▪ Pragmatism. ▪ Environmental (as opposed to mentalistic) explanations of behavior. ▪ Distinguish between radical and methodological behaviorism. ▪ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ▪ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior ▪ o Rule governed behavior

Appendix