



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

Fall 2016

EDSE 619/PSYC 619: Applied Behavior Analysis: Principles, Procedures, and  
Philosophy; 3-Credits

EDSE 619, Section 001; CRN: 77983

PSYC 619, Section 001; CRN: 82772

<b>Instructor:</b> Dr. Gerianne Muldoon Gilligan	<b>Meeting Dates:</b> 08/29/16 - 12/19/16
<b>Phone:</b> 703-229-2043 (cell)	<b>Meeting Day:</b> Monday
<b>E-Mail:</b> ggilliga@gmu.edu	<b>Meeting Time:</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax Campus, Krug 17

**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

**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

### **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. ISBN 0131421131/ISBN 9780131421134
- Skinner, B.F. (1974). *About behaviorism*. New York, NY: Knopf. ISBN 0394716183

### **Recommended Textbook**

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: APA.

## **Required Resources**

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)), and download the Task List as well as Disciplinary Standards. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures

## **Additional Readings**

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for all additional readings posted to 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](http://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 be on time, attend the entire class session, and be ready to participate in class discussion and activities. An attendance sheet will be circulated in class within the first 10 minutes. Names on the list will be given 1 point for attendance. Participation activities will be provided during class and cannot be made up after that class session.

#### *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 a 10% possible point penalty. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard, including final drafts of assignments.

- Emailed and hard copies of assignments **will not be graded** unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

### **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**

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.

#### **Grading Criterion:**

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C	77-72%	F	71% and below		

<b>Assignment</b>	<b>Points</b>
Discussion Boards (12 at 15 points apiece)	180
Unit Quizzes (5 at 20 points apiece)	100
Final Exam	100
SAFMEDS (10 at 5 points apiece)	50
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
<b>Total Points</b>	<b>475</b>

## Assignments

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

**Final Exam.** The Final Examination is the Common Assignment for this course. You will take a 50 multiple choice item final exam online. Once you open this exam, you must complete it – you may not close it and reopen it. 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 in the first week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives were met. It also removes any mystery, for the students, as to what constitutes the final exam. After completing the Final Exam, you'll receive a feedback form by e-mail which you will be required to then submit electronically to TK20. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. This rating will not be applied to your final grade, but failure to upload the feedback form will result in an incomplete for the course. **(100 Points)**

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

**Research Profile.** 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. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

**Research Profile Presentation.** Deliver your report in 10 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule. Provide a one-page handout of the researcher's profile which includes primary areas of study and summary of notable themes found in the author's work. **(10 Points)**

**Peer Review of Research Profile.** Each student will be assigned another student, and will review that student's presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review. **(10 Points)**

**Weekly Discussion Boards.** Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field placement. Discussion Board prompts be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and educational settings, the readings, class discussion, and your own personal experience. You must also leave a comment on the post of *at least* one of your group members. Any questions posted on your thread should be answered. Comments should build upon the blogger's ideas, and connect to other ideas we have explored in class. A schedule of writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(15 Points per week).**

#### **Other Assignments.**

**SAFMEDS.** This word is an acronym for Say All Fast for a Minute Every Day Shuffled. Given a list of key vocabulary terms and concepts, you will be demonstrating mastery of these terms by completing the definition within the time allotted to help you develop fluent responding. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. When you do these, what you'll learn to do is to not only get the answers right, but get them right quickly. This will greatly help you later in this course and in your subsequent behavior analysis courses. To demonstrate mastery, you'll respond to each card correctly, such that you complete the deck in 30 seconds or less. You'll get five points for each demonstration of mastery. There are 10 sets for a total of 50 points.

**Unit Quizzes.** This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Students will have 40 minutes to complete the Unit Quiz. Questions will be randomized from a pool of questions. Students are encouraged to complete all activities and readings and actively participate in study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available on the Google Calendar. **(6 quizzes at 20 points apiece)**

