



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

Spring 2022

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 20522, 3 – Credits

Instructor: Katherine Mitchem	Meeting Dates: 2/28/22 – 4/24/22
Phone: 304-276-2158	Meeting Day(s): Online
E-Mail: kmitchem@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment	Meeting Location: Online
Office Location: Call or text to set up Zoom appointment	Other Phone: N/A

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

Prerequisite(s): EDSE 619 B- or XS

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.

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 Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

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 an asynchronous 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) and Patriot Pass password. The course site will be available on Monday at 8:00am ET.

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 Requirement

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](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/)

- Technical Support 24/7
 - chat: <https://support.edu.help>
 - call: 1-844-306-1785
 - e-mail: Mason@support.edu.help

Expectations

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday.
- 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.
- 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. 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, School of Education (SOED), 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

Daniels, A.C., & Bailey, J. (2014). *Performance management* (5th Ed.). Atlanta, GA: Performance Management Publications. ISBN: 978-0937100257

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (Eds.). (2015). *Clinical and organizational applications of Applied Behavior Analysis*. London, England: Academic Press. ISBN: 978-0124202498

Skinner, B.F. (1968). *The technology of teaching*. Acton, MA: Copley Publishing Group.

Recommended Textbooks

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

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

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 VIA (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). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

None

College Wide Common Assessment (VIA submission required)

None

Performance-based Common Assignments (No VIA submission required)

ABA Topic Paper

As professionals in the field of Applied Behavior Analysis (ABA), we are committed to rely on scientific knowledge and promote use of evidence-based practices. This requires that we keep current with the research and implement practices proven to work. The ABA Topic paper assignment prepares you to search and analyze a specific area of interest within ABA and produce a publication-worthy paper. Task analysis of this assignment is provided as a resource to help you complete this project. This is an individual activity; however, if you and a colleague are interested in the same topic area, contact the instructor to discuss ways to collaborate. See the following activities and assigned week it is due.

Week Due	Assignment	Task
Week 1	Select ABA Topic	Choose an ABA Topic of interest and follow the scholarly research conducted
Week 3	Identify 8-10 Articles	Search and identify 8-10 resources

Week Due	Assignment	Task
Week 4	Annotated Bibliography	Complete an annotated bibliography to develop an informed view of research articles
Week 8	ABA Topic Final Paper and Video Presentation (VLOG)	Compose a well-organized, clear, and concise research paper to expand your knowledge on a subject matter.

The final product will be a publication-worthy paper organized to answer the following questions:

- What is known?
 - The first part of your paper is to summarize past research findings to describe what is known within this topic area.
- What is not known (i.e., barriers, gaps)
 - Identify limitations or barriers within the topic area that needs further investigation and/or research to expand the usefulness or relevance to the field.
- What can we do about it?
 - For the limitations or barriers identified, provide suggestions for future work and research. Discuss ways to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

VLOG and ABA Presentation

As a professional in the field of Applied Behavior Analysis (ABA), we are committed to the dissemination of accurate information about ABA. To prepare you, this assignment provides formal and informal ways to describe your research journey. You will create two Video Logs (VLOGS). One will describe the significance of your ABA topic and the other will summarize the current research base for your topic area.

Week Due	Assignment
Week 2	VLOG 1: Discuss importance or relevance of the ABA topic
Week 8	VLOG 2: ABA Topic Presentation (formal presentation)

The video must show you talking to the camera in a polished and professional manner. Reduce environmental distractions and conduct a sound check to ensure high audio quality. Students are encouraged to be creative with media and use images to make a point. It is helpful to plan your presentation to keep the conversation interesting and connected to the prompt.

For the final ABA Topic presentation, prepare a 3-5 minute professional presentation on PowerPoint. Summarize key points on what is known within area, current gaps or barriers, and solutions or suggestions on how to improve this area.

Chapter Discussion Leader

This ABA application course is designed to expand your knowledge on complex behavioral situations. One way to expand your understanding of ABA is to teach and learn from fellow peers about various applications of behavioral assessment and intervention in the field. In this Discussion Leader assignment, you will all have a chance to be a presenter and all be an active participant for all peer presentations.

