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

Spring 2014
EDSE 624 ML1: Applied Behavior Analysis: Applications
CRN: 41783, 3 - Credits

Instructor: Dr. Susan Mason	**Meeting Dates:** 05/19/14 - 07/23/14
Phone:	**Meeting Day(s):** Wednesdays
E-Mail: @gmu.edu	**Meeting Time(s):** 6:00 pm-10:00 pm
Office Hours:	**Meeting Location:** NET w/Online Synchronous Meetings

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
Expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

Prerequisite(s): EDSE 621 and 623

Co-requisite(s): 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.

DELIVERY METHOD:
This course will be delivered online using a **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard

course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 5/19.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on N/A, and **finish** on N/A.
  - ➢ **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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:
• Read and interpret articles and books from the behavior analytic literature.
• Conduct behavior analytic training through public speaking.
• Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
• Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.

• Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.

• Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.

• Research the literature in a specific area of applied behavior analysis.

• Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

Required Textbooks

Austin, J., & Carr, J.E. (2000). *Handbook of applied behavior analysis.* Reno, NV: Context Press. ISBN 978-1878978349.

Daniels, A.C. & Daniels, J. E. (2006). *Performance Management: Changing Behavior that Drives Organizational Effectiveness.* Atlanta, GA: Performance Management Publications; ISBN-13: 978-0937100080

Luiselli, James K. (2006). *Antecedent Assessment & Intervention*. Baltimore: Brookes Publishing.

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
None

Additional Readings
Supplemental materials will be posted on Blackboard as the semester progresses. Students will be responsible for all materials posted to Blackboard.

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 1: Foundations.

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/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. Those who do miss class are expected to complete a virtual index card (described under course requirements") and quiz within the week of the missed class, unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

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.

• _The Review Paper and Presentation 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, _ABA Research Paper_ 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%
F			69% and below		

Assignment	Points Possible
Discussion Board	210
Attendance Index Cards	22
Review Paper Presentation	20
Quizzes	110

Review Paper   100
Total

Assignments

     Performance-based Assessment (TaskStream submission required).
     No TaskStream Assessment required for this course.

     Performance-based Common Assignments (No TaskStream submission required).
Students will choose a unique topic from a list provided by the instructor. Each student will
search the peer reviewed, behavior analytic literature for at least 10 articles from a wide time
span. Once selected, students will then summarize and synthesize the literature findings,
including strengths and limitations. All papers must be formatted in APA 6th edition. (100
points)

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 11 weeks or 165 Points)**

     Other Assignments.
Attendance Index Cards. Students are expected to complete a 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) 0.5 point –points written verbatim from lecture
1 point--one point --statement **or** question in the student's own words
2 points—two points or two questions in the student's own words **(2 points apiece for 11 weeks
= 22 points)**

Schedule
Class Schedule, due dates and readings are available as a separate document available on Blackboard as a Google Calendar or PDF. Students have the opportunity to subscribe to the Google Calendar and can set reminders as necessary to keep them on track.

Wed. May 23, 2014
Introduction to class: Review Syllabus, Assignments, and Assignment Checklists. Download Calendar of Assignments. Review Presentation on Academic Honesty.

Monday, May 26, Discussion Board 1 Due

Wed. May 28, Quizzes 1 and 2 Due

Antecedent Based Interventions: Stimulus Preference and Reinforcer Assessment
Readings: Daniels & Daniels Ch. 11 & 17, Luiselli, Chapter 1: Austin and Carr, Forward and Chapter 1

Motivating Operations and Behavioral Acquisition
Readings: Daniels and Daniels Ch. 20, Luiselli, Ch 2; Austin & Carr, Ch 2

Thursday May 29, Discussion Board 1 Response Due

Mon. June 2, Discussion Board 2 Due

Wed. June 4, Quiz 3 Due
Antecedents, Functional Analysis, and Function-Based Intervention
Readings: Daniels and Daniels Ch. 112 &14; Luiselli, Ch 3; Austin and Carr, Ch 3 & 4

Thurs. June 5, Response to Discussion Board 2 Due

Mon. June 9, Discussion Board 3 Due

Wed. June 11, Quizzes 4 & 5 Due

Health Considerations and working within schools.
Readings: Daniels & Daniels Ch 1-3; Luiselli Ch 4: Austin & Carr, Ch 5.
Stereotypy and working with residential treatment providers
Readings: Luiselli, Ch 6; Austin & Carr, Ch 4

Thurs. June 12, Response to Discussion Board 3 Due

Mon. June 16, Discussion Board 4 Due

Wed. June 11, Quizzes 6 and 7 due

Antecedent Interventions and Habit Disorders
Readings: Luiselli, Ch 5; Austin & Carr, Ch 6

Combining Antecedent and Consequence procedures; Performance Analysis and Behavioral Safety
Readings: Daniels and Daniels Ch. 21; Luiselli, Ch 11; Austin and Carr, Ch 14 & 1

Thursday June 12, Response to Discussion Board 4 Due

Mon. June 16, Discussion Board 5 Due

Wed. June 18, Quiz 8 due
Time based schedules of Reinforcement
Readings: Daniels and Daniels Ch 9 & 19; Luiselli, Ch 7; Austin & Carr, Ch 10

Thurs. June 19, Response to Discussion Board 5 Due

Monday June 23, Discussion Board 6 Due

Wed. June 25, Quiz 9 Due
Behavior analysis and Pediatrics
Readings: Luiselli, Ch 8; Austin & Carr, Ch. 7 & 11

Thurs. June 26 Response to Discussion Board 6 Due

Monday June 30, Discussion Board 7 Due

Wed. July 2, Quiz 10 Due
Communication and Social Skills Interventions
Readings: Luiselli, Ch 9

Thurs. July 3, Response to Discussion Board 7 Due

Mon. July 7, Discussion Board 8 Due

Wed. July 9, Quiz 11 Due
Organizational Behavior Management
Readings: Daniels & Daniels Ch. 1-3 & 15; Austin & Carr Ch 12, 13 & 18

Thurs. July 10, Response to Discussion Board 8 Due

Mon. July 14, Discussion Board 9 Due

Wed. July 16, Quiz 12 Due
Review Paper Presentations first half of class
Person Centered planning and ABA second half of class
Luiselli, Ch. 12

Thurs. July 18, Response to Discussion Board 9 Due

Monday July 21, Discussion board 10 Due

Tues. July 22, Response to Discussion board 10 due

Wed. July 23, Quiz 13 Due
Review Presentation Papers first half of class
Behavioral Consultation second half of class
Readings: Austin & Carr, Ch 1
Final Revisions or Review Paper Due