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

Fall 2015
EDSE 619 DL2: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 78475, 3 - Credits

Instructor: Dr. Sarah Pinkelman	**Meeting Dates:** 08/31/15 - 12/21/15
Phone: (703) 993-4554	**Meeting Day(s):** Mondays; 9/14, 9/21, 11/16, 11/23, & 11/30 ONLY
E-Mail: spinkelm@gmu.edu	**Meeting Time(s):** 5:00pm – 6:00pm
Office Hours: By appointment	**Meeting Location:** NET

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:3 Hours 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.

Advising Tip
Are you admitted to the ABA certificate program? Students planning to complete a program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary, certificate program to add ABA. Students in other colleges or non-degree can apply at http://cehd.gmu.edu/admissions/steps.

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

DELIVERY METHOD:
This course will be delivered online using an (**asynchronous and 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 (**8/31/15**).

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 course week will **start** on (**Monday**), and **finish** on (**Friday**).
  - **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.

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

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

None

Required Resources
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 other courses in this program.

Additional Readings
Any additional readings will be supplied by the instructor via 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 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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 begin working on the course during the first week of class. For synchronous sessions, students are expected to be present for the duration of the session, and participate in discussion and activities. Students cannot reschedule missed Synchronous Discussions or Research Profile Presentations.

Late Work.
It is possible that students may encounter internet difficulties. To decrease the impact of such difficulties, students must identify an alternative computer/internet connection (e.g., library, internet cafe, etc.) during the first week of class to ensure they will be able to complete their assignments on time. Work submitted after the due will be assessed a 10% possible points deduction before grading, and the grade earned will be the grade earned for that work minus 10% of the total possible points.

All work must be completed within two weeks of first becoming available.
Discussion Board items and Lesson Tests are available for only two weeks, although lesson recordings will remain available for the duration of the course once they become available.

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

Grading Scale

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

Assignment Type	Points Possible	#Assignments	Total Points	Cumulative
Discussion Boards	2 points per DB	24 DBs	48 points	48 points
Lesson Tests	15 points/test	13 Tests	195 points	243 points
Synchronous Discussions	5 points per discussion	5 discussions	25 points	268 points
Research Profile Paper	20 points per paper	1 paper	20 points	288 points
Research Profile Presentation	5 points per presentation	1 presentation	5 points	293 points
Final Exam	100 points	1 Exam	100 points	393 points

95-100% = A
90-94% = A-
87-89% = B+
84-86% = B
80-83% = B-
70-79% = C
60-69% = D
<60% = F

Assignments

Performance-based Assessment (Blackboard 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. You will have only one opportunity to complete this exam. You will earn 2 points toward your final grade for each correct response. You will also take this examination during the first week of class as a pretest. After completing the Final Exam, you'll receive a feedback form by e-mail which you

will then submit to Blackboard. Once the feedback form has been submitted, it will be rated according to a rubric with regard to the extent to which you've mastered the material as it pertains to the sections from the BACB Task List.

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

Blackboard Discussion Board Items. 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.

Other Assignments.

Online Flashcards. These are available through the Anki tab on this course's blackboard site. You will be assigned one or two sets of flash cards during most weeks. You are strongly encouraged to complete these assignments to mastery – responding correctly on each card in the deck in 30 seconds or less per deck (and, the faster, the better). These assignments will help you build fluency with some basic vocabulary and concepts that you will encounter throughout the Applied Behavior Analysis courses at George Mason University, and throughout your career as a Behavior Analyst. Fluent behavior (e.g., behavior that is correct, quickly – almost automatically) is generally more durable, likely to generalize, and likely to persist in the face of distraction than non-fluent behavior. Please practice every deck, as assigned, several times each day, until you are regularly completing eachdeck with 100% accuracy in fewer than 30 seconds. (Even shorter timings are better!) THERE ARE NO POINTS ASSOCIATED WITH THIS ASSIGNMENT – RATHER, IT IS PROVIDED AS A COURTESY TO ASSIST WITH YOUR STUDIES.

Synchronous Discussions. You will participate in five synchronous (live) discussions as specified on the first page of this syllabus (meeting dates and times). You will earn 5 points for participating in each discussion. (Please note, though, that participation points are contingent on speaking and contributing to the discussion – not solely on attendance.) You may not make up missed synchronous discussion points due to attendance without participation, or due to absence.

Lesson Tests. Weeks 2 through 14 include a multiple choice Lesson Test. Test questions are based on content of the recorded presentations and content in the textbook. Students will have one attempt for each Lesson Test, and attempts have a 60 min time limit. Complete these tests only after completing the other portions of each lesson. Each test item is worth one point toward your final grade.

Research Profile Paper and Presentation. 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 an author from the list that will be provided by the instructor. Note: the first student to claim an author gets the author! Please check and see who your classmates have selected before making your selection. Students selecting an author who has already been selected will be asked to select another author.
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 or save it electronically.
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 4-5 page paper 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 Sixth Edition style).
7. Deliver your paper in 5 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule.

Schedule

Throughout the following table, *ABA* refers to the Cooper, Heron, & Heward (2007) text, and *AB* to *About Behaviorism*. NLT refers to No Later Than, and RBNR means Recommended but Not Required.

NOTE: All work must be submitted prior to beginning the final exam; no work submitted after you begin the final exam will be accepted.

