



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

Summer 2014

EDSE 621 699: Applied Behavior Analysis: Empirical Bases  
CRN: 42477, 3 - Credits

<b>Instructor:</b> Dr. Christine Hoffner-Barthold	<b>Meeting Dates:</b> 04/23/14 - 07/09/14
<b>Phone:</b> (703) 993-5450	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> 9:00am – 12:30pm
<b>Office Hours:</b>	<b>Meeting Location:</b> KAI1 113/Video Conferencing

***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) 993-3670 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 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**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis for teachers (2<sup>nd</sup> 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.

### **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

### **Required Resources**

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)) and download the Fourth edition task list, and the Guidelines for Responsible Conduct. We will refer to these documents throughout this course and all others in this Certificate Program.

### **Additional Readings**

Additional Readings may be assigned as the semester progresses. Students are responsible for completing these assignments as they are posted by the instructor.

### **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](http://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/the-mason-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 attend all class meetings. It is the student's responsibility to make up all missed work if they are absent for any reason. Presentations on course materials are available on Blackboard for those who either missed class or need additional time with the materials. Attendance will be assessed through a virtual index

card (described under “course requirements”) and quiz within the week of each scheduled class, unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate.

#### Late Work.

Work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard. Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Assignments, whenever possible, should be in Word format and in one continuous file.
- With the exception of the index card and the discussion board, all work must be accompanied by a self-evaluation of your work. You can self evaluate by grading yourself using the rubric for the assignment. You do not have to justify your choice. The instructor will not track down missing self evaluations. Any assignment without a self evaluation submitted with it will be immediately assigned a grade of 0.
- A self evaluation must accompany your revisions.
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard.

#### **TaskStream Submission**

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

Point values are assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

### Grading Criterion:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	59% and below				

Assignment	Points
Make your own experiment	30
Final Exam	20
Index Cards	20
Discussion Boards	150
Research Outlines	15
<b>Total Points</b>	<b>235</b>

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

#### **Make Your Own Experiment (TASKSTREAM)**

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.

**(30 Points)**

#### **Final Exam Feedback Form (TASKSTREAM)**

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 written feedback on students' correct and incorrect response.

Upload the final exam feedback form onto Taskstream. **(20 Points)**

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

**Weekly Discussion Boards.** Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field placement. Discussion Board prompts will start as "I wonder..." and be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and

educational settings, the readings, class discussion, and your own personal experience. You must also leave a comment on the post of *at least* one of your group members. Any questions posted on your thread should be answered. Comments should build upon the blogger's ideas, and connect to other ideas we have explored in class. A schedule of writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(15 Points for 10 weeks or 150 Points)**

### **Research Outlines**

Students will review and interpret articles from the behavior-analytic literature. The student will choose one article from the three categories listed. The student will provide a written 1-paged outlined summary of the article and present the results to the class. The student will do this for 3 articles, each worth 5 points. **(15 Points total)**

### **Other Assignments.**

**Attendance Index Cards.** Students are expected to complete a virtual index card and return it at within one week of the scheduled class that delineates at least two things that were learned in the day's lecture (in their OWN WORDS - not copied from PowerPoints or verbatim from lectures). Asking questions for clarification about the day's lecture is also acceptable. Each index card is worth two points, and will be graded on the following scale:

0 points – no index card

(considered an unexcused absence)

.5 point – points written verbatim from lecture

1 point – one statement or question in the student's own words

2 points – two statements or questions in the student's own words **(2 points apiece for 10 weeks = 20 points)**

### **Schedule**

***Please note that the full schedule, including due dates, is posted in Blackboard as a Google calendar. Students can view the calendar in Blackboard or subscribe to the calendar if they choose.***

Wed Apr 23, 2014

**Description:** Introduction to class, review of syllabus

Wed Apr 30, 2014

**Description:**

Introduction to behavior change, behavior analysis, and single subject design

**Readings:** Cooper, Ch 1&2; Jacobson, Ch 1-3

Wed May 7, 2014

**Description:**

Behavioral Definitions, Direct and Indirect Measures

**Readings:** Cooper, Chapter 4; Jacobson, Ch. 4-7

Wed May 14, 2014

**Description:** IOA, Graphing and Charting

**Readings:** Cooper, Chapter 4 & 7; Jacobsen, Ch 7-9

Wed May 21, 2014

Functional Relations and Internal Validity; Withdrawal Designs

**Readings:** Cooper, Ch 5; Jacobsen, Ch. 10-12

Wed May 28, 2014

**Description:** Alternating Treatments Design

**Readings:** Cooper, Chapter 5; Jacobsen, Ch. 13-15

Wed Jun 4, 2014

**Description:**

Multiple Baseline, Multiple Probe, Changing Criterion

**Readings:** Cooper, Ch 9; Jacobsen, Ch. 16-18

Wed June 11, 2014

**Description:**

Empirically Supported Interventions and Working with Families

**Readings:** Jacobsen, Ch 22-25

Wed Jun 18, 2014

**Description:** Ethics

**Readings:** Cooper, Ch. 29; Jacobsen, Ch 26-28

Wed Jun 25, 2014

**Description:** Make your own experiments working session

Wed Jul 2, 2014

**Description:** Make your Own Experiment Presentations

Wed Jul 9, 2014

**Description:** Final Exam

**Appendix**