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

Fall 2016

EDSE 623 DL1: Applied Behavior Analysis: Assessments and Interventions

CRN: 79093, 3 - Credits

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| **Instructor:** Dr. Kristy Park | **Meeting Dates:** 08/29/16 - 12/20/16 |
| **Phone:** (703) 993-5251 | **Meeting Day(s):** Thursday; 9/1, 9/15, 11/17, 12/1, & 12/8 ONLY |
| **E-Mail:** kparkc@gmu.edu | **Meeting Time(s):** 7:30pm – 8:30pm |
| **Office Hours:** Thursdays 5:30 – 6:30 pm and 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**

Further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

Prerequisite(s): B- or higher in EDSE 619.

Prerequisite(s) enforced by registration system.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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**

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

**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 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 August 21, 2016 at 8:00 am EST.

**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 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 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 and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.
5. Interpret functional assessment and functional analysis data.
6. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
7. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
8. Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
9. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
10. Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

**Required Textbooks**

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

Sidman, M. (2001). Coercion and its fallout. Boston, MA: Authors Cooperative. ISBN 1-888-83001-8.

**Required Resources**

Go to the BACB website and download the following resource:  Tasklist 4$^{th}$ edition.  Access the resource by going to the following address http://bacb.com/fourth-edition-task-list/

**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.*

For synchronous sessions, students are required to attend all scheduled sessions held on Blackboard Collaborate.  Participation points during Collaborate sessions can only be accrued for individuals who are present for the entire session.  For asynchronous sessions, course materials are set up on a weekly basis.

*Late Work.*

Work is considered on-time when it is submitted by 11:59 pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. Once an assignment is graded, no additional submission or revisions will be accepted unless arrangements are made with the instructor.  No work will be accepted after the final examination has been submitted.

## 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 *Functional Relevant Treatment and Instruction Project* 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

Point values are assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance.  That is,  percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

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

| Assignment | Points Possible | Due Date |
|---|---|---|
| Bb Collaborate Session Participation<br><br>  - 5 synchronous sessions, 5 points per session | 25 | 9/1, 9/15, 11/17, 12/1, & 12/8 |
| Discussion Board<br><br>  - 15 discussion board questions, 4 points each | 60 | Weeks 1-15 Sunday at 11:59 pm |
| Application Project 1: Data interpretation | 10 | 10/9 |
| Application Project 2: Data Analysis | 10 | 10/16 |
| Application Project 3: Selecting Interventions | 10 | 11/20 |
| Autism Internet Module Assignment<br><br>  - 4 opportunities; 5 points each | 20 | 10/30 |
| Function relevant treatment and instruction project *(Group Project)* | 30 | 12/11 |
| Quizzes<br><br>  - Quiz opportunities, 25 points | 25 | 12/11 |
| Total points | 190 | |

**Assignments**

**Performance-based Assessment (Tk20 submission required).**

**Function Relevant Treatment and Instruction Project**

This is a group assignment, although under unique situations, this project may be completed independently.  You will be assigned to a group ranging from 3-4 members. Completed functional assessment data will be provided in the Function-relevant treatment and instruction project folder.  Data will include an operational definition of the behavior targeted for reduction, a completed FAI, ABC data collection records, and a scatterplot. You will need to read, interpret, and summarize the data by completing the components below:

1. Complete the Competing Behavior Model as described by O'Neill et al. (1997),

2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach;
3. Determine the normative rate for the competing behavior you've selected
4. Determine the normative rate for the problem behavior;
5. Write a behavioral objective for the terminal state of the competing behavior;
6. Write a behavioral objective for the terminal state of the problem behavior;
7. Name the contingencies currently maintaining the problem behavior;
8. Compose step -by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior

9. Compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked;
10. Compose step by step instructions telling the reader how to teach or accelerate the competing behavior;
11. Compose step-by-step reactive procedures to enact should the problem behavior happen; and
12. Compose step -by-step practical procedures to implement should the problem behavior occur under unfavorable conditions.

**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: 9/1, 9/15, 11/17, 12/1, & 12/8. Sessions times will be from 7:30-8:30pm EST. Points will be accumulated for on time arrival and participation (i.e., 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.

**Quizzes**
Throughout the course, there will be opportunities to take quizzes to review past and current topics within behavior analysis such as basic principles, procedures, behavior change considerations, elements of behavior change, and specific behavior-change procedures. You will have 1 attempt to obtain your best score. Each quiz opportunity will include a range of 5-15 multiple choice questions with point values of .5 for each question. There will be multiple quiz opportunities, beyond the 25 points for this assignment, therefore, once you accrue 25 points, you do not need to take additional quizzes. Quizzes taken after you have accrued 25 points will have a 0 point value. Quizzes must be taken before 12/13/16 at 11:59. Points accrued up to this date will be the value earned for this assignment.

**Blackboard Discussion Board Forums**.
For weeks 1-14, there will be a discussion board prompt based on assigned chapters from the Sidman (2001) text, Cooper, Heron, & Heward, (2005) text or course lectures. For each item, respond by answering the question(s) posed by the instructor (2 You will earn 1 point for responding to the instructor's question (1/2 point for posting after the due date), and 1 point for responding to a classmate's post on a second date (1/2 point for responding late).

**Application Projects**
Students will be completing three application projects in the following areas: indirect methods analysis (i.e., Functional assessment interview and interpretation), data collection and interpretation, and selecting function-based interventions. Each project is worth 10 points.

