



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

Spring 2022

EDSE 619 001: Principles and Procedures of Behavior Analysis

CRN: 19833, 3 – Credits

<b>Instructor:</b> Dr. Lisa Tullo	<b>Meeting Dates:</b> 1/24/22 – 5/18/22
<b>Phone:</b> 703-993-6589	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> ltullo@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; Krug 14
<b>Office Location:</b> Finley 100 D	<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

### **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 Ethics Code for Behavior Analysts. The Ethics Code for Behavior Analysts is listed on the following website: <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.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.

Science of Behavior Tutorials. [www.scienceofbehavior.com](http://www.scienceofbehavior.com) – details will be presented in class.

## Recommended Texts

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

## Required Resources

You are required to create an account at <https://scienceofbehavior.com> in order to complete the ABASETS. Cost of the account is \$5 and can be paid through PayPal.

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. *As soon as you begin coursework you are considered as practicing under this code.* 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 assigned at the discretion of the instructor.

## 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

### Interteaching Assignments

These assignments will allow you to have hands-on access to the reading materials, as well as discussion. Students will be randomly assigned to groups of 2-3 each week. Before class, you will be given a reading guide that will extend your knowledge of the readings (BALC, Skinner, any additional readings assigned). You are expected to come to class with a completed guide (to be turned in on Blackboard). The majority of the class will consist of you and your group discussing the reading guide and turning in a group product. The quality of the answers as well

as factual knowledge in the reading guide will be graded. The instructor will circulate throughout the room, having discussions with each group. At the end of the assignment, students will have the opportunity to ask questions – this will be the basis of a clarifying lecture at the beginning of the next class.

### **Pretest/Final Exam**

A pretest will be taken prior to beginning the ABA sets. This is a good way to assess what your knowledge of behavioral principles is prior to the beginning of the course. Complete this assessment in Module 1 for 10 points. You will receive a grade for completion, not based upon your score on the assessment. ***This assessment will be closed after once the due date has passed.***

Your final exam will be 50 questions and worth 300 points towards your final grade. **The final exam is taken through Blackboard and is based on content from the ABA SETS.**

### **Course Requirements/Syllabus Quiz**

The purpose of this quiz is to ensure that you are familiar with the syllabus, overall course requirements, navigation of Blackboard, and policies. The quiz will be 20 questions and completed on Blackboard.

### **Academic Honesty Tutorial**

*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 this module is designed to ensure that students are informed of the contents of the code.

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

Across the term, you will be assigned 11 study units from <http://scienceofbehavior.com>. The links will be available in Blackboard. **The cost of these tutorials are \$5, paid directly to the creators of the tutorial.**

A username and how to purchase the sets will be provided on the first week of class. To receive credit for a set, you must score 80% or better. Each **set** is worth 5 points. Because they must be done in a specific order, not all units will correspond to the week's materials but will cover some part of what we are learning this term.

*Note: Units can take up to 2.5 hours to complete, and require precise spelling and grammar for a passing score. The orientation unit will provide more information. They can be broken down into smaller chunks (i.e., each set can be done on a different day), and should be started early in the week for best results. You can also always work ahead. Don't wait until the weekend!*

***Generalization reviews are required.***

## **Behaviorist Biography**

This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide you 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. There are several milestones to the Behaviorist Biography.

*Note that students are required to use the Google template provided on Blackboard to complete this assignment. This will allow for continuity of the assignment across milestones.*

***Milestone 1: Academic Honestly Tutorial.*** This is the same tutorial described above.

***Milestone 2: Choose Your Author.*** You will be provided with a list of seminal behavior analytic researchers and practitioners. They represent a diverse group of individuals with research and practice interests in many different behavior analysis sub-disciplines. Each student will be required to choose a unique author for this project.

***Milestone 3: Annotated Bibliography.*** You will choose 5 articles or books written by the author – newspaper articles, websites, Wikipedia, and articles written about the author do not count towards your 5. Each article will be summarized in your own words (no quotes). This will be a partial basis for writing your final paper.

***Milestone 4: Paper and Presentation Draft.*** This draft is required for your peer review. While it is not expected that your paper or presentation will be in its final form, there should be enough content so that you can receive adequate feedback in your peer review.

***Milestone 5: Peer Review.*** You will be assigned a peer who will read your draft and presentation. During class, you and your peer will discuss the quality of your draft and provide suggestions for improvement.

***Milestone 6: Final Paper.*** For your final paper, you are required to turn in a completed copy based upon the instructions in the template. Papers will be scored for ease of reading, quality of answers to questions in the template, thorough summarization of sources, and adherence to APA 7<sup>th</sup> Edition style.

***Milestone 7: Paper Presentation.*** During the final weeks of class, each student will create an 8-10 minute presentation on their author. The presentation will be graded for content as well as creativity. Students are encouraged to use strong presentation skills, multimedia, and class participation.

