



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

Fall 2018

EDSE 624 DL1: Applied Behavior Analysis: Applications

CRN: 73769, 3 – Credits

<b>Instructor:</b> Dr. Clara Kenny	<b>Meeting Dates:</b> 8/27/2018 – 12/19/2018
<b>Phone:</b> 202.841.9332	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> ckenny4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> On-line
<b>Office Location:</b> N/A	<b>Other Phone:</b> 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 B-

**Co-requisite(s):** None

**Course Description**

Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

**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**

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

## Course Delivery Method

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

This course will be delivered online (76% or more) using synchronous 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 5/18.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week: 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 2 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 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. A case number from Technical Support is needed in order for late assignments to be considered.
- 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. You 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. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

## 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](http://www.bacb.com).

## Required Textbooks

Daniels, A.C., & Bailey, J. (2015). *Performance management* (5<sup>th</sup> Ed.). Atlanta, GA: Aubrey Daniels International

***Please check to make sure you have purchased the 5<sup>th</sup> Edition. It is recommended that this book is purchased either through the bookstore or through Aubrey Daniels International, NOT THROUGH AMAZON.***

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (Eds.). (2015). *Clinical and Organizational Applications of Applied Behavior Analysis*. London, England: Academic Press.

Skinner, B.F. (2003). *The Technology of Teaching*. Acton, MA: Copley Publishing Group.

## **Recommended Textbooks**

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

## **Additional Readings**

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for all readings assigned by the instructor.

## **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 624, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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.

## **Assignments and/or Examinations**

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

None.

### **College Wide Common Assessment (TK20 submission required)**

None.

**Performance-based Common Assignments (No Tk20 submission required)**  
None.

### **Other Assignments**

#### **Activity/Study Guides**

Each week, you will be given an activity that will extend your knowledge of the readings/topics. Some weeks will entail group or partner work, some weeks you can complete the activity individually. This guide/activity will consist of podcasts, webinars, case studies, etc.

Activity/Study Guides are due by Midnight (Wednesday). (Up to 10 points per assignment).

#### **Weekly Discussion Boards (Blackboard)**

Each week, a writing prompt will be developed for the class based upon readings, coursework, and field experiences. Discussion Board prompts will 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. Posts and responses **MUST** stay in the group assigned, unless arrangements are made with the instructor. Once the discussion board is graded, the student may not edit or add to the post to increase their grade.

Writing prompts will be posted in Blackboard. 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" [zero] 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. (Up to 10 Points apiece)

#### **Article Discussion Leader/Presenter**

Each week 1-2 students will be varying topics in ABA (e.g., Review Paper topics). Students are required to identify 1 peer-reviewed article based on topics listed on the sign up sheet. The article needs to be uploaded to Blackboard along with 2 discussion questions regarding the intervention used in the investigation. The student will present a summary of the article and lead a class-wide discussion of their selected article.

These presentations may involve lecture, Powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Presentation materials should be uploaded to Blackboard as soon as possible after class (each student must upload presentation materials) – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. Instructions/grading rubric will be provided at first class meeting. (up to 20 points)

### **Small-Group Discussion Participant**

The discussion leader’s classmates must also discuss the topic! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. (1 point per discussion/presentation)

### **Annotated Bibliography**

Using the topic area and articles selected for the review paper, students will organize and summarize articles in an annotated bibliography. Students must select 10 articles that supports the ABA topic area chosen for the review paper. Students will produce a written document that outlines the following: intervention, results, impact of the study, and the connection to your ABA topic area. There is no minimum number of pages and APA format is required when listing references only. (Up to 10 points)

### **Review Paper**

As a professional in the field of Applied Behavior Analysis (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. Examples of topic areas have included:

assessment and treatment of pica	specific topics in verbal behavior (various)
assessment and treatment of aggression	positive behavior supports
assessment and treatment of self-injury	direct instruction
assessment and treatment of trichotillomania	precision teaching
assessment and treatment of habit disorders	generalization training (parents, staff, org’ns)
addictions	implementation science
animal behavior	thinking as behavior
stimulus control	social skills
topics in organizational behavior management	prompt dependency
behavioral pharmacology	PECS
pediatric feeding disorders	behavioral cusps
rule-governed behavior	ABA applications for dementia treatment
behavior analysis in corrections (prison)	transfer of stimulus control

\*Other topics, with instructor approval.

