



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

Spring 2021

EDSE 619 DL1: Principles and Procedures of Behavior Analysis.

CRN: 23706, 3 – Credits

<b>Instructor:</b> Lisa Tullo	<b>Meeting Dates:</b> 1/25/21 – 5/10/21
<b>Phone:</b> (434) 962-8119	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> ltullo@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm; 1/25; 2/1; 2/15; 3/1; 3/15; 4/5 & 4/26 only
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Online	<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):**

(Recommended) Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC).

**Co-requisite(s):**

None

**Course Description**

Focuses on basic 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.

**Course Overview**

Provides instruction on foundational knowledge of behavior analysis, concepts and principles of behavior analysis, and an introduction to behavior change procedures.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the

Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **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

This course will be delivered online (76% or more) synchronous format via the 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](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on January 24<sup>th</sup>, 2021.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
  - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](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 3 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 educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic characteristics of applied behavior analysis.
3. Define, describe, and identify respondent behavior and respondent conditioning and how respondent conditioning is used to explain and change behavior.
4. Define, describe, and identify operant behavior and operant conditioning and how operant conditioning is used to explain and change behavior.
5. Describe, identify, and exemplify basic behavior analytic teaching procedures used with a variety of client populations.
6. Describe and identify factors affecting behavioral variables.

### **Professional Standards**

This course is part of the George Mason University, School of Education, 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 Texts**

Mayer, G.R., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior Analysis for Lasting Change* (4<sup>th</sup> Ed.). Cornwall-on-Hudson, NY: Sloan. ISBN: 978-1-59738-085-0

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

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **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 the Professional and Ethical Compliance Code for Behavior Analysts. 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, VIA, hard copy).

### **VIA Performance-Based Assessment Submission Requirement**

No required upload.

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

Please see Blackboard.

#### **Behaviorist Biography.**

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. The project will be broken into milestones described in more detail on Blackboard.

*Academic Honesty Module.* Each student must complete the Academic Honesty Module located in Blackboard. It reviews the GMU honor code as well as how to Avoid academic dishonesty. Students will be held strictly to the GMU Honor Code and must complete this assignment in Module 1.

*Research Paper and Presentation.* 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 an annotated bibliography then a paper that describes the person's contribution to behavior analysis.

*Research Article Summary.* As one of the milestones, you will complete a research article summary using one of the articles of your selected author. This will contribute to your presentation.

*Presentation.* Using a video program such as Screencast-O-Matic, students will upload 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. This presentation will be uploaded to the discussion board using either YouTube or Kaltura for other students to view.

*Peer Review.* Each student will be assigned another student, and will review that student's 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.

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.

### **Science of Behavior Tutorials and ABA Sets**

Across the term, you will be assigned study sets from <http://scienceofbehavior.com>. The links will be available in Blackboard as well as the specific tutorials you are required to complete. Take a screenshot of your results and upload them to Blackboard. To receive credit for a tutorial, you must score 80% or better. Each tutorial is worth 5 points. Not all tutorials will correspond to the week's materials but will cover some part of what we are learning this term.

### **Module Quizzes**

For each module, there will be a 40-point quiz that includes information from the readings. Students will have unlimited opportunities to complete the quiz, but each opportunity will be fully randomized. Students will have 40 minutes to complete each quiz.

There will also be a quiz on course requirements and the syllabus at the beginning of the term. This quiz is designed to ensure that you understand the course academic and technical requirements as well as where to go for help.

A cumulative, 50 question final exam will be administered in the final module of the course. Questions will be taken from the Weekly Quizzes.

### **Study Questions**

This assignment will allow you to have hands-on access to the reading materials. Each module, you will be given study questions based upon the course materials. You must complete the study questions each week and turn it in at the end of each

module. These will be graded for complete and thorough responses, but the instructor may make clarifying comments on them. They will be discussed in class. \*Points for this assignment includes participating in the class discussion.

### **Skinner Presentations**

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. These groups will stay consistent throughout the semester. During the semester, you will be assigned two chapters from Skinner to present. You will then give a 10-minute presentation during class summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. You will help continue the discussion during class.

## **Course Policies and Expectations**

### **Attendance/Participation**

The ability to use technology is key to this course. Students are expected to present via video and audio, create and upload documents, complete interactive activities, and navigate the online environment. In group work, students are expected to delegate work evenly, log in to Blackboard Collaborate at the time designated by the group, and participate via video and audio for the entire session.

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. A link to the Google doc must be provided with “edit access” enabled, or it will not be graded.
- 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.

### **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). Students have the opportunity to work ahead one module if they successfully complete the module quiz. 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

Please check the “About Your Instructor” section on Blackboard regarding communication policies and procedures. 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 through Blackboard Collaborate, by Phone, or by Google Hangout.