## 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,

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 August 29	Orientation to ABA, Certification, and the GMU ABA Program; Syllabus Review	<input type="checkbox"/> Complete Pretest by September 4
LABOR DAY HOLIDAY September 5	GMU Closed - No Class	n/a
Week 2 September 12	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	<input type="checkbox"/> Read ABA Ch. 1 & 2 <input type="checkbox"/> Read AB Intro & Ch 1 <input type="checkbox"/> Complete DB 1 NLT 9/12 <input type="checkbox"/> SAFMEDS Deck 1
Week 3 September 19	Positive and Negative Reinforcement  Deck 1 Flashcards	<input type="checkbox"/> Read ABA Ch. 11 & 12 <input type="checkbox"/> Read AB Ch 2-3 <input type="checkbox"/> Complete DB 2 NLT 9/19 <input type="checkbox"/> SAFMEDS Deck 2 <input type="checkbox"/> Unit Quiz Due
Week 4 September 26	Schedules of Reinforcement  Deck 2 Flashcards	<input type="checkbox"/> Read ABA Ch. 13 & 22 <input type="checkbox"/> Read AB Ch 4-5 <input type="checkbox"/> Complete DB 3 NLT 9/26 <input type="checkbox"/> SAFMEDS Deck 3
Week 5 October 3	Punishment and Schedules of Punishment  Deck 3 Flashcards	<input type="checkbox"/> Read ABA Ch 14 & 15 <input type="checkbox"/> Read AB Ch 6-7 <input type="checkbox"/> Complete DB 4 NLT 10/3 <input type="checkbox"/> SAFMEDS Deck 4
**Week 6 <b><u>TUESDAY October 11</u></b>	Extinction  Deck 4 Flashcards	<input type="checkbox"/> Read ABA Ch. 21 <input type="checkbox"/> Read AB Ch. 8 <input type="checkbox"/> Complete DB 5 NLT 10/11 <input type="checkbox"/> SAFMEDS Deck 5
Week 7 October 17	Antecedents and Stimulus Control  Deck 5 Flashcards	<input type="checkbox"/> Read ABA Ch. 17 <input type="checkbox"/> Read AB Ch. 9 <input type="checkbox"/> Complete DB 6 NLT 10/17 <input type="checkbox"/> SAFMEDS deck 6 <input type="checkbox"/> Unit Quiz Due
Week 8 October 24	Motivating Operations Rules and Rule Governed Behavior  Deck 6 Flashcards	<input type="checkbox"/> Read ABA Ch. 16 <input type="checkbox"/> Read AB Ch 10 <input type="checkbox"/> Complete DB 7 NLT 10/24 <input type="checkbox"/> SAFMEDS Deck 7



Date	Topics	Assignments Due
Week 9 October 31	Equivalence Relations  Deck 7 Flashcards	<input type="checkbox"/> Read AB Ch. 11 <input type="checkbox"/> Complete DB 8 NLT 10/31 <input type="checkbox"/> SAFMEDS deck 8
Week 10 November 7	Behavioral Contrast and Matching Law  Deck 8 Flashcards	<input type="checkbox"/> Read AB Ch. 12 <input type="checkbox"/> Complete DB 9 NLT 11/7 <input type="checkbox"/> SAFMEDS deck 9
Week 11 November 14	Modeling and Imitation, Shaping, Task analysis and chaining  Deck 9 Flashcards	<input type="checkbox"/> Read ABA Ch 18,19&20 <input type="checkbox"/> Read AB Ch. 13 <input type="checkbox"/> Complete DB 10 NLT 11/14 <input type="checkbox"/> SAFMEDS deck 10 <input type="checkbox"/> Unit Quiz Due <input type="checkbox"/> Research Profile and Presentation Draft Due
Week 12 November 21	Contracting, Group Contingencies, Momentum, Premack, and Natural Language Teaching  Deck 10 Flashcards	<input type="checkbox"/> Read ABA Ch 23 & 26 <input type="checkbox"/> Read AB Ch. 14 <input type="checkbox"/> Complete DB 11 NLT 11/21 <input type="checkbox"/> Peer Review of Research Profile Presentation Due
Week 13 November 28	Behavioral Contracting, Token Economies, and Group Contingencies	<input type="checkbox"/> Read ABA Ch 28 <input type="checkbox"/> Complete DB 12 NLT 11/28 Revisions to Research Profile Due
Week 14 December 5	Research Presentations in class	<input type="checkbox"/> Final Unit Quiz Due <input type="checkbox"/> Presentation due
<i>Reading Day</i> December 12	<i>No Class</i>	Regular classes or exams <u>may not be held</u> , per University calendar.
Week 15 December 19	Final Exam (will be posted on 12/5/2016)	<input type="checkbox"/> Complete Final Exam no later than 11:59 pm on 12/19. <input type="checkbox"/> NOTE: NO WORK SUBMITTED AFTER YOU HAVE BEGUN THE FINAL EXAM WILL BE ACCEPTED – PLEASE SUBMIT ALL WORK PRIOR TO BEGINNING THE FINAL EXAM.