Date	Topics	Assignments Due
Week 1 8/31-8/4	Orientation to ABA, Certification, and the GMU ABA Program; Syllabus Review	☐ Complete Pretest NLT 9/14
Week 2 9/7-9/11	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	☐ Read *ABA* Ch. 1 & 2 ☐ Read *AB* Intro & Ch 1 ☐ Complete DB 1 and DB 2 NLT 9/21 ☐ Complete lesson test NLT 9/21

		☐ RBNR Master Flashcards Deck 1
Week 3 9/14-9/18	Operant behavior and operant conditioning; positive and negative reinforcement	☐ Read *ABA* Ch. 11 & 12 ☐ Read *AB* Ch 2 ☐ Complete DB Items 3 and 4 NLT 9/28 ☐ Complete lesson test NLT 9/28 ☐ RBNR Master Flashcards Deck 2 ☐ **Participate in Synchronous Discussion at 5:00 pm through Blackboard Collaborate**
Week 9/21-9/25	More operant behavior and operant conditioning; positive and negative punishment	☐ Read *ABA* Ch. 14 & 15 ☐ Read *AB* Ch 3 ☐ Complete DB Items 5 and 6 NLT 10/9 ☐ Complete lesson test NLT 10/9 ☐ RBNR Master Flashcards Deck 3 ☐ **Participate in Synchronous Discussion at 5:00 pm through Blackboard Collaborate**
Week 5 9/28-10/2	Operant and Respondent Extinction; Alternative methods of producing extinction effects	☐ Read *ABA* Ch 21 ☐ Read *AB* Ch 4 ☐ Complete DB Items 7 and 8 NLT 10/12 ☐ Complete lesson test NLT 10/12 ☐ RBNR Master Flashcards Deck 4
Week 6 10/5-10/9	Schedules of Reinforcement	☐ Read *ABA* Ch. 13 ☐ Read *AB* Ch. 5 ☐ Complete DB 9 and 10 NLT 3/17 ☐ Complete lesson test no later than 3/17 ☐ RBNR Master Flashcards Deck 5
Week 7 10/12- 10/16	Differential Reinforcement	☐ Read *ABA* Ch. 22 ☐ Read *AB* Ch. 6 ☐ Complete DB 11 and 12 NLT 10/26 ☐ Complete lesson test NLT 10/26 ☐ RBNR Master Flashcards deck 6
Week 8 10/19- 10/23	Antecedent stimulus control of operant behavior, stimulus generalization, and response generalization	☐ Read ABA Ch. 17 ☐ Read AB Ch 7 ☐ Complete DB 13 and 14 NLT 11/2 ☐ Complete lesson test NLT 11/2 ☐ RBNR Master Flashcard Deck 7
Week 9 10/26- 10/30	Motivating Operations	☐ Read *ABA* Ch. 16 ☐ Read *AB* Ch. 8 ☐ Complete DB 15 and 16 NLT 11/9 ☐ Complete lesson test NLT 11/9 ☐ RBNR Master Flashcards deck 7

Week 10 11/2-11/6	Instructions; Prompting and Prompt Fading	☐ Read *AB* Ch. 9 ☐ Complete DB 17 and 18 NLT 11/16 ☐ Complete lesson test NLT 11/16 ☐ AIM Prompting Module due NLT 11/16 ☐ RBNR Master Flashcards deck 8
Week 11 11/9- 11/13	Discrimination and Conditional Discrimination	☐ Read *ABA* Ch 18 ☐ Read *AB* Ch. 10 ☐ Complete DB 19 and 20 NLT 11/23 ☐ Complete lesson test NLT 11/23 ☐ RBNR Master Flashcards deck 9
Week 12 11/16- 11/20	Instructions, Compliance, Shaping, and Chaining	☐ Read *ABA* Ch 19 and 20 ☐ Read *AB* Ch. 11 ☐ Complete DB 21 and 22 NLT 11/30 ☐ Complete lesson test NLT 11/30 ☐ RBNR Master Flashcards deck 10 ☐ **Research Profile Paper**. ☐ **Research Profile Presentation**. ☐ **Participate in Synchronous Discussion at 5:00 pm through Blackboard Collaborate.**
Week 13 11/23- 11/27	Behavioral Contracting, Token Economies, and Group Contingencies	☐ Read *ABA* Ch 26 ☐ Read *AB* Ch. 12 ☐ Complete DB 21 and 22 NLT 12/7 ☐ Complete lesson test NLT 2/7 ☐ RBNR Master Flashcards Deck 11 ☐ **Participate in Synchronous Discussion at 5:00 pm through Blackboard Collaborate.**
Week 14 11/30- 12/4	Ethics	☐ Read *AB* Ch 29 ☐ Complete DB 23 and 24 NLT 2/11 ☐ Complete lesson test NLT 2/11 ☐ RBNR Master Flashcards Deck 12 ☐ **Participate in Synchronous Discussion at 5:00 pm through Blackboard Collaborate.**
Week 15 12/7- 12/11	Final Exam	☐ Complete Final Exam no later than 11:59 pm on 12/11 ☐ NOTE: NO WORK SUBMITTED AFTER YOU HAVE BEGUN THE FINAL EXAM WILL BE ACCEPTED – PLEASE SUBMIT ALL WORK PRIOR TO BEGINNING THE FINAL EXAM.