



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

Summer 2022

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 41910, 3 – Credits

Instructor: Dr. Joy Engstrom	Meeting Dates: 5/23/22 – 8/13/22
Phone: 804-937-3680 (cell)	Meeting Day(s): Tuesday; Thursday
E-Mail: jengstr2@gmu.edu or Joy.Engstrom@lcps.org (preferred)	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: N/A	Meeting Location: Fairfax; KH 15
Office Location: N/A	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 with a grade of 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 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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Check 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/>. Keep in mind that your program GPA will need to be 3.0 or higher for graduation.

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. 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.

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.

Required Texts

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 Texts

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

No required upload.

Assignments

Self-Assessment

The BACB Task List is organized into three major sections: basic behavior analytic skills, client-centered responsibilities, and foundational knowledge that behavior analysts need to know, practice, and apply. This self-assessment assignment includes a process for students to assess current knowledge and skill sets of task list items based on levels of learning. Students will rate skill areas based on learning stages (Haring, Lovitt, Eaton, & Hansen, 1978) and Bloom's revised taxonomy. Based on areas of strengths and weaknesses, students will write an action plan with specific activities and time-line that you can do to enhance learning of that skill. Students will produce a 3-5 page paper with a summary of self-assessment items and action plan.

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.

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.

ABA Topic Presentation

You will present your ABA Topic in a 10-minute professional presentation. This presentation will summarize relevant findings, discuss barriers or gaps, and lastly offer solutions.

Annotated Bibliography

The purpose of this annotated bibliography is to organize your peer-reviewed articles. You will provide the APA citation for the article, provide a descriptive summary of the findings, then evaluate how the article supports your topic area. You will need to provide a descriptive and evaluative paragraph for 10 peer-reviewed article sources.

Assignment Summary

Description	Possible Points
Task List Self-Assessment	10 points
Skinner Discussion Prompts	60 points
Annotated Bibliography	10 points
Interteaching (4 opportunities)	64 points
Discussion Leader Presentation	25 points
Discussion Leader Points (5 points per presenter)	75 points*
ABA Review Paper	25 points
ABA Topic Presentation	15 points
Total Points:	319points

*This is an estimated number of points based on number of students enrolled in course

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class meetings, however; in the case of emergencies and sickness, it is the student’s responsibility to make up all missed work. Participation points can only be earned in class for the in-class assignments. Please respect the learning environment by silencing cell phones and lap tops for course-related tasks and note-taking.

Late Work

Assignments are defined as on time when the work task is submitted onto the correct assignment link on Blackboard at the start of the class session on the date due. Work that is submitted after the start of class on the assigned date is late and late work will be graded with a 5-point penalty from the total number of points earned for the assignment for each week that the assignment is past due.

Assignments will not be accepted after the final exam on the last week of class.

Grading

93-100% = A

90-92% = A-
 87-89% = B+
 83-86% = B
 80-82% = B-
 70-79% = C

***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.

Date	Concepts	Assignments Due
Week 1 5/24	Review course requirements	Discussion Leader Signup
	Foundations of ABA	ABA topic Sign up
5/26	Conceptual Analysis of ABA	Skinner Discussion
	Misconceptions of ABA	
Week 2 5/31	“Lazy is not a behavior” refining goals and objectives	Task List Assessment
6/2	- ABA and Assessments: Functional analysis - Optimizing use of FBA assessments	Skinner Discussion Interteaching Assignment #1
Week 3 6/7	ABA and Assessments: Structural analysis	
6/9	- Precision prompts	Skinner Discussion

	- Environmental supports for behavior change	
Week 4 6/14	- Fundamental elements of behavior change - Instructional practices: teaching clients - Selecting powerful reinforcers	
6/16	- Reinforcement schedules - Preference Assessments	Skinner Discussion Interteaching Assignment #2
Week 5 6/21	- Behavior Change Procedures - Instructional practices: teaching clients	
6/23	- Teaching complex behaviors - Expanding repertoires - Differential reinforcement	Skinner Discussion
Week 6 6/28	- Behavior change systems - Maintaining behavior: promoting independence	
6/30	- Fading and self-management	Skinner Discussion Annotated Bibliography DL presentations/participation
Week 7 7/5	- Training Behavior Change Agents	
7/7	- Behavior Skills Training - Treatment Integrity	Skinner Discussion Interteaching Assignment #3 DL presentations/participation
Week 8 7/12	- Organizational performance management - Supervision practices	

7/14	- Systems change	Skinner Discussion DL presentations/participation
Week 9 7/19	- ABA and Culture	
7/21	- ABA and Diversity	Skinner Discussion DL presentations/participation
Week 10 7/26	- Acceptance and Commitment training	
7/28	- ABA and lasting change ethically	Skinner Discussion Interteaching assignment #4
Week 11 8/2	ABA Topic Presentation	Presenter feedback card ABA Topic Paper ABA Presentation
8/4	ABA Topic Presentation	Presenter feedback card ABA Topic Paper ABA Presentation
Week 12 8/9	ABA Topic Presentation	Presenter feedback card ABA Topic Paper ABA Presentation
8/11	ABA Topic Presentation	Presenter feedback card ABA Topic Paper ABA Presentation Course evaluations

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 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, 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 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)