



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

Summer 2016

EDSE 621 N01: Applied Behavior Analysis: Empirical Bases
CRN: 42305, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 05/16/16 - 08/06/16
Phone: 703 993 5251	Meeting Day(s): Thursdays; 5/19, 6/2, 6/30, 7/7, & 7/14 ONLY
E-Mail: kparkc@gmu.edu	Meeting Time(s): 4:30pm – 5:30pm
Office Hours: Thursdays 5:30-7:30pm via Bb Collaborate. Email kparkc@gmu.edu to schedule alternate times.	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 content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): B- or higher in EDSE 619 must be completed prior to or concurrently with EDSE 621.

Co-requisite(s): EDSE 619

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 an asynchronous format and 5 synchronous sessions 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 May 13, 2016 at 12:00pm EST.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- Th. 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 if 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 **Monday**, and **finish** on **Sunday**.
 - **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 if 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 philosophical assumptions underlying data-based decision making in applied behavior analysis.
2. Define, describe, identify, exemplify, and use direct measures of behavior.
3. Define, describe, identify, exemplify, and use indirect measures of behavior.
4. Construct and interpret equal interval graphs.

5. Construct and interpret standard celeration charts.
6. Describe, identify, and exemplify single subject experimental design.
7. Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
8. Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
9. Describe, identify, and exemplify ethical factors regarding data collection, data management, and data based decision making as described by the Guidelines for Responsible Conduct and the Disciplinary Standards.
10. Read, interpret, and evaluate articles from the behavior analytic literature.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis for teachers* (2nd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-4192-X.

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

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 4: Assessment. (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 attend all 5 synchronous class meetings and complete all asynchronous assignments to earn participation points. Participation points cannot be made up through alternate activities.

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 10% point deductions after the assignment has been graded. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty. Late work will not be accepted after the final paper has been submitted to Blackboard.

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 *Make Your Own Experiment and 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

Course Requirements and Evaluation		Due Date 11:59 pm on scheduled date
BB Collaborate Session Participation: 5 points per session, 5 synchronous sessions	25 points total	See scheduled dates 5/19, 6/2, 6/30, 7/7, & 7/14
Discussion Boards (10 opportunities, 4 points each)	40 points	See scheduled dates
Participation activities (2 opportunities, 10 points each)	20 points	6/12/16 and 6/19/16
Quality Indicators Checklist (1 opportunity)	10 points	6/26/16
Research outlines (3 opportunities, 5 points each)	15 points	7/3/16, 7/10/16, 7/17/16
CITI module training	10 points	6/26/16
Final Exam	50 points	8/4/2016 at 4:30pmEST
Make Your Own Experiment: Applied	20 points	7/31/2016
Make Your Own Experiment: Basic	15 points	7/31//2016
Total	205 possible points	

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).

Make Your Own Experiment: Basic and Applied

Both basic and applied research add to the field of behavior analysis. Experimental behavior analysis involves basic research designed to add to the knowledge about behavior, whereas; applied behavior analysis focus on the application of these behavior principles to real-world situations. Given two hypothetical scenarios (one basic, one applied), you will define, describe, and exemplify the use of data-based decision making in a single subject research design. As you identify, measure, and assess behaviors, you will incorporate ethical and professional guidelines outlined by the BACB. The components of the assignment are listed in the evaluation rubric. The Make Your Own Applied project is worth 20 points and the Basic project is worth 15 points, for a total of 35 points.

Final Exam Feedback Form

A final exam will be given to test knowledge of measurement, assessment, and experimental design concepts. Each test item is correlated to the BACB Task List to help the student identify strengths and weaknesses in empirical methods. The instructor will provide written feedback on students' correct and incorrect response. (50 Points)

Performance-based Common Assignments (No Tk20 submission required).

Synchronous Session Participation

There will be five synchronous sessions held through BB Collaborate on the following dates: 5/19, 6/2, 6/30, 7/7, & 7/14/2016. Sessions times will be from 5:00-6:00pm EST. Points will be accumulated for on time arrival and participation (i.e., vocal verbal, textual (chat box), polls), or other methods (i.e., polls) for the remainder of the session. 5 points will be awarded for each session for a total of 25 points.

Discussion Boards

Discussion Boards will include a question prompt related to course content and chapter readings from *Controversial Therapies for Developmental Disabilities* (Jacobson, Foxx, & Mulick, 2005). Students will respond to the prompt based on the course readings and lectures and also provide examples using work and personal experiences in a large or small group format on the selected weeks indicated on the syllabus. After you make a post, respond to the post of *at least* one of your classmates. Build on the comments from other group members' ideas and connect to other ideas we have explored in class. Points will be accumulated for posting (2 points) and

responding (2 points) to the DB item.

When posting or commenting, it is important to stay on-topic, and to treat other individuals and their comments with respect. Please refrain from using specific names, agencies, or school personnel. Derogatory conversation will not be tolerated, and may result in a 0 for the poster. Discussion boards will not be graded after one week past the due date unless arrangements are made with the instructor in advance. Once the discussion board is graded, the student may not edit or add to the post to increase their grade.

Other Assignments.

