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

Fall 2022
EDSE 622 001: Philosophical and Conceptional Issues in Behavior Analysis
CRN: 77380; 3 – Credits

Instructor: Dr. Christine Hoffner Barthold	**Meeting Dates:** 8/22/2022 – 10/16/2022
Phone: 703-691-6827 (please text)	**Meeting Day(s):** Online
E-Mail: choffner@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: By appointment	**Meeting Location:** Online
Office Location: Suite 100 Finley Building	**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):
Completion of EDSE 619 with a minimum of B- or XS or concurrent enrollment in EDSE 619.

Co-requisite(s):
Completion of EDSE 619 with a minimum of B- or XS or concurrent enrollment in EDSE 619.

Course Description
Focuses on basic principles and philosophies of behavior analysis. Identifies historical contributions to modern behavior analysis and identifies seminal individuals who have made an outstanding contribution to behavior analysis. Describes tenets of radical behaviorism. Emphasizes vocabulary and basic research that contributes to a modern understanding of behavioral principles.

Course Overview
This course provides instruction into philosophical underpinnings of behavior analysis, historical perspectives, and an overview of radical behaviorism.

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 order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

Course Delivery Method
Learning activities include the following:
1. Application activities
2. Small group activities and assignments
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using 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 in accordance with the posted start date.

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)

  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)

- 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:
  o [Adobe Acrobat Reader](https://get.adobe.com/reader/) (https://get.adobe.com/reader/)
  o [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)
  o [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)
  o Screen Capture Video software, such as Screencast-O-Matic

- Technical Support 24/7
  o chat: https://support.edu.help
  o call: 1-844-306-1785
  o 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. Students will be expected to meet with their groups, which will be scheduled at the convenience of the group.
- 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 5 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
1. Compare and contrast methodological and radical behaviorism.
2. Identify the differences among basic principles, applied behavior analysis, and service delivery.
3. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
4. Define, describe, and identify the concepts and philosophy of respondent behavior and respondent conditioning.
5. Define, describe, and identify the concepts and philosophy of operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe and identify factors affecting behavioral variables.
9. Describe and explain behavior using an operant and/or respondent paradigm.

Professional Standards
This course is offered by the George Mason University Division of Special Education and disability Research. The goal of our special education programs is to improve the lives, productivity, and education of persons with disabilities. The content of the courses in this program is derived from the 5th EditionTask 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.

Required Texts

Catania, A.C. (2017). *The ABCs of Behavior Analysis: An Introduction to Learning and Behavior.* Cornwall on Hudson, NY: Sloan.

(It is recommended, if at all possible, to purchase these materials directly from the Sloan website. Other outlets often have significant delays that put students at a disadvantage.)

Recommended Texts

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

Johnston, J.M. (2014). *Radical Behaviorism for ABA Practitioners.* Cornwall on Hudson, NY: Sloan. (This book is currently out of print but may be available from selected re-sellers.

Required Resources

CyberRat. Can be purchased through the following link: http://www.ai2inc.com/Products/products.html - note that this program only works on desktops and laptops. It will not run on tablets, phones, or Chromebooks.

Additional Readings

Critchfield, T. S. (2011). Translational contributions of the experimental analysis of behavior. *The Behavior Analyst*, *34*(1), 3. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3089409/

Critchfield, T. S., & Miller, J. R. (2017). Editorial: are theories of reinforcement necessary? *The Behavior Analyst*, *40*(1), 11–16. https://doi.org/10.1007/s40614-017-0113-x

Hayes, S. C., & Hayes, L. J. (1992). Verbal relations and the evolution of behavior analysis. *American Psychologist*, 13.

Holth, P. (2005). Two definitions of punishment. *The Behavior Analyst Today*, *6*(1), 43–47. https://doi.org/10.1037/h0100049

Michael, J. (1980). Flight from behavior analysis Presidential Address ABA 1980. *The Behavior Analyst*, *3*(2), 1–21. https://doi.org/10.1007/BF03391838

Michael, J. (2000). Implications and refinements of the establishing operation concept. *Journal of Applied Behavior Analysis*, *33*(4), 401–410. http://onlinelibrary.wiley.com/doi/10.1901/jaba.2000.33-401/abstract

Rehfeldt, R. A., & Hayes, L. J. (1998). The operant-respondent distinction revisited: Toward an

    understanding of stimulus equivalence. *The Psychological Record*, *48*(2), 187–210.

    https://doi.org/10.1007/BF03395266

Schneider, S. M., & Morris, E. K. (1987). A history of the term radical behaviorism: From Watson to

    Skinner. *The Behavior Analyst*, *10*(1), 27–39. https://doi.org/10.1007/BF03392404

Sidman, M. (2008). Reflections on stimulus control. *The Behavior Analyst*, *31*(2), 127–135.

    https://doi.org/10.1007/BF03392166

Sidman, M. (2009). Equivalence relations and behavior: An introductory tutorial. *The Analysis of Verbal*

    Behavior, *25*(1), 5–17. http://www.equivalence.net/pdf/Sidman_2009.pdf

Spealman, R. D., & Goldberg, S. R. (1978). Drug self-administration by laboratory animals: Control by

    schedules of reinforcement. *Annual Review of Pharmacology and Toxicology*, *18*(1), 313–339.

    https://doi.org/10.1146/annurev.pa.18.040178.001525

Stewart, I. (2018). Derived relational responding and relational frame theory: A fruitful behavior analytic

    paradigm for the investigation of human language. *Behavior Analysis: Research and Practice*,

    18(4), 398–415. https://doi.org/10.1037/bar0000129

Truax, C. B. (1966). Reinforcement and nonreinforcement in Rogerian psychotherapy. *Journal of*

    Abnormal Psychology, *71*(1), 1–9. https://doi.org/10.1037/h0022912

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments and/or Examinations

Video Introduction. Students will post a video introducing themselves and answering questions posed by the instructor.

