



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

Fall 2022

EDSE 619: Principles and Procedures of Behavior Analysis

Section: 001; CRN: 71401

Section: P01; CRN: 83265

3 – Credits

<b>Instructor:</b> Dr. Christine Hoffner Barthold	<b>Meeting Dates:</b> 8/22/22 – 12/14/22
<b>Phone:</b> 703-691-6827 (please text)	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax; KH 14
<b>Office Location:</b> Suite 100 Finley Building	<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**

Students in graduate programs must maintain a 3.00 GPA (B average) for coursework in each program of study. A maximum of 6 credits with grades of C will be allowed for completion of the master's degree and a maximum of 3 credits will be allowed for completion of the ABA certificate. Students earning 2 Fs or 9 credits of Cs/Fs are subject to termination from the program. Life happens -- don't hesitate to reach out if you need support!

### **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 (Note: Please purchase the 4<sup>th</sup> edition, not the 5<sup>th</sup>, and try to purchase directly from Sloan. The e-book sold by the bookstore is not recommended.)

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**

Purchase the Science of Behavior Learning Principles tutorial using the instructions located on Blackboard. It is important that these instructions are followed carefully in order to access and complete the tutorials successfully.

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)) and download the 5<sup>th</sup> edition Task List as well as the Professional and Ethical 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 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***

#### **Interteaching Assignment.**

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given a set of questions, both factual and open-ended, that will extend your knowledge of the readings (BALC, Skinner, any additional readings assigned). You will also be assigned to a group with whom you will complete the interteaching assignment. Your group will be responsible for completing a study guide where you will answer the questions as a group.

#### **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.

### **Pretest/Final Exam**

You will be assigned a pretest on Blackboard that assesses your current knowledge of the principles covered in this course. Complete this assessment and reflection in Module 1 for 10 points. You will receive a grade for completion and reflection, not based upon your score on the assessment. It is encouraged that you take this again at different points in your coursework, but no extra credit points will be offered for doing so. Your final exam will be 50 questions and worth 300 points towards your final grade.

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.

**Science of Behavior Learning Principles.** This tutorial can be accessed through the links and instructions located on Blackboard. The tutorials are based upon a behavioral teaching technique called programmed instruction, in which mastery of precise terms and concepts leads to the next

step in the program. Each week, you will be assigned a tutorial that corresponds to topics covered in class. Some tutorials may not directly correspond to the week's objectives due to the nature of the setup of the tutorials, but will relate to class objectives. The tutorials will be completed outside of class time and you will have one week to complete each one. Each tutorial set will be worth 10 points.

## **Course Policies and Expectations**

### ***Attendance/Participation***

While attendance will not be tracked, 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.

### ***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, 2 points 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**

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

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

Assignments	Points
<b>Interteaching Assignment</b>	
<b>Pretest and reflection</b>	<b>10</b>
<b>Course Requirements Quiz</b>	<b>20</b>
<b>Academic Honesty Quiz</b>	<b>20</b>
<b>Learning Principles Programmed instruction</b>	<b>110</b>
<b>Behaviorist Bio</b>	<b>105</b>
<b>Final Exam</b>	<b>300</b>
<b>Total</b>	<b>565</b>

**\*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 8/30 at 11:59pm.

Week	Date	Topic	Reading*	Assignments
1	8/22	Introduction to Class	Purchase Textbooks	Sign up for Learning Tutorials Familiarize yourself with BB and the syllabus
2	8/30	Intro to behavior analysis	Baer, Wolf and Risley, 1968 Skinner, Chapter 1 BALC 1	Syllabus Quiz Pretest Interteaching 1 Learning Principles Programmed Instruction Sets 1 & 2
3	9/5	<b>LABOR DAY</b>	<b>NO CLASS MEETING</b> <b>May turn in assignments on 9/7 at 11:59 for full credit</b>	Behaviorist Bio Milestone 1 – Academic Honesty Module
4	9/12	Building Blocks of Behavior	Skinner, Chapter 2 BALC 2, 26	Interteaching 2 Learning Principles Programmed Instruction Sets 3
5	9/19	Environments that Promote Behavior Change	Skinner, Chapter 3 BALC 3, 32	Interteaching 3 Behaviorist Bio Milestone 2 – choose your author Programmed Instruction Set 4
6	9/26	Reinforcement	Skinner, Chapter 4 BALC 5, 6, 10, 11	Interteaching 4 Programmed Instruction Set 5
7	10/3	Schedules of Reinforcement	Skinner, Chapter 5 BALC 22, 23	Interteaching 5 Programmed Instruction Set 6
8	10/10	<b>Asynchronous Online Class</b> Differential Reinforcement	Skinner, Chapter 8 BALC 29	Interteaching 6 Behaviorist Bio Milestone 3 – annotated bibliography Programmed Instruction Set 7
9	10/17	Punishment and Extinction	Skinner, Chapter 7 BALC 28, 30, 31	Interteaching 7 Programmed Instruction Set 8

10	10/24	Stimulus Control and Antecedents	Skinner, Chapter 9 BALC 15, 16, 17	Interteaching 8
11	10/31	Shaping, Chaining, Task analysis, and Prompting	Skinner, Chapter 11 BALC 13, 14, 18	Interteaching 9 Behaviorist Bio Milestone 4 – Draft Paper and Presentation Programmed Instruction Set 9
12	11/7	Generalization and Expansion of Stimulus Control	Skinner, Chapter 14 BALC 20, 21	Interteaching 10 Behaviorist Bio Milestone 5 – peer review workshop Programmed Instruction Set 10
13	11/14	Support and Supervision of Behavior Change Agents	Skinner, Chapter 12 BALC 24	Interteaching 11 Programmed Instruction Set 11
14	11/21	Group Contingencies, Peer Mediated Strategies, Token Systems	Skinner, Chapter 13 BALC 12	Interteaching 12 Behaviorist Bio Milestone 6 – paper due
15	11/28	Relational Frame Theory	Skinner, Chapter 6 Readings on RFT will be assigned	Interteaching 13 Behaviorist Bio Presentations (milestone 7)
16	12/5	Verbal Behavior	BALC 19	Behaviorist Bio Presentations
17	12/12	<b>FINAL EXAM</b>	<b>NO CLASS MEETING</b>	

\*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, 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](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.