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

Fall 2019
EDSE 619 007: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 83391-3 Credits

Instructor: Dr. Christine Barthold	**Meeting Dates**: 08/26/2019 – 12/18/2019
Phone: 703-691-6827 (text is best)	**Meeting Day(s)**: Monday
E-Mail: choffner@gmu.edu	**Meeting Time(s)**: 7:20 pm – 10 pm
Office Hours: by appointment	**Meeting Location**: Fairfax, Finley 114
Office Location: 100 Finley Hall	**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): Admission to applied behavior analysis graduate certificate program.
Co-requisite(s): None

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.

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
Are you admitted to the ABA certificate program? Students planning to complete the 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.

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

Upon completion of this course, teacher candidates/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.

Professional Standards

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 (2nd Ed.).* Upper Saddle River, New Jersey: Pearson Prentice Hall.

Skinner, B.F. (1974). *About Behaviorism.* New York, NY: Knopf.

Johnston, J.M. (2014). *Radical Behaviorism for ABA Practitioners.* Cornwall on Hudson, NY: Sloan.

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 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 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 619, the required PBA is Final Exam Feedback. 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)**
>> Final Exam. 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.
>>
>> After c ompleting 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. (100 Points)

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
<u>Behaviorist Biography.</u> 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. (25 points)

<u>Behaviorist Biography Presentation.</u> Students will also create a 5-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. (10 points)

<u>Behaviorist Biography Peer Review.</u> Each student will be assigned another student, and will review that students' paper and presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their paper and presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review. (10 Points)

A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. A template used to create your paper draft for peer review will be posted on Google docs.

<u>Reading Presentations.</u> The purpose of the reading presentations is to allow you to think and talk about the underpinnings of behavior analysis. Students will be broken into groups. During the semester, you will be assigned one chapter from Skinner and one from Johnston to present. You will then create a 10-15 minute presentation summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. Student presenters are also responsible for submitting five, multiple choice questions to the instructor (via email) that will be used as the reading presentation quiz for others in the class. **(10 points for each presentation)**

<u>Reading Presentation Quizzes.</u> After each reading presentation, students are responsible for completing brief quizzes that review the in-class discussions. The quiz questions will be student-developed and based upon the Skinner and Johnston texts. **(5 points per quiz)**

<u>Fluency Quizzes.</u> In order to test fluency on vocabulary, students will be given a quiz each week on key vocabulary. 20 questions in a multiple choice format will

be selected from a random pool. Students will have 5 minutes to answer the questions. Students will have unlimited chances to increase their grade in fluency drills. (20 points per drill)

Unit Quizzes. This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. 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.

Interteaching Assignment. This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. This will consist of a study sheet. You must complete this assignment with your assigned group to discuss the readings. You will be responsible for completing interteaching assignments related to the readings and any class activity. This assignment will consist of both factual and open-ended questions. Your assignments and activities will be the basis for your unit quizzes and final exam. Upon completion, each student is expected to submit their work on Blackboard at the scheduled time. (5 points per assignment)

After Class Form. The purpose of the activity feedback form is to communicate to the instructor what you have learned and where you might still need additional clarification. You will complete an activity feedback form at the end of each instructional week where you delineate at least two things you learned in your own words and why you chose them, any questions, and suggestions for improving the activity. This, along with the results of the interteaching assignments and chapter presentations, will be the basis of the instructor's clarifying lecture. **(2 points per feedback form)**

Course Policies and Expectations
  Attendance/Participation
  Students are expected to attend class for the entire class period (we will not be getting out early) and engage in active participation. Active participation is defined as
  - Looking at the professor and other students while they are talking
  - Taking notes on the course material
  - Talking about the course topics
  Non-participation looks like:
  - Reading emails or completing homework
  - Engaging in social media or other websites that do not relate to the topic discussed
  - Texting or talking on a cell phone (the instructor understands that emergencies do happen; if you must respond to a text or take a call, please leave the room to do so)

Late Work
This class is NOT self-paced. All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made. No work will be accepted after the final exam has closed.

Other Requirements
Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:
- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Drafts of assignments must be completed within the Google template provided by the instructor.
- 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 is posted on Blackboard. Failure to review all documents available often results in low performance.

Communication with the Instructor
The best way to communicate with the instructor is via email or text. The instructor will return emails within 48 hours during the week, but there is no guarantee of a prompt response on weekends or during University holidays. It is critical that you activate your GMU email as this is the official method of communication in this course. Please use appropriate business email etiquette when emailing the instructor, as unprofessional communication will be returned to the student for edits. Be sure to check the syllabus, presentations, and post on the general student message board before emailing a question to the instructor. If a meeting is necessary, an appointment can be made. Meetings can be held in-person, through Blackboard Collaborate, by Phone, or by Google Hangout.