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

**What is Known?** Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

**What is Not Known?** Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

**What Can Be Done About it?** Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style. (up to 30 points)

### **ABA Topic Presentation**

Now that you've summarized the research within a topic area, you will present this information in an oral presentation to the class. Presentations will be no longer than 10 minutes with key points summarized, such as what is known within that area, current gaps or barriers, and solutions or suggestions on how to improve this area. Students will be assigned a date to present. Requests for specific dates will not be granted. (up to 20 points)

### **Course Policies and Expectations**

#### **Attendance/Participation**

Attendance/Participation Students are expected to attend all class meetings, logging into Blackboard Collaborate at the beginning of class and staying for the entire duration of the class. It is the student's responsibility to make up all missed work if they are absent for any reason.

Due to the hands-on, interactive nature of the course, only two unexcused absences are allowed; all other absences must be discussed with the instructor at least one week prior to the absence. Cell phones must be turned off and/or set on vibrate.



Students are expected to be able to communicate via video and audio. (up to 2 points per session)

### Late Work

In-Class (interteaching) activities/assignments are due by Midnight Wednesdays. Other 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% point penalty. No work will be accepted after the final paper has been submitted.

Students are responsible for following these guidelines for grading:

- All other 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

### 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. *Please note, the graduate grading scale does not include a "D".*

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

Assignment	Maximum Points
Attendance (2 points x 13 sessions)	26
Study Guide (up to 10 points x 11 sessions)	110
Blackboard Discussion Board (up to 10 points x 10 boards)	100
Small-Group Discussion Leader (1 opportunity per student)	20
Small-Group Discussion Participant (1 point x 10 sessions)	10
Annotated Bibliography	10
Review Paper	30
ABA Topic Presentation	20
<b>Total Possible Points</b>	<b>234</b>

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

### Class Schedule

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

Week	Date	Topic(s)	Readings	Due
1	8/29	Review Syllabus, assignments Intro to Skinner text	S: Chapters 1 & 2	*Study Guide 1
2	9/5	The Technology of Teaching	S: Chapter 4	*DB *Topic selected *Study Guide 2
3	9/12	Teachers & Teaching Pediatric Feeding Disorders	S: Chapter 5 RR&F Chapter 4	*DB *Study Guide 3
4	9/19	Thinking as a behavior School-Based ABA	S: Chapter 6 RR&F Chapter 6	*DB *Optional Reference List due *Study Guide 4
5	9/26	Motivation ADHD	S: Chapter 7 RR&F: Chapter 10	*DB *Study Guide 5
6	10/3	Skinner wrap-up, ethics Augmentative & Alternative Comm.	S: Chapters 9 & 10 RR&F: Chapter 12	*DB *Study Guide 6
7	10/10	Intro to Performance Management Staff & Caregiver Training	D&B: Chapters 1-4 RR&F: Chapter 14	*DB *Study Guide 7 *Annotated Bibliography Due
8	10/17	Implementing Performance Mgmt. Gambling Behavior	D&B: Chapters 5-7 RR&F: Chapter 15	*DB *Study Guide 8
9	10/31	Implementation of PM (continued) Drug Abstinence	D&B: Chapters 8-11 RR&F: Chapter 16	*DB *Study Guide 9
10	11/7	Acceptance and Commitment Therapy	RR&F: Chapter 18	*DB *Study Guide 10

11	11/14	Sports Performance	RR&F: Chapter 21	*DB *Study Guide 11
	11/21	Happy Thanksgiving!		
12	11/28	Presentations		
13	12/5	Presentations		Final Paper due 12/5/18 (midnight)

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**Appendix**

**Assessment Rubric(s)**

N/A.