Participation Activities

Participation activities include tasks and activities to practice with course content materials. For each participation activity, read and complete the directions in the packet. Each task will have the number of points possible and rubric for evaluating correct answers. Practice activities include tasks like operationalizing behavior, direct and indirect observational methods, choosing a data collection method, and identifying components of a research design.

Quality Indicator Checklist

The purpose of this assignment is to evaluate the components of a single subject research design using the Quality Indicator Checklist, which includes features of single subject research (i.e., participants, setting, dependent variable, independent variable, etc.) with decision rules to determine if components were included in a peer-reviewed article. Evaluate a published article using the 20-item checklist research design and provide a summary of the components included.

Research Outlines

Students will review and interpret 3 articles from the behavior-analytic literature. Students will identify the research components of the research article (i.e., research question, participant selection, methodology, discussion) using the format provided by the professor.

CITI Training Module

Students will complete the CITI Human Subjects Protections training module on Human Subjects Ethics Training. Information about how to register and access will be located in the weekly folder. Once you complete the module upload the certificate of completion in the assignment link.

EXTRA CREDIT: SAFMEDS Demonstration

SAFMEDS is an acronym for Say All Fast Minute Each Day Shuffled. Students will be given a list of terms and definitions. There are 10 SAFMEDS opportunities for 2 points of extra credit for each SAFMEDS set. Two points are earned by responding correctly to all cards within the specified time limit (30sec). Submit a video demonstration of your fluency with the SAFMEDS

terms.

Schedule

Date	Topic / Objectives	Assignments Due / Activities ABA refers to the Cooper, Heron, & Heward, 2007 text CT refers to the Jacobson et al., 2005 text
Week Starts on Monday and ends on Sunday at 11:59pm <i>Assignments due on Sunday at 11:59pm unless stated otherwise</i>		
1 Week of May 16	Review Course Objectives BB course tour Pretest	Read syllabus Activities: (complete by Sunday at 11:59pm) - Respond to Discussion Board 1 - Pretest - 20 Questions
May 19 BB Collaborate 4:30-5:30 pm		
2 Week of May 23	Science and the Philosophical assumptions of behavior analysis Evidence-based practice, data-based decision making, and research basics	Read ABA Chpt 1; pp. 159-162 Read CT Chpt 1 Activities: (complete by Sunday at 11:59pm) - Respond to Discussion Board 2
3 Week of May 30	General Issues in Measurement Direct measures of behavior Defining behavior definitions	Read ABA pp. 53-54, 65-68, 73 – 80, 83 – 90 Read <u>CT</u> Ch 1 and 2; Activities: - Respond to Discussion Board 3
June 2 BB Collaborate 4:30-5:30 pm		
4 Week of June 6	Measurement of indirect measures of behavior General data collection issues, Selecting appropriate measures	Read ABA pp. 81 – 82, 85 – 87, 90 – 101 Read <u>CT</u> Ch 3 and 4 Activities: - Respond to Discussion Board 4 - Participation activity 1
5 Week of June 13	Data Management: Graphic data display and graph preparation Standard Celeration	Read ABA pp 127-149 Read CT 9 Activities: - Respond to Discussion Board 5 - Participation activity 2
6 Week of	Planning and conducting research	Read ABA pp 226-230, 162-174 Read CT 12

Date	Topic / Objectives	Assignments Due / Activities ABA refers to the Cooper, Heron, & Heward, 2007 text CT refers to the Jacobson et al., 2005 text
Week Starts on Monday and ends on Sunday at 11:59pm <i>Assignments due on Sunday at 11:59pm unless stated otherwise</i>		
June 20	Single Subject Research Design characteristics	Activities: - Respond to Discussion Board 6 - CITI MODULE due - Quality Indicator Checklist
7 Week of June 27	Withdrawal and Reversal Designs (AB, ABA, ABAB, BAB, etc.); Threats to validity and reliability	Read ABA pp 177-18; pp 102-119, 240-243 Read CT 15 Activities: - Respond to Discussion Board 7 - Research outline 1 due
July 2	BB Collaborate 4:30-5:30 pm	
8 Week of July 4	Multiple Baseline Designs, Multiple Probe Designs	Read ABA 201-218 Read CT 16 Activities: - Respond to Discussion Board 8 - Research outline 2 due
July 7	BB Collaborate 4:30-5:30 pm	
9 Week of July 11	Alternating Treatments Designs Changing Criterion Design Component Analysis; Parametric Analysis	Read ABA pp 187-197, 219-223, 166, 230 Read CT 19 Activities: - Respond to Discussion Board 9 - Research outline 3 due
July 14	BB Collaborate 4:30-5:30 pm	
10 Week of July 18	Evaluating Research in ABA	Read ABA pp 243-252 Activities: - Respond to Discussion Board 10
11 Week of July 25	Make your own Experiment Week Work with team members to complete project	Make your own experiment – Applied and Basic due on July 28 at 4:30 PM EST
12 Week of August 1	Final Exam Opens on July 25 at 8:00 AM EST and closes on August 4 at 4:30 PM EST Course Evaluations	Final Exam due on August 4 at 4:30 PM EST