Grading Scale
Students can expect feedback on assignments within 3-4 days of the due date. Any delays in grading will be announced via Blackboard. Immediate grading of assignments turned in early is not guaranteed. Questions about quiz answers will not be answered until the quiz has closed. Due to the large number of points allocated to various assignments, no extra credit is available in this course.

Grade	Percentage	Grade	Percentage	Grade	Percentage
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		

Assignment	Points
Pre-Test	5
Interteaching Assignments (twelve at 5 points apiece)	60
Reading Presentations (10 points for each of 2 presentations)	20
Reading Presentation Quizzes (ten at 5 points per quiz)	50
Syllabus and Academic Honesty Module	20
After Class Form (2 points each, for 13 weeks)	26
Unit Quizzes (four at 20 points per quiz)	80
Final Exam	100
Fluency Quizzes (eleven at 20 points apiece)	220
Behaviorist Biography	25
Behaviorist Biography Presentation	10
Behaviorist Biography Peer Review	10
Total Points	**626**

*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 <u>must</u> 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
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Week	Date	Topic	Readings	Due	Instructional Hours
1	8/26	Intro to Class and Certification		Pre-test due no later than 8/31 Interteaching Assignment 1 After Class Form	3.5

2	9/2	Labor Day; NO CLASS MEETING		Syllabus and Academic Honesty Module	2.5
3	9/09	The Behavioral Model	Cooper, 1 & 2 Skinner, 1 & 2 Johnston, Preface	Presentation 1 (quiz due 9/20) Interteaching Asssignment 2 After Class Form	5
4	9/16	Reinforcement	Cooper, 11 & 12 Skinner, 4 &5 Johnston, Ch1	Fluency 1 Presentation 2 (quiz due 9/27) Interteaching Assignment 3 Behaviorist Biography Researcher Choice Due After Class Form	3.5
5	9/23	Reinforcement Schedules	Cooper, 13 & 22 Skinner, 7 Johnston, 3	Fluency 2 Presentation 3 (quiz due 10/4) Interteaching Assignment 4 Unit Quiz 1 (F) After Class Form	3.5
6	9/30	Differential Reinforcement and Punishment	Cooper 14 & 15 Skinner 8 Johnston, 5	Fluency 3 Presentation 4 (quiz due 10/11) Interteaching Assignment 5 After Class Form	3.5
7	10/7	Extinction (per GMU schedule, Mon classes meet Tues)	Cooper 21 Skinner 8 Johnston, 7	Fluency 4 Presentation 5 (quiz due 10/18) Interteaching Assignment 6	3.5

				After Class Form	
8	10/14	Stimulus Control	Cooper 17 Skinner, 8 Johnston, 4	Fluency 5 Presentation 6 (quiz due 10/25) Interteaching Assignment 7 After Class Form	4
9	10/21	Motivating Operations and Rule Governed Behavior	Cooper 16 Skinner 10 Johnston, 6	Fluency 6 Presentation 7 (quiz due 11/1) Interteaching Assignment 8 Unit Quiz 2 (F) After Class Form	5
10	10/28	Equivalence	Skinner 11 Johnston, 8	Fluency 7 Presentation 8 (quiz due 11/8) Interteaching Assignment 9 After Class Form	3.5
11	11/4	Modeling, Task Analysis, Shaping and Chaining	Skinner 13 Cooper, 18-20 Johnston, 9	Fluency 8 Presentation 9 (quiz due 11/15) Interteaching Assignment 10 Unit Quiz 3 Behaviorist Biography Draft (F) After Class Form	5
12	11/11	Behavioral Contracts, Tokens, Groups, Momentum, and NET (S)	Skinner 14 Cooper 23 & 26 Johnston, 10	Fluency 9 Presentation 10 (quiz due 11/22) Interteaching Assignment 11 Peer Review (F)	5

				After Class Form	
13	11/18	Generalization, Induction, Maintenance (S)	Cooper 18	Interteaching Assignment 12 Fluency 10 After Class Form	3
14	11/25	All will present their research profiles to the class		Fluency 11 Unit Quiz 4 Behaviorist Biography Paper DUE ON BLACKBOARD (F)	1
15	12/2	NO CLASS		Final Exam Due	51.5 total hours

*(F) – indicates the assignment is due by 11:59pm on the Friday of the week it is due

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 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)

PLEASE NOTE THAT THIS RUBRIC WILL BE USED FOR TK20 ASSESSMENT OF PROGRAM AND WILL NOT BE USED TO CALCULATE YOUR FINAL GRADE.

EDSE 619 Final Exam (Rev. 5.13)

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by answering fewer than 80% of items correctly pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use	Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning	instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning	instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	procedures. ♣ Use matching-to-sample procedures. .	procedures. ♣ Use matching-to-sample procedures. .	procedures. ♣ Use matching-to-sample procedures. .	
Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior,	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment	analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus	analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization	control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral	control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	