



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

Fall 2018  
EDSE 597 DL2: ABA Bridge Course  
CRN: 84658, 1 - 6 – Credits

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 10/15/2018 – 12/19/2018
<b>Phone:</b> 703-987-8928 (can also text to this number)	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> Online
<b>Office Hours:</b> Thursdays noon – 3:00 pm	<b>Meeting Location:</b> N/A
<b>Office Location:</b> Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, MS1F2, Fairfax, VA 22030	<b>Skype:</b> drtheodorehoch

\*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.

**Recommended Prerequisite(s):** Admission to program in Graduate School of Education  
**Co-requisite(s):** None

### **Course Description**

Provides advanced study on selected topic or emerging issue in Special Education. Offered by Graduate School of Education. May be repeated within the degree for a maximum 9 credits.

### **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.

### **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

### **Learner Outcomes**

#### **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 teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12.

#### **Required Textbooks**

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

#### **Recommended Textbooks**

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

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

#### **Assignments and/or Examinations**

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

Interteaching Discussion Guides. Each week, you will be assigned to a Discussion Group. (You will be in a different group each week.) Your group will meet through Blackboard Collaborate at some point during the week, and will have a discussion that will last at least 90 minutes. This discussion will center

around the items presented on that week's Discussion Guide. To have a discussion through Blackboard Collaborate:

1. Log into Blackboard.
2. Click on Tools.
3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
  - a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
  - b. Click on Record.
7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.
9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.

After the discussion,

1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
  - a. List names of all participants.
  - b. List the Week number for that discussion.
  - c. Submit that set of notes (each group member, individually), through Blackboard.

Each discussion is worth 5 points. Submitted notes are worth 2 points for each person submitting the notes.

Missed discussions cannot be made up.

Points missed for failing to submit notes on time cannot be made up.

To access content through BAO Online:

1. Go to <https://bao.unt.edu/>
2. Create an account
3. Log in
4. Search Continuing Education to find the specified videos.

All other content is available in the weekly folders.

## **Course Policies and Expectations**

### **Attendance/Participation**

One session will be scheduled with Dr. Hoch at the beginning of the course. It will be scheduled at a time that is mutually acceptable to all students. All students will be required to attend this session. Students must schedule their weekly group interteaching discussions with their group members, and must keep each interteaching meeting appointment.

Missed points due to missed interteaching appointments cannot be made up.

**Late Work**

All work is due by the dates indicated at in the calendar (below). Late work is not accepted.

**Grading Scale**

Assignment	Number of Opportunities	Points Possible per Opportunity	Points Possible by Type	Cumulative Points Possible
Group Interteaching Discussion	21 opportunities	5 points	105 points	105 points
	21 opportunities	2 points	42 points	147 points
<b>A = 140 – 147 points</b>	A- = 132 – 139 points	B = 118 – 131 points	C = 103 – 117 points	F < 103 points

\*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	Read / View	Do
Week 1 Week of 15 Oct 2018	Read: Cooper et al. pp. 398 – 400, and Ch. 15 and 16  View: <ul style="list-style-type: none"> <li>• Dorothea Learman – Punishment – BAO Online (37 minutes)</li> <li>• BAO Online – Marr, M. Jackson – Where There’s the Most Light – Motivation and Behavior Analysis – (36 minutes)</li> <li>• BAO Online – Sidman, Murray – Equivalence Relations – 46 min</li> <li>• BAO Online – Pilgrim, Carol – Stimulus Equivalence 101 (54 min)</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with your group.</li> <li>• Participate in discussions.</li> <li>• Complete discussion guides.</li> <li>• Submit discussion guides.</li> </ul>
Week 2 Week of 22 Oct 2018	Read: Cooper et al. Ch. 26  View: <ul style="list-style-type: none"> <li>• BAO Online – Johnson, Kent – The Morningside Model of Generative Instruction (47 min)</li> <li>• Hoch, T.A. – Two views of operant reinforcement, and some applications (47 min)</li> <li>• BAO Online – Sidman, Murray: Errorless Learning and Programmed Instruction (45 min)</li> <li>• Skinner, B.F. Token Economy (Behaviorism Applied) – 21 min -</li> <li>• Keller, F.S. About Personalized Systems of Instruction. 15 min</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with your group.</li> <li>• Participate in discussions.</li> <li>• Complete discussion guides.</li> <li>• Submit discussion guides.</li> </ul>
Week 3 Week of 29	Read: Cooper et al. Ch. 25  View:	<ul style="list-style-type: none"> <li>• Meet with your group.</li> </ul>

<p>Oct 2018</p>	<ul style="list-style-type: none"> <li>• How to successfully implement direct instruction – 71 min -</li> <li>• Kubina, R.M. 3 Surprising Ways we Changed Lives with Precision Teaching. (54 min)</li> <li>• BAO Online – McGee, Gail G. – Walden Incidental Teaching Model (74 min)</li> <li>• Fisher, W.W. Treatment of problem behavior using functional communication training: Clinical Applications – 65 min -</li> <li>• Courtney, T. ABAI 2014 Workshop – AAC from a verbal behavior perspective - 18 min</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions.</li> <li>• Complete discussion guides.</li> <li>• Submit discussion guides.</li> </ul>
<p>Week 4 Week of 5 Nov 2018</p>	<p>Read: Cooper et al. Ch. 27</p> <p>View:</p> <ul style="list-style-type: none"> <li>• DiNovi, B. and Rodriguez, M. Organizational Behavior Management in Staff Training and Management. 19 min</li> <li>• DiNovi, B. The fastest way to lose respect as a behavior analyst or leader - 6 min</li> <li>• DiNovi, B. Why great employees quit in 2018 and how applied behavior analysis helps – 6 min</li> <li>• OBM Network Presentation by Dennis H. Reid - - 51 min</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with your group.</li> <li>• Participate in discussions.</li> <li>• Complete discussion guides.</li> <li>• Submit discussion guides.</li> </ul>
<p>Week 5 Week of 12 Nov 2018</p>	<p>Read: Cooper et al. Chapter 5.</p> <p>View:</p> <ul style="list-style-type: none"> <li>• Ross, R.K. Behavioral indicators of effective ABA program implementation (SWABA presentation) - 59 min</li> <li>• BAO Online – Reid, Dennis H. – Training, Supervising,</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with your group.</li> <li>• Participate in discussions.</li> <li>• Complete discussion guides.</li> </ul>

	<p>Motivating Human Service Staff (57 min)</p> <ul style="list-style-type: none"> <li>Reid, D.H., &amp; Parsons, M. A positive approach to consulting in schools: Evidence based practices for promoting effectiveness and acceptance. (174 min)</li> </ul>	<ul style="list-style-type: none"> <li>Submit discussion guides.</li> </ul>
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### 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**

**NA**