



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

Spring 2016

EDSE 624 DL1: Applied Behavior Analysis: Applications

CRN: 18286, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703 993 5251	Meeting Day(s): Wednesday
E-Mail: kparkc@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: Please schedule an appointment during the times below (<i>alternate times may also be arranged contingent upon availability</i>) Wednesdays from 1-3:30 pm and Thursdays from 9:30-12:30	Meeting Location: NET Blackboard Collaborate

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.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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.

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 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 January 12, 2016.

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
 - **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 synchronous bullet
 - **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:

- 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.

Daniels, A.C., & Daniels, J. E. (2006). *Performance management: Changing behavior that drives organizational effectiveness*. Atlanta, GA: Performance Management Publications.

Luiselli, J.K. (2006). *Antecedent assessment and intervention*. Baltimore, MD: Brookes Publishing.

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 two documents: 1) Task List (4th ed.) and 2) Professional and Ethical Compliance Code of Conduct for Behavior Analysts (2016). We will refer to these documents throughout this course and all others in this Certificate Program

Additional Readings

Additional readings may be posted to Blackboard. Communication about reading requirements will be made available through the Announcements tool on Blackboard or sent to your GMU email address. Participation points may be accrued through these reading assignments.

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 3: Curricular Content Knowledge. (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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 sessions by logging onto Blackboard Collaborate at the start of the class session. Be prepared by completing the audio check prior to the start of class. Only students in class can accrue participation points.

Late Work.

Assignments are on-time when submitted by the start of the class session on the assigned date due. Written and/or tasks that are submitted after the assigned date will be deducted 10 points per week for tardiness then graded based on the assignment rubric. Discussion Board responses entered after the due date will be assessed a 50% point penalty. All work must be submitted by the last scheduled date of class. Emailed copies of assignments will be returned to the user.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Course Requirements and Evaluation		Due Date 7:20 pm on scheduled date
Attendance (15 opportunities, 1 point each)	15 points	Weeks 1-15
Discussion Boards (14 opportunities, 4 points each)	56 points	Week 2-15
Participation points (2 points per discussion leader with 24 students, 48 points)	48 points *based on 24 students	Weeks 4-7, 8-11
Quizzes (4 opportunities, 5 points each)	20 points	2/3, 2/10, 4/20, 4/27
Chapter Summary Presentation	20 points	Scheduled dates
Annotated Bibliography	10 points	3/2
Review Paper	25 points	4/27
ABA Presentation	10 points	4/27, 5/4
Total	204 possible points	

Based on the total number of points, final grade will be calculated based on the percentages below:

95-100% = A	92-94% = A-
89-91% = B+	85-88% = B
80-83% = B-	70-79% = C
<69% = F	

Assignments

Performance-based Assessment (TK20 submission required).

There is no TK20 assignment for this course.

Performance-based Common Assignments (No TK20 submission required).

Attendance

Students will earn attendance points by logging into weekly Bb Collaborate sessions by 7:20pm and responding to the warm up or prompt at the start of class. There are 15 weekly sessions with 1 point per session.

Discussion Boards

Students will answer the question prompt and then respond to the comment(s) of a peer. Students will earn 2 points for each response and 2 points for the comment(s) to a peer. Missed points for discussion board postings may not be made up and late postings will not be accepted. There are 10 Discussion Boards which are worth 4 pts each for a total of 40 pts.

Chapter Summary Presenter

Presenters will prepare a lesson based on the chapter reading with the purpose to teach the content of the chapter. Lessons may involve lecture, power point presentations, activities, demonstrations, or other activities to summarize key points of the chapter in an oral presentations that is no longer than 10 minutes in length. Following the content presentation, discussion

leaders will engage the class in an activity that is no longer than 10 minutes in length. Examples of class activities could include a case study, discussion board groups, or other interactive activities. The discussion leader will award participation points to class participants based on a rated level of engagement and completion of the task assigned.

Participation points

Participation points will be earned based on completion of the chapter summary activity. Activities can include tasks such as responses to a question prompt, case study, discussion board, and other activities to promote engagement during class discussions. There are 2 participation points possible for each discussion leader activity.

Quizzes

Multiple-choice quiz questions will be based on the selected readings, class discussions, and articles assigned up to the quiz date. Students will have 2 opportunities to complete the 10-item quiz with the highest score accepted as the grade. Quizzes will be made available through Blackboard with a 1 hour time limit. Students may use self-produced notes created during readings and class discussions.

Annotated Bibliography

Using the topic area and articles selected for the review paper, students will organize and summarize articles in an annotated bibliography. Students must select 10 articles that supports the ABA topic area chosen for the review paper. Students will produce a written document that outlines the following: intervention, results, impact of the study, and the connection to your ABA topic area. There is no minimum number of pages and APA format is required when listing references only.

Review Paper

As a professional in the field of Applied Behavior Analysis (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. Examples of topic areas have included:

- assessment and treatment of pica
- assessment and treatment of aggression
- assessment and treatment of self-injury
- assessment and treatment of trichotillomania
- assessment and treatment of habit disorders
- addictions,
- animal behavior,
- stimulus control,
- organizational behavior management,
- behavioral pharmacology,
- pediatric feeding disorders,
- rule-governed behavior,
- verbal behavior,
- positive behavior supports,
- direct instruction,

precision teaching,
generalization training (i.e., parents, staff, organizations),
implementation science,
thinking as behavior,
social skills,

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

What is Known?

Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

What is Not Known?

Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

What Can Be Done About it?

Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style.

ABA Presentation

Now that you've summarized the research within a topic area, you will present this information in an oral presentation to the class. Presentations will be no longer than 7 minutes with key points summarized, such as what is known within that area, current gaps or barriers, and solutions or suggestions on how to improve this area.

Other Assignments.

Schedule

Week	Date	Course topic	Read before class	Assignment Due
1	1/20	Introductions Course requirements and syllabus review * Am I doing ABA? * Performance management- Intro	- tour BB site	-Choose ABA topic area of interest - Sign up for Summary chapter presentation
2	1/27	Establishing operations, antecedent-based interventions	L1,2,3	
3	2/3	Antecedent influences on challenging behavior, Escape-maintained behaviors	L3,5,6	Quiz
4	2/10	Pinpointing and measuring behavior <i>Chapter summary presentations</i>	D&B 5,6,7	Quiz
5	2/17	Graphing and analyzing behavior <i>Chapter summary presentations</i>	D&B 8,9,10	-List of 10 articles related to topic area
6	2/24	Antecedents as prompts, consequences as reinforcement procedures <i>Chapter summary presentations</i>	D&B 11,12,13	
7	3/2	Assessing, delivering reinforcers <i>Chapter summary presentations</i>	D&B 14,15,16	Annotated Bibliography Due
	3/9	GMU Spring Break~~~ Have a great week!		
8	3/16	Shaping, punishing, and scheduling reinforcement <i>Chapter summary presentations</i>	D&B 17,18,19	
9	3/23	Punishers, and decreasing behavior <i>Chapter summary presentations</i>	D&B 20,21,22	
10	3/30	OBM in human services and instructional systems <i>Chapter summary presentations</i>	A&C 12,13,18	

11	4/6	Behavioral safety <i>Chapter summary presentations</i>	D&B 23 A&C 14,15	
12	4/13	FA model of behavioral assessment, current issues in function-based interventions	A&C 3,4	
13	4/20			Quiz
14	4/27	Review Paper Presentations		Quiz Review Paper Due
15	5/4	Review Paper Presentations		

Appendix