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

Spring 2015
EDSE 619 001: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 17216, 3 - Credits

Instructor: Dr. Mary von Witzleben	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone: (202) 450-7514	**Meeting Day(s):** Wednesdays
E-Mail: mvonwitz@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: By Appointment	**Meeting Location:** Fairfax-Krug Hall #15

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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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

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.

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 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, New Jersey: Pearson 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
N/A

Required Resources

BCBA Examination Study software, available through Behavior Development Solutions at http://www.behaviordevelopmentsolutions.com/.   (Please wait until after the first class session to purchase this software.)

Required Internet Accessible Text Materials. You will need to go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List and the Guidelines for Responsible Conduct. We will refer to these documents throughout this course and all others in this Certificate Program.

Blackboard . Your syllabus and other important information and events are available to you through Blackboard. To access Blackboard, go to http://courses.gmu.edu. Your username is the prefix to your GMU e-mail account. (For example, if your e-mail address were bsmith@gmu.edu, your username would be bsmith.) Your password is the same as the password you use for your GMU e-mail account.

Once you're in, click on EDSE 619. The syllabus is posted under Syllabus, and other documents will be posted in the weekly folders throughout the course. Instructor contact information is at Staff Information. Finally, there are many valuable links at External Links.

Additional Readings
N/A

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 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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.

Attendance is not mandatory. If you are unable to attend, it is your responsibility to find out what occurred in class. Without prior permission from the instructor, you will NOT be permitted to make up work or assignments for that class session.

Late Work.

Late work will not be accepted without prior permission from the instructor.

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

Assignment Type	Total Possible
Class Discussion/Participation	50 points
Quizzes	100 points

SAMFEDS   50 points
Research Profile   25 points
Final Exam   50 points

Total Points Available   **275 points**

A+ = 261-275 points, A 253-260, A- 248-252; B+ = 237-247 points, B 228-236, B- 220-227; C+ = 209-226, C 200-208; C-193-199; D 165-192 points   F <165 points

Assignments
    Performance-based Assessment (TaskStream submission required).
    Final Examination. On the last night of class, you will take a 50 item final 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.   Your final exam is your Taskstream Signature Assignment. After completing the 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 CEC's Standard 4 (Instructional Strategies):

Does not meet expectations	Meets expectations	Exceeds expectations
Earns a score of less than 35 correct on the final examination	Earns a score between 35 and 49 correct on the final examination	Earns a score of 50 of 50 on the final examination

    Every student registered for any EDSE course as of the Spring 2015 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the Signature Assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

Discussion Board Items. 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.   If the Item is a question posed by your instructor, then read the question, read the responses posted by your classmates, and either respond directly to the question posed by your instructor, or to content posted by your classmates. Posts must be made prior to the start time for the class session for which they're assigned. If the Item asks you to demonstrate or submit something during the next class period, please do so at the beginning of that class period.

Quizzes. You will complete 10 ten question quizzes. Questions will require multiple choice or short answer responding. You will receive 1 point for each correct quiz response. Quizzes must be completed online, through Blackboard, prior to dates indicated in the schedule below.

SAFMEDS. This word is an acronym for Say All Fast for a Minute Every Day Shuffled. What these really are is flash cards. Doing these, and demonstrating mastery by completing them within the time allotted will help you develop fluent responding with regard to the terms on the cards. 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.

Research Profile. This assignment will: 1) provide students 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.   you will be randomly assigned an author from the list below:

Timothy R. Vollmer	Beth Sulzer-Azaroff	Gina Green	Sigrid Glenn	Kathryn J. Saunders
Kennon A. Lattal	Linda J. Hayes	Alan Poling	Michael J. Dougher	Gerald L. Shook
Mark Sundberg	Judith E. Favell	Raymond G. Miltenberger	Donald Baer	Johnny Matson
Thomas S. Critchfield	Beatrice Barrett	Jon S. Bailey	Deromt Holmes-Barnes	Aubrey C. Daniels
Julie S. Vargas	R. Douglas Greer	Timothy D. Hackenberg	Lawrence E. Fraley	Dennis H. Reid

Glen Dunlap	Louis Burgio	Jay Moore	Paul Touchette	Murray Sidman

 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 articles, chapters, or books from the library, or through interlibrary lending. Read them.

 6.   Prepare a report in which you:

 a.   Identify the type of work the author has done, and the populations considered.

 b.   Describe three notable themes you 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 Fifth Edition style).

 7.   Deliver your report in 8 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule.

Your written report will receive up to 15 points for accurately describing salient themes in your author's work, and up to 5 points for good composition (including correct spelling, grammar, punctuation, and syntax; and for adhering to APA style). Your presentation will earn up to 5 points for accurately describing and citing salient themes in your author's work without reading the paper to the class, correct pronunciation, and addressing students' questions and comments.

Other Assignments.

Extra Credit. Completing the following Behavior Development Solutions modules:

☐   Definitions and Characteristics

☐   Principles, Procedures, and Concepts

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.

Schedule

Date	Topics / Objectives	Assignment
1/21/15	Orientation to Certification and to the Training Program, Orientation to Blackboard,	

	Pretest	
1/28/15	Orientation to Taskstream; Introduction to Contingencies; Respondent Behavior and Respondent Conditioning	Please read ABA Ch. 1 and 2, and AB Introduction and Ch. 1. Please complete the first two Discussion Board (DB) Items prior to class.
2/4/15	Introduction to Contingencies: Operant Behavior and Reinforcement; Positive and Negative Reinforcement	Please read ABA Ch. 11 and 12, and AB Ch. 2. Please complete DB Items 3 and 4 prior to class. Quiz 1
2/11/15	Positive and Negative Punishment	Please read ABA CH. 14 and 15, and AB Ch. 3. Please complete DB Items 5 and 6 prior to class. Quiz 2
2/18/15	Respondent and Operant Extinction	Please read ABA Ch. 21 and AB Ch. 4. Please complete DB Items 7 and 8 prior to class. Quiz 3
2/25/15	Antecedent Stimulus Control, Stimulus Generalization, Response Generalization, and Transfer of Stimulus Control	Please complete DB Items 9 and 10 prior to class. Quiz 4
3/4/15	Schedules of Reinforcement	Please read ABA Ch. 13 and AB Ch. 6
3/18/15	Differential Reinforcement	Please read ABA Ch. 22 and AB Ch. 7. Please complete DB Items 13 and 14 prior to class. Quiz 6
3/25/15	Motivating Operations	Please read ABA Ch. 16 and AB Ch. 8. Please complete DB Items 15 and 16 prior to class. Quiz 7
4/1/14	Giving Instructions, Prompts, and Consequences; Arranging learning environments	Please read AB Ch. 9. Please complete DB Items 17 and 18 prior to class. Quiz 8
4/8/15	Imitation and Compliance	Please read ABA Ch. 18 and AB Ch. 10. Please complete DB Items 19 and 20 prior to class. Quiz 9
4/15/15	Shaping and Chaining	Please read ABA Ch. 19 and 20, and AB Ch. 11. Please complete DB Items 21 and 22 prior to class. Quiz 10
4/22/15	Stimulus Equivalence	Please read ABA Ch. 17 (again), and AB Ch. 12. Please complete DB Items 23

		and 24
4/29/15	Research Profile Presentations	Review Course Objectives Please read AB Ch. 13 and 14. Please complete DB Items 25 and 26. Present and submit Research Profile Papers
5/6/15	Final Examination	Complete on-line (on Blackboard) by 7:10 pm today

Appendix
N/A