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

Summer 2016
EDSE 619 N01: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 42288, 3 - Credits

Instructor: Dr. Sarah Pinkelman	**Meeting Dates:** 05/16/16 - 08/06/16
Phone: (703) 993-45554	**Meeting Day(s):** Tuesdays; 5/17, 5/31, 6/28, 7/5, & 7/12 ONLY
E-Mail: spinkelm@gmu.edu	**Meeting Time(s):** 4:30pm – 5:30pm
Office Hours: By appointment	**Meeting Location:** Internet

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.
Schedule Type: LEC
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.

Nature of Course Delivery

This course is a blend of asynchronous and synchronous learning activities. Synchronous sessions will be held via Blackboard Collaborate. Students are responsible for ensuring **video and audio** functions of Blackboard Collaborate are working for all sessions.

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 by the first day of class.

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 (**Tuesday**), and **finish** on (**Monday**).
  - **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:

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.
5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. 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.

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 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. [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 show up on time for sessions (no more then 3 min late), 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. In general, late work is not accepted. If students are experiencing an emergency and feel as if they will not be able to complete an assignment by the due date, they should email the instructor as soon as possible.

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 ***Final Exam Feedback*** 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

Assignment Type	Points Possible	#Assignments	Total Points
Discussion Boards	2 points per DB	22 DBs	44 points
Lesson Tests	15 points/test	11 Tests	165 points
Synchronous Discussions	5 points per discussion	5 discussions	25 points
Research Profile Paper	20 points	1 paper	20 points
Research Profile Presentation	5 points	1 presentation	5 points
Final Exam	100 points	1 Exam	100 points
		Total Points	***359***

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

Assignments

Performance-based Assessment (Tk20 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 Tk20. 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. The final exam must be completed by the due date indicated on the course schedule below. There will be no opportunity to complete the final after that date.

Performance-based Common Assignments (No Tk20 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. Discussion Board Items cannot be completed past the due date, and there are no opportunities to make up points for incomplete or late Discussion Board posts.

Lesson Tests. Test questions are based on content of the recorded presentations and content in the textbook. There are 15 questions per test. Students will have one attempt for each test, and attempts have a 45 min time limit. Complete these tests only after completing other portions of each lesson. Each test item is worth one point toward your final grade. Lesson tests must be completed by the date indicated in the course schedule below. There are no opportunities to make up points for missed lesson tests.

Other Assignments.

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. You may not make up missed synchronous

discussion points due to attendance without participation, or due to absence. Students must be present on time (no more than 3 min late) and actively participate (2 or more contributions to the discussion) to receive full points.

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. There will be no opportunities to make up points for not presenting.

Schedule

Throughout the following table, *ABA* refers to the Cooper, Heron, & Heward (2007) text, and *AB* refers to Skinner's About Behaviorism (1974).

The course week starts on Tuesday and ends the following Monday.

Date	Topics	Assignments Due
Week 1 5/17- 5/23	Syllabus Review Introduction to ABA, certification, and the GMU ABA Program Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	☐ Complete Pretest (do this before any other class activities) ☐ Read *ABA* Ch. 1 & 2 ☐ Read *AB* Intro & Ch 1 ☐ Complete DB 1 & 2 ☐ Complete lesson test ☐ **Participate in Synchronous Discussion on 5/17 at 4:30 pm through Blackboard Collaborate**
Week 2 5/24- 5/30	Operant behavior and operant conditioning; positive and negative reinforcement	☐ Read *ABA* Ch. 11, & 12 ☐ Read *AB* Ch 2 ☐ Complete DB 3 & 4 ☐ Complete lesson test
Week 3 5/31- 6/6	More operant behavior and operant conditioning; positive and negative punishment	☐ Read *ABA* Ch. 14 & 15 ☐ Read *AB* Ch 3 ☐ Complete DB 5 & 6 ☐ Complete lesson test ☐ **Participate in Synchronous Discussion on 5/31 at 4:30 pm through Blackboard Collaborate**
Week 4 6/7-6/13	Operant and Respondent Extinction; Alternative methods of producing extinction effects	☐ Read *ABA* Ch 21 ☐ Read *AB* Ch 4 ☐ Complete DB Items 7 and 8 ☐ Complete lesson test
Week 5 6/14- 6/20	Schedules of Reinforcement	☐ Read *ABA* Ch. 13 ☐ Read *AB* Ch. 5 ☐ Complete DB 9 and 10 ☐ Complete lesson test
Week 6 6/21- 6/27	Differential Reinforcement	☐ Read *ABA* Ch. 22 ☐ Read *AB* Ch. 6 ☐ Complete DB 11 and 12 ☐ Complete lesson test

Week 7 6/28- 7/4	Antecedent stimulus control of operant behavior, stimulus generalization, and response generalization	☐ Read *ABA* Ch. 17 ☐ Read *AB* Ch 7 ☐ Complete DB 13 and 14 ☐ Complete lesson test ☐ **Research Profile Paper** ☐ **Research Profile Presentation on 6/28 synchronous session.** ☐ **Participate in Synchronous Discussion on 6/28 at 4:30 pm through Blackboard Collaborate**
Week 8 7/5- 7/11	Motivating Operations	☐ Read *ABA* Ch. 16 ☐ Read *AB* Ch. 8 ☐ Complete DB 15 and 16 ☐ Complete lesson test ☐ **Participate in Synchronous Discussion on 7/5 at 4:30 pm through Blackboard Collaborate**
Week 9 7/12- 7/18	Instructions; Prompting and Prompt Fading Discrimination and Conditional Discrimination	☐ Read *ABA* Ch 18 ☐ Read *AB* Ch. 9 ☐ Complete DB 17 and 18 ☐ **Participate in Synchronous Discussion on 7/12 at 4:30 pm through Blackboard Collaborate**
Week 10 7/19- 7/25	Instructions, Compliance, Shaping, and Chaining	☐ Read *ABA* Ch 19 and 20 ☐ Read *AB* Ch. 10 ☐ Complete DB 19 and 20 ☐ Complete lesson test
Week 11 7/26- 8/1	Behavioral Contracting, Token Economies, and Group Contingencies	☐ Read *ABA* Ch 26 ☐ Read *AB* Ch. 11 ☐ Complete DB 21 and 22 ☐ Complete lesson test
Week 12 8/2	Final Exam	☐ Complete Final Exam **no later than 11:59 p.m. on 8/2** ☐ NOTE: NO WORK SUBMITTED AFTER YOU HAVE BEGUN THE FINAL EXAM WILL BE ACCEPTED – PLEASE SUBMIT ALL WORK PRIOR TO BEGINNING THE FINAL EXAM.