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

N/A

**College Wide Common Assessment  
(VIA submission required)**

N/A

Assignment Summary

<b>Assignments</b>	<b>Points</b>
Interteaching Assignments	300
Pretest	10
Course Requirements (Syllabus) Quiz	20
Academic Honesty Tutorial	20
Science of Behavior Tutorials and ABA Sets	325
Behaviorist Bio	90
Final Exam	300
<b>Total</b>	<b>1065</b>

**Course Policies and Expectations**

Attendance/Participation

Participation in the course is essential to master the material. Not only are you learning the basics of behavior analysis, but you are also learning dispositions that are critical to success as a behavior analyst. This class will be mostly hands-on and discussion, with very little lecture. Therefore, students are expected to have done the reading before class, completed preparation guides for discussion, and to engage fully with their classmates. Reading guide drafts submitted after class begins will not be accepted. Texting for non-emergencies and using computers for purposes other than note taking is discouraged. The classroom will be place where collaborative skills are practiced throughout the semester. **It is expected that you must be present in class in order to receive points for in-class activities.**

Late Work

While it is understood that life can get in the way of classwork sometimes, being on time with assignments is another critical disposition in the behavior analysis world. It can mean the difference between getting paid and not getting paid. Therefore, all students are allowed 1 late assignment. After that, unless arrangements are made with me 48 hours before the due date, up to 10% will be deducted for each day the assignment is late. With the exception of the preparation guides, which are due at the beginning of class, all other assignments are due at 11:59pm. ***No work will be accepted after the closing of the final exam unless arrangements are made with me well in advance.***

## Other Requirements

- 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

Students can expect feedback on assignments within 3-4 days of the due date. Any delays in grading will be announced via Blackboard. Early 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**

**\*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.

Assignments are due the week they are listed in the syllabus. For example, the Syllabus Quiz is due 1/31.

Module	Week	Date	Topic	Readings	Assignments due
1	1	1/24	Introduction to Class	<ul style="list-style-type: none"> <li>Purchase Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Sign up for Science of Behavior**Wait for class**</li> <li>Familiarize yourself with BB and the syllabus</li> </ul>
	2	1/31	Intro to ABA, Building Blocks of Behavior Change	<ul style="list-style-type: none"> <li>Baer, Wolf and Risley, 1968</li> <li>Skinner, Chapter 1</li> <li>BALC 1, 2, 26</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus Quiz</li> <li>Interteaching 1</li> <li>Behaviorist Bio Milestone 1 – Academic Honesty Module</li> <li>ABA Pretest</li> <li>Science of Behavior Unit 1</li> </ul>
2	3	2/7	Environments that promote behavior change and reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 3-4</li> <li>Skinner Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 2</li> <li>Behaviorist Bio Milestone 2 – Choose the Author</li> </ul>
	4	2/14	Reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 5-6, 32</li> <li>Skinner Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 3</li> <li>Science of Behavior Units 2 and 3</li> </ul>
3	5	2/21	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>Interteaching 4</li> <li>Behaviorist Biography: Milestone 3 – Annotated Bibliography</li> </ul>
	6	2/28	Differential Reinforcement	<ul style="list-style-type: none"> <li>BALC, Ch. 29</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 5</li> <li>Science of Behavior Units 4 and 5</li> </ul>
4	7	3/7	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>Interteaching 6</li> </ul>
	8	3/14	Spring Break March 14-18		
	9	3/21	Punishment	<ul style="list-style-type: none"> <li>BALC 31</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 7</li> <li>Science of Behavior Units 6 and 7</li> </ul>
5	10	3/28	Stimulus Control, Shaping,	<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>Interteaching 8</li> </ul>



Module	Week	Date	Topic	Readings	Assignments due
			Chaining, Task analysis		<ul style="list-style-type: none"> <li>Behaviorist Biography Milestone 4: Paper and presentation draft</li> </ul>
	11	4/4	Antecedent Interventions, Prompting	<ul style="list-style-type: none"> <li>BALC 18, 27</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 9</li> <li>Science of Behavior Unit 8</li> </ul>
6	12	4/11	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 Workshop</li> </ul>
	13	4/18	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>Interteaching 10</li> <li>Science of Behavior Units 9 and 10</li> </ul>
7	14	4/25	Group Contingencies, Peer Mediated Strategies, Token Systems	<ul style="list-style-type: none"> <li>BALC 12</li> <li>Skinner, Ch. 12 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>Interteaching 11</li> <li>Science of Behavior: Units 11 and 12</li> </ul>
8	15	5/2	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 6 – Final Paper</li> <li>Interteaching 12</li> </ul>
	16	5/9	RFT	<ul style="list-style-type: none"> <li>Additional Readings on RFT</li> </ul>	<ul style="list-style-type: none"> <li>Science of Behavior: Learning Principles Set 11</li> <li>Behaviorist Biography: Milestone 7 -Presentation</li> </ul>
	17	5/16	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>

\*BALC – Behavior Analysis for Lasting Change

### 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <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 “Non-confidential 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 [titleix@gmu.edu](mailto:titleix@gmu.edu).

**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)**

Assessment will be the final exam for this class. The grade on the final exam will serve as program evaluation.