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

Summer 2017
EDSE 621 N01: Applied Behavior Analysis: Empirical Bases
CRN: 42204, 3 – Credits

Instructor: Dr. Kristy Park	**Meeting Dates**: 5/22/2017 – 8/12/2017
Phone: 7039935251	**Meeting Day(s)**: Wednesdays, 5/24, 6/7, 7/12, 7/26, & 8/2 ONLY
E-Mail: kparkc@gmu.edu	**Meeting Time(s)**: 5:30 pm – 6:30 pm
Office Hours: Email kparkc@gmu.edu to schedule	**Meeting Location**: Internet, ON LINE
Office Location: Fairfax Campus, Finley Building, 100	**Other Phone**: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s) EDSE 619
Co-requisite(s) EDSE 619

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.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to http://gse.gmu.edu/special-education/advising/.

Course Delivery Method

Learning activities include the following:

1. Application activities
2. Small group activities and assignments
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous and 5 synchronous (see dates for sessions) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 14, 2017 at 11:59 pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least twice times per week. In addition, students must log-in for all scheduled online synchronous meetings.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/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.

Course Relationship 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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

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 Earbaum Associates. ISBN 0-8058-4192-X.

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 621, the required PBA is Make Your Own Experiment and Final Exam Feedback. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Course Requirements and Evaluation **Bolded Assignments = TK20 Submission**		**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 5/24, 6/7, 7/12, 7/26, & 8/2
Discussion Boards (10 opportunities, 4 points each)	40 points	See scheduled dates
CITI module training	10 points	6/4/17
Participation activities (2 opportunities, 10 points each)	20 points	6/18/17 and 6/25/17
Research outlines (4 opportunities, 5 points each)	20 points	7/2/17, 7/9/17, 7/16/16, 7/23/17
Make Your Own Experiment: Applied and Basic (2 opportunities, 20 points each)	40 points	8/6/17
Final Exam (submit feedback form onto TK20)	50 points	8/9/2016 at 54:30pmEST
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 and/or Examinations

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 complete the following: develop a behavioral definition, measurement system, recording form, procedures steps, single subject design selection, and graph. As you identify, measure, and assess behaviors, you will incorporate ethical and professional guidelines outlined by the BACB. The Make Your Own Experiment (MYOE) Applied project is worth 20 points and the MYOE Basic project is worth 20 points, for a total of **40** 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 a feedback form indicating students' correct and incorrect response. Submit the feedback form provided by the professor onto TK20. (50 Points)

College Wide Common Assessment (Tk20 submission required)

None required

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: 5/24, 6/7, 7/12, 7/26, & 8/2. Sessions times will be from 5:30-6:30pm EST. Students will complete a corresponding Bb Collaborate Session Activity sheet during the session and submit the activity at the end of the session. Each session participation activity is worth 5 points, 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.

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. The training is valid for 1 year.

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 graph construction. There are 2 participation activities, each worth 10 points, for a total of 20 points for this assignment.

Research Outlines

Students will review and interpret 4 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.

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.

Course Policies and Expectations

Attendance/Participation

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.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Date	Topic / Objectives
	ABA refers to the Cooper, Heron, & Heward, 2007 text CT refers to the Jacobson et al., 2005 text	
1 Week of May 22	Review Course Objectives	Read syllabus

	BB course tour Assignments review	**Activities:** (complete by Sunday at 11:59pm) - Pretest - Respond to Discussion Board 1
May 24	**BB Collaborate session 1 (5:30-6:30 pm)**	
2 Week of May 29	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 - CITI Module (Due 6/4)
3 Week of June 5	General Issues in Measurement Direct measures of behavior Defining behavior definitions	Read ABA pp. 53-54, 65-68, 73 – 80, 83 – 90 Read CT Ch 1 and 2; Activities: - Respond to Discussion Board 3 - Work on Data collection table (Participation Activity due 6/18)
June 7	**BB Collaborate session 2 (5:30-6:30 pm)**	
4 Week of June 12	Measurement of indirect measures of behavior General data collection issues, Selecting appropriate measures	Read ABA pp. 81 – 82, 85 – 87, 90 – 101 Read CT Ch 3 and 4 Activities: - Respond to Discussion Board 4 - Participation activity (Due 6/18)
5 Week of June 19	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 (Due on 6/25)
6 Week of June 26	Planning and conducting research Single Subject Research Design characteristics	Read ABA pp 226-230, 162-174 Read CT 12 Activities: - Respond to Discussion Board 6 - Research outline 1 (Due 7/2)
7 Week of July 3	Withdrawal and Reversal Designs (AB, ABA, ABAB, BAB, etc.);	Read ABA pp 177-18; pp 102-119, 240-243 Read CT 15

	Threats to validity and reliability	Activities: - Respond to Discussion Board 7 - Research outline 2 (Due 7/9)
8 Week of July 10	Multiple Baseline Designs, Multiple Probe Designs	Read ABA 201-218 Read CT 16 Activities: - Respond to Discussion Board 8 - Research outline 3 (Due 7/16)
July 12	**BB Collaborate session 3 (5:30-6:30 pm)**	
9 Week of July 17	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 4 (Due 7/23)
10 Week of July 24	Evaluating Research in ABA	Read ABA pp 243-252 Activities: - Respond to Discussion Board 10
July 26	**BB Collaborate session 4 (5:30-6:30 pm)**	
11 Week of July 31	Make your own Experiment Week Work with team members to complete project	Make your own experiment – Applied and Basic due on August 6 at 11:59 PM EST
Aug 2	**BB Collaborate 5 (5:30-6:30 pm)**	
12 Week of August 7	Final Exam Opens on July 31 at 8:00 AM EST and closes on August 6 at 10:30 PM EST Course Evaluations	**Final Exam** due on August 6 at 5:30 PM EST

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.