As a presenter, you will present a “live” session on Blackboard Collaborate Ultra and assign a participation activity for peers to complete. Students are encouraged to attend live presentations; however, recorded sessions will be available. *Each* presentation/participation activity is worth 5 points; attend or watch the presentations of *all of your peers*. There will be multiple presenters and participation points are earned for each presenter (i.e., 5 presenters x 5 points each = 25 participation points). Those who attend live sessions are exempt from participation activities. Those who watch recorded sessions must submit the participation activity to the Discussion Leader. The presenter-generated activity can be a discussion board, a quiz, or other tasks that assess student knowledge of key concepts and chapter objective(s).

Discussion Leader Activity Participation points

As a participant, you can view the presentation in real time or you can watch the recording of the presentation. Your attendance for the entire presentation will result in a participation activity exemption. For those who watch the recording, you must complete the assigned activity and submit to the Discussion Leader.

Participation points are based on *accurate* completion of the Chapter Discussion Leader’s summary activity. Students must attend/view the presentations of *all* peers.

Interteaching Assignment Description

Interteaching is a method of instruction that includes guided preparation study guides, peer-to-peer interactions, and instructor feedback. This assignment will allow you to collaborate with peers and access in-depth discussions about reading materials and personal experiences. You will be assigned to a small group to complete the interteaching assignment. For the weeks assigned, read the selected articles, complete the study prep study guide independently, and then discuss the prep guide questions as a group. Be prepared and engaged, group performance will be rated. Use the survey to identify confusing concepts and your instructor will provide a clarifying lecture.

There are 4 interteaching sessions scheduled in modules 2, 3, 7 and 8. Schedule a time with your small group for at least one hour to discuss the preparation study guide through Blackboard Collaborate. Assign roles (i.e., facilitator, recorder, editor, submitter) to clarify expectations. Be sure to record your session time and discuss the preparation study guide together. Ensure equal participation by color coding individual contributions on the interteaching guide. One person from your group will submit the assignment

Video Case Studies

Video case studies present problem-solving assignments to open-ended problems relevant in the field of applied behavior analysis. The case study videos share a client or behavior analytic perspective on a topic area to stimulate discussions and engage in problem solving in small groups. There are two case study formats presented by practicing behavior analysts in the field.

Solving Everyday Problems with Everyday ABA

(Work in Small Groups Week 1 2, 3, 4, 5)

Within the field we have professional and ethical situations that arise. The best way to learn about these situations are to hear about real-world situations. *Solving Everyday Problems with Everyday ABA* shares several on-the-job experiences. The BCBA's represent school-based, clinical, and community-based perspectives. Each professional will present an issue and the context in which the problem occurs.

For this video case study, you will work in *small groups* to develop solutions based on the course text, Performance Management. *Extra credit is available for this task.* At the end of each Everyday ABA video case study, a kindness challenge will be presented. If you choose to accept, you will post a picture of yourself engaging in the activity and post to the group post for 1 point of extra credit.

Expert ABA

(Option to work in Small Groups or complete independently Week 6, 7, 8)

Experts in the field of ABA often have a unique story to share. They are experts because of their experiences and analytic approach on a topic area. In the *Expert ABA* video presentation, we hear from BCBA's with specialty areas in culture, sex education, and pharmacology. For this video case study, you will complete a reflection paper using the template provided.

Discussion Board

In this individual assignment, you will answer the weekly prompts within Discussion Forums based on the course text, *The Technology of Teaching*, (Skinner, 1968). The Discussion Board (DB) prompts are designed to encourage thinking beyond the text and allow students to make connections in everyday life

and professional experiences within education, failures of education, technology, motivation, and other chapter topics. This assignment includes an individual post and two follow up responses to peers' comments.

All *initial individual discussion posts* are due by Thursday of the assigned week at 11:55 pm (ET). Your post should provide additional insight by incorporating work and personal experiences to connect course content with everyday life. A good post will incorporate 3 parts: 1) connections from the text, 2) connections to self, and 3) connections to the field or society.

All *response posts* are due by Monday of the assigned week at 11:55 pm (ET). Read all of the posts completed by your classmates and then respond to two of your classmates. In your response, reflect on the similarities and/or differences from your peers' statements.