### Grading Scale

Students can expect feedback on assignments within 4-5 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.

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 69% = F

Assignments	Points
Skinner Presentation	20
Science of Behavior Tutorials and ABA Sets	85
Study Questions	200
Behaviorist Bio	105
Quizzes and Final Exam	640
Total	1050

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

**Class Schedule**

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

Use the weekly checklist available on Blackboard to keep you on track, since the term moves quickly.

*BALC = Behavior Analysis for Lasting Change*

Module	Week	Topic	Readings	Assignments due
1	1	Introduction to Class, Intro to ABA, Building Blocks of Behavior Change	<ul style="list-style-type: none"> <li>BALC, Ch. 1, 2, 26</li> <li>Skinner, Ch. 1</li> <li>Baer, Wolf and Risley, 1968</li> </ul>	<ul style="list-style-type: none"> <li>Behaviorist Bio Milestone 1 – Academic Honesty Module</li> <li>Syllabus Quiz</li> <li>ABASETS 1 &amp; 2, Learning Principles Set 1</li> <li>Study Questions 1</li> <li>Module Quiz</li> </ul>
2	2	Environments that promote behavior change and reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 3-4</li> <li>Skinner, Ch. 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>Behaviorist Bio Milestone 2 – Choose the Author</li> </ul>
	3	Reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 5-6, 32</li> </ul>	<ul style="list-style-type: none"> <li>Science of Learning: ABASETS 3 &amp;4, Learning Principles Set 2</li> <li>Study Questions 2</li> <li>Module Quiz</li> </ul>
3	4	Schedules of Reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 22, 23</li> <li>Skinner, Ch. 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>Behaviorist Biography: Milestone 3 – Annotated Bibliography</li> </ul>
	5	Differential Reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 29</li> </ul>	<ul style="list-style-type: none"> <li>Science of Learning: ABASETS 5, Learning Principles Set 3</li> </ul>

				<ul style="list-style-type: none"> <li>• Study Questions 3</li> <li>• Module Quiz</li> </ul>
4	6	Extinction	<ul style="list-style-type: none"> <li>• BALC 28 30</li> <li>• Skinner, Ch. 8</li> </ul>	<ul style="list-style-type: none"> <li>• Research analysis</li> </ul>
	7	Punishment	<ul style="list-style-type: none"> <li>• BALC 31</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Learning: ABASETS 6, Learning Principles Set 4</li> <li>• Study Questions 4</li> <li>• Module Quiz</li> </ul>
5	8	Stimulus Control, Shaping, Chaining, Task analysis,	<ul style="list-style-type: none"> <li>• BALC 13-17</li> <li>• Skinner, Ch. 7,9, &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist Biography Milestone 4: Paper Draft</li> </ul>
	9	Antecedent Interventions, Prompting	<ul style="list-style-type: none"> <li>• BALC 18, 27</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Learning: Learning Principles Set 5 &amp; 6</li> <li>• Study Questions 5</li> <li>• Module Quiz</li> </ul>
6	10	Generalization and Expanding of Stimulus Control	<ul style="list-style-type: none"> <li>• BALC 20, 21</li> <li>• Skinner, Ch. 11, 14</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist Biography: Milestone 5 – Peer Review</li> </ul>
	11	Support and Supervision of Behavior Change Agents	<ul style="list-style-type: none"> <li>• BALC 24</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Learning: Learning Principles Set 7 &amp; 8</li> <li>• Study Questions 6</li> <li>• Module Quiz</li> </ul>
7	12	Group Contingencies, Peer Mediated Strategies, Token Systems	<ul style="list-style-type: none"> <li>• BALC 12</li> <li>• Skinner, Ch. 12 &amp; 13</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist Biography: Milestone 6 – Presentation</li> <li>• Science of Learning: Learning Principles Set 9 &amp; 10</li> <li>• Study Questions 7</li> <li>• Module Quiz</li> </ul>
8	13	Verbal Behavior	<ul style="list-style-type: none"> <li>• BALC 19</li> <li>• Skinner, Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist Biography: Milestone 7 -Final Paper</li> </ul>
	14	RFT	<ul style="list-style-type: none"> <li>• Additional Readings on RFT</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Learning: Learning Principles Set 11</li> </ul>

			<ul style="list-style-type: none"> <li>• Study Questions 8</li> <li>• Module Quiz</li> </ul>
15	No class- Final exam	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>

### 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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

#### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone

confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).

- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

## **Appendix**

### **Assessment Rubric(s)**

VIA Assessment: The questions on the final exam correspond to the Behavior Analyst Certification Board's 5<sup>th</sup> Edition Task list. The raw data will be analyzed for reports. There is no rubric for this assignment.