Presentation guidelines: Any media is allowed, so be creative. No voice over PowerPoint, and no Word papers. Ideas: record a video, write a song, create a visual infographic, do a Prezi, create a Podcast, etc. Presentations should be 2-3 minutes in length if using video or audio.

Follow up with at least two classmates (who do not yet have responses to their presentations). Your response should be thoughtful, substantial, polite and more extensive than a simple "well

done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments.

Syllabus Quiz. The information for this quiz is located on the syllabus, in directions throughout Blackboard, and in the Orientation Module separate from EDSE 622. When you pass this quiz, you can be confident that you have the information and skills necessary to be successful in this course. Where to find information as well as links to tutorials are available once your first attempt is complete. Try to complete the quiz as quickly as you can. Research has indicated that being able to recall information quickly, consistently, and correctly helps with retention. You may take this quiz as many times as you like, and there is no time limit. Good luck!

Academic Integrity Module (Plagiarism/APA Style). For this course, you will familiarize yourself with GMU's academic integrity policies. **The instructors and GMU take academic integrity very seriously.** Complete the module as well as the Quiz Questions. You must receive an 80% or better to pass the quiz. Those who pass will receive 20 points towards their grade.

Fluency Quizzes. Vocabulary and precise terminology is critical in Behavior Analysis. In order to test fluency on vocabulary, students will be given a quiz each module on key vocabulary. 20 questions in a multiple-choice format will be selected from a random pool. This pool is fully randomized so that both the presentation of the questions and the order of answers are different for each student. You will have 5 minutes to answer the questions. It is important that you can define key vocabulary quickly, consistently and correctly (i.e., fluently). Therefore, you will only have **5 minutes** to complete the Fluency Quiz.

Be advised that you will have only one attempt to take this quiz. I suggest that you practice with Quizlet to at least 90% score before you attempt the quiz. To begin the quiz, click on the title of the activity.

Interteaching Assignment. This assignment will allow you to have hands-on access to the reading materials, as well as a discussion. In Module 1, you will pick your group, as well as meet at the convenience of the group and complete the team contract. Starting in Module 2, your group will be given a set of interteaching activity questions that will extend your knowledge of the readings. You will be expected to discuss the materials as a group and create a document where you will post your answers.

CyberRat. CyberRat is a fully interactive digital video presentation of a real laboratory rat to help you perform behavior analysis in a controlled laboratory environment. You will be expected to download CyberRat and perform a series of experiments (detailed instructions will be posted on Blackboard). Points will be assigned for completing each experiment in the module assigned. You will finish the project by completing a research report comparing and contrasting each of the experiments.

Final Exam. The final exam is designed to test your knowledge of vocabulary and basic concepts and philosophy. It will also help you to determine where you might be having difficulty with the materials. The exam will consist of 50 questions and will be timed. Timed tests are used to help simulate the requirements of the BACB certification exam.

Course Policies and Expectations

Attendance/Participation
Technology Use
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. Group sessions should be recorded or otherwise documented.

Assignment Instructions

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.
- Assignments **must** be completed within the template provided by the instructor. Failure to do so will result in delays in grading.
- 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). 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.

Grading

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

Assignments	Points
Introductory Discussion	5
Interteaching Assignments	190
Cyber Rat	201
Fluency Quizzes and Final Exam (Final is 300 Points)	660
Total	1056

*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.

Week/ Module	Topic	Readings *Readings in parentheses are still required*	Assignments
1	Intro to class What is Learning?	Catania, Ch 1 & 2, (Michael, 1980) (Critchfield, 2011)	Introduction Discussion M1 Team Contract Syllabus Quiz Academic Integrity Module M1 Fluency Quiz
2	Behavior Analytic Philosophies Basic v. Applied Research	Catania, Ch 3,4, and 32 (Truax, 1966) (Schneider & Morris, 1987)	M2 Interteaching M2 Fluency Quiz CyberRat – Milestone 1
3	Reinforcement Schedules of Reinforcement	Catania, Ch 6, 7, 12 and 14 (Critchfield & Miller, 2017) (Spealman & Goldberg, 1978)	M3 Interteaching M3 Fluency Quiz CyberRat Milestone 2
4	Punishment Extinction	Catania, Ch 8-10 (Holth, 2005)	M4 Interteaching M4 Fluency Quiz CyberRat Milestone 3
5	Antecedents - Stimulus Control, Motivating Operations Complex schedules of reinforcement	Catania, Ch 13, 15, & 17. (Sidman, 2008) (Michael, 2000)	M5 Interteaching M5 Fluency Quiz CyberRat Milestone 4
6	Thinking Remembering Emotion Verbal Governance	Catania, Ch 21, 22, 26, 29, & 30, (Hayes & Hayes, 1992)	M6 Interteaching M6 Fluency Quiz
7	Equivalence Relational Frame Theory Novel Responding Generalization	Catania, Ch 16 & 18 (Sidman, 2009) (Stewart, 2018)	M7 Interteaching M7 Fluency Quiz CyberRat Milestone 5 (final paper)
8	Elicited v. Emitted Behavior Course Wrap-Up	Catania, Ch 15, 19, & 20 (Rehfeldt & Hayes, 1998)	M8 Interteachting M8 Fluency Quiz Final Exam

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/).

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/).

- 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/).

- 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/).

- 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/).

- 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/).

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).**

- 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/).

Appendix

Assessment Rubric(s)

Scores on the final exam will be used for program evaluation purposes as opposed to a rubric.