*Project 1: Data interpretation*
You will be provided with completed functional assessment interviews to summarize and interpret the results by identifying possible contingencies related to the maintenance of the problem behavior.

*Project 2: Data Analysis*
You will be provided with a video of a person displaying problematic behavior and the definition of the behavior. Using the ABC data collection sheet, you will record ABC data. You will then calculate percentage occurrence for each potential MO, and for each potential SD, S-Delta, and maintaining consequence.

*Project 3: Intervention Selection*
You will be provided with completed functional assessments and a completed competing behavior model template. Based on this information you will select interventions to neutralize the MO, add/remove (irrelevant) relevant triggers, teach alternative behavior, and add/remove (ineffective) effective reinforcers.

**Autism Internet Module Assignment.**
Visit the Autism Internet Module by going to the following web address:
http://www.autisminternetmodules.org/
Create a free account (if you don't have one already) and complete four modules from this list:

| | |
|---|---|
| Antecedent-based interventions, | Differential reinforcement, Extinction, |
| Functional Behavior Assessment, | Functional Communication Training, |
| Parent-implemented Intervention, | Peer-medicated instruction and intervention, |
| Picture Exchange Communication System, | Pivotal Response Training, Prompting, |
| Reinforcement, | Response Interruption/Redirection, |
| Self-Management, | Social Skills Groups, |
| Speech Generating Devices, | Structured Teaching |
| Structured Work Systems, | Task Analysis, |
| Time Delay, | Transitioning between activities |
| Video modeling | Visual supports |

You will upload your completion reports to Blackboard by the date provided, earning 5 points for each completed modules, for a total of 20 points total.

**Other Assignments.**
**Extra Credit**

**Behavior Development Solutions**
You may earn 5 points per module completed for completing and uploading to Blackboard completion documentation no later than 11:59 pm December 11, 2016 for these Behavior Development Solutions modules:

- Behavior Change Procedures
- Selecting Intervention Outcomes and Strategies.

A subscription to the Behavior Development Solutions BCBA Exam Study Modules can be purchased through this company at http://www.behaviordevelopmentsolutions.com/

**Schedule**

| Class Date | Read Before Class | Topic / Content | Assignment(s) Due |
|---|---|---|---|
| Week 1 | No readings | Overview of course<br>Review assignments and syllabus | Review of basic concepts quiz opportunity<br><br>DB 1 |
| 9/1/16 | **Blackboard Collaborate Session 1** | | |
| Week 2 | Sidman, Ch 1<br><br>Cooper Chapter 2 | Overview and history of Assessments | DB 2 |
| Week 3 | Sidman, Ch 2<br><br>Ellingson et al., 2000 | Ethics and informed consent<br><br>Introduction to Functional behavior assessments | DB 3 |
| 9/15/16 | **Blackboard Collaborate Session 2** | | |
| Week 4 | Sidman, Ch 3 and 4<br><br>Cooper chpt 3, 4, 5 | Conducting the FBA:<br>- Problem identification and operational definitions<br><br>- Descriptive assessment procedures | DB 4 |
| Week 5 | Sidman Ch. 5<br><br>Kinch et al., 2001<br><br>McIntosh et al., 2008 | Indirect Assessment: Functional Assessment Interview<br><br>Practice administering and interpreting structured interviews | DB 5 |
| Week 6 | Sidman Ch. 6 and 7 | More functional assessments-ABC data collection, scatterplots | DB 6<br>Project 1 |

| Class Date | Read Before Class | Topic / Content | Assignment(s) Due |
|---|---|---|---|
| | | Practice conducting direct assessments and interpreting results | |
| Week 7 | Sidmand Ch 8<br><br>Floyd et al., 05<br>Dracobly & Smith (2012) | Systematic manipulations; functional and structural analysis<br><br>Practice interpreting analogue assessment data | DB 7<br><br>Project 2 |
| Week 8 | Sidman Ch. 9 & 10<br><br>Kelly et al., 2014 | Reinforcer assessments<br>stimulus preference assessments | DB 8<br><br>Project 3 |
| Week 9 | Sidman Ch. 11 | Going from assessment to intervention<br>Features of a behavior support plan | DB 9 |
| Week 10 | Sidman Ch. 12 | Competing behavior model<br><br>Normative rate studies | DB 10 |
| Week 11 | Sidman Ch. 13<br><br>McVilly et al., 2014 | Function-based interventions<br>Evaluating the quality of behavior support plans | DB 11 |
| Week 12 | Sidman Ch. 14 and 15<br><br>Kittelman et al., 2016 | Functional assessment and analysis in schools<br>Building capacity | DB 12<br><br>Project 3 |
| 11/17/16 | **Blackboard Collaborate Session 3** | | |
| Week 13 | Sidman Ch. 16 | | DB 13 |

| Class Date | Read Before Class | Topic / Content | Assignment(s) Due |
|---|---|---|---|
| Week 14 | Sidman Ch. 17 | More guidance on writing procedures<br>Parent and staff training | DB 14 |
| 12/1/16 | **Blackboard Collaborate Session 4** | | |
| Week 15 | | Course Review | Function relevant treatment and instruction Due |
| 12/8/16 | **Blackboard Collaborate Session 5** | | |
| 12/12 | Final Examination Due by 12/13 at 11:59pm EST | | |