Quizzes and Activities

Quizzes and activities are designed to provide you with a knowledge check of current and past principles of ABA and expand on lesson objectives. The weekly modules will have activities to demonstrate understanding of course objectives. See weekly task folders for task description and point value. Quizzes will be used to assess current content knowledge and serve as a review of basic terminology needed for successful application of applied behavior analysis procedures. There will be a quiz each week. Quizzes will be composed of 10-12 multiple-choice questions with .5 to 1 point for each item. You will have one opportunity to complete this task within a 30-minute window. You may access notes and course text materials. This is an individual assignment and all students must adhere to university's policies on academic integrity.

Course Policies and Expectations

Attendance/Participation

This is an asynchronous course without designated meeting days, however; attendance and participation is required to receive full points on group assignments (i.e., video case studies). Failure to meet with group members will result in the loss of points for that assignment.

Late Work

Work is considered on-time if it is submitted by 11:55pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% point deduction after the assignment has been graded. Deductions are per week. Discussion Board posts and responses entered after the due date will be assessed a 50% point penalty.

Grading (traditional rounding principles apply)

93-100% = A

90-92% = A-

87-89% = B+

- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 69% = F

***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/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>).

Class Schedule

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

Note: *ToT* refers to the Skinner (1968) text, **Clinical ABA** refers to the Roane, Ringdahl, & Falcomata text (2015), and **PM** refers to the Daniels & Bailey (2014) text, **DL** refers to Discussion Leader

Week	Topics/Objectives	Readings	Assignments
1	Characteristics and current applications of ABA, Identifying and dispelling myths	Clinical ABA: Chpt 1 ToT: Chpt 1 PM: Chpt 4 & 5 See module for additional readings	- ABA Topic Paper: Choose your topic - Be Professional: Create a Presenter profile DB and related activities Video case study Quiz
2	Foundations of behavior change programs, Assessment procedures: Functional analysis, Addressing barriers to implementation	ToT: Chpt 2 PM: Chpt 7, 8 See module for additional readings (interteaching)	- VLOG 1 - Interteaching 1 - Be Professional: Update Resume DBs and Activities Video Case Study Quiz

Week	Topics/Objectives	Readings	Assignments
3	Foundations of behavior change programs, Assessment procedures: Structural analysis	ToT: Chpt 3 PM: Chpt 10 See module for additional readings (inter-teaching)	- ABA Topic Paper: List of 8-10 articles - Inter-teaching 2 DBs and Activities Video Case Study Quiz
4	Designing behavior change programs, Teaching clients: reinforcement schedules and procedures	Clinical ABA: 2, 3, 8, 9, 10 (Chapter readings based on Discussion Leader chapter selection) ToT: Chpt 4 PM: Chpt 11, 12, 14 See module for additional readings	DL Presentation or Participation (Based on student chapter selection) - ABA Topic Paper: Annotated Bibliography DBs and Activities Video Case Study Quiz
5	Designing behavior change programs, Teaching clients: Differential reinforcement procedures	Clinical ABA: 8, 12, 13, 19, 23 (Chapter readings based on Student chapter selection) ToT: Chpt 5 PM: Chpt 15, 16, 17 See module for additional readings	DL Presentation or Participation (Based on student chapter selection) DBs and Activities Video Case Study Quiz
6	Designing behavior change programs, Teaching clients: Self management	Clinical ABA: 16,17,18,20, 21, 22 (Chapter readings based on Student chapter selection) ToT: Chpt 6 See module for additional readings	DL Presentation or Participation (Based on student chapter selection) DBs and Activities Video Case Study Quiz
7	Teaching behavior change agents: Skills training and treatment integrity	Clinical ABA: 24, 25 (Chapter readings based on Student chapter selection) ToT: Chpt 7 See module for additional readings	DL Presentation or Participation (Based on student chapter selection) - Inter-teaching 3 DBs and Activities Video Case Study

Week	Topics/Objectives	Readings	Assignments
			Quiz
8	Teaching behavior change agents: Supervision and Systems Change	ToT: Chpt 9, 10 PM: Chpt 13 See module for additional readings	- Interteaching 4 - ABA Topic Paper Due - VLOG 2: ABA Topic presentation DBs and Activities Video Case Study Quiz

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 [Assessment support](https://cehd.gmu.edu/aero/assessments/) (<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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing 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)

No VIA Performance-based Assessment