



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

Spring 2023

EDSE 622 001: Philosophical and Conceptual Issues in Behavior Analysis

CRN: 16820, 3 – Credits

Instructor: Dr. Barbara Kaminski	Meeting Dates: 1/23/23 – 5/17/23
Phone: 703-987-0132	Meeting Day(s): Tuesday
E-Mail: bkamins2@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax; KH 15
Office Location: as arranged	Other Phone: NA

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 B- or XS or concurrent enrollment in EDSE 619.

Co-requisite(s):

Completion of EDSE 619 with a minimum 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 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

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: <http://mso365.gmu.edu/>.

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

This course is designed to enable students to do the following:

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. 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 Edition 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.

Required Texts

(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.)

Catania, A.C. (2017). *The ABCs of Behavior Analysis: An Introduction to Learning and Behavior*. Cornwall on Hudson, NY: Sloan Publishing. ISBN: 978-1-59738-091-1

Johnston, J.M. (2014). *Radical Behaviorism for ABA Practitioners*. Cornwall on Hudson, NY: Sloan Publishing. . ISBN: 978-1-59738-043-0. **PLEASE NOTE THAT THIS IS THE FIRST EDITION. DO NOT BUY THE AVAILABLE 2ND EDITION**

Recommended Texts

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

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

All additional reading will be available on Blackboard. All readings below are freely available for download (not behind a firewall).

Anderson, C. M., Hawkins, R. P., Freeman, K. A., & Scotti, J. R. (2000). Private events: Do they belong in a science of human behavior? *The Behavior Analyst*, 23, 1-10.

Blackledge, J. T. (2003). An introduction to relational frame theory: Basics and applications. *The Behavior Analyst Today*, 3, 421-433.

Critchfield, T. S., & Miller, J. R. (2017). Are theories of reinforcement necessary. *The Behavior Analyst*, 40, 11-16.

Dixon, M. R., Belisle, J., Rehfeldt, R. A., Root, W. B. (2018). Why are we still not acting to save the world: the upward challenge of a post-Skinnerian behavior science. *Perspectives on Behavioral Science*, 41, 241-267.

Heward, W. L. & Cooper, J. O. (1992). Radical behaviorism: A Productive and Needed Philosophy for Education. *Journal of Behavioral Education*, 2(4), 345-365.

Marr, J. (1996). Method and theory in memory; or, how many rooms are there in the mad hatter's house. *The Behavior Analyst*, 19, 89-90.

- Sakagami, T., & Lattal, K. A. (2016). The other shoe: An early operant conditioning chamber for pigeons. *The Behavior Analyst, 39*, 25-39.
- Schlinger, H. D. (2008). Listening is behaving verbally. *The Behavior Analyst, 31*, 145-161.
- Schlinger, H. D. (2011). Introduction: Private events in a natural science of behavior. *The Behavior Analyst, 34*, 181-184.
- Schmitt, D. R. (2001). Delayed rule following. *The Behavior Analyst, 24*: 181-189.
- Sidman, M. (2004). The analysis of human behavior in context. *The Behavior Analyst, 27*, 189-195.
- Sidman, M. (2008). Reflections on stimulus control. *The Behavior Analyst, 31*, 127-135.
- Sidman, M. (2018). What is interesting about equivalence relations and behavior? *Perspectives on Behavioral Science, 41*, 33-43.
- Strapasson, B. A., & Araujo, S. F. (2020). Methodological behaviorism: historical origins of a problematic concept (1923–1973). *Perspectives on Behavior Science, 43*, 415–429.
- Waltz, T. J., & Follette, W. C. (2009). Molar functional relations and clinical behavior analysis: Implications for assessment and treatment. *The Behavior Analyst, 32*, 51-68.

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

Performance-based Assessment

Intro Quiz. The information for this quiz is located on the syllabus, in directions throughout Blackboard, and during our first in-class meeting. When you pass this quiz, you can be confident that you have the information and skills necessary to be successful in this course. This quiz will be available after our first class. 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.

Academic Integrity Quiz (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. Academic Integrity expectations will be reviewed during our first class. This quiz will be available after our first class. You

must receive an 80% or better to pass the quiz. Those who pass will receive 20 points towards their grade.

Vocabulary Quizzes. Vocabulary and precise terminology is critical in Behavior Analysis. In order to test fluency on vocabulary, beginning in Week 5, students will be given a quiz each week on key vocabulary. This quiz may be completed in class only. Vocabulary lists and online study “quizlets” are provided for each set of vocabulary words.

Weekly Reading Response.

Part 1. Draft. Each week you will address a list of question that will demonstrate and extend your knowledge of the readings. This draft, which is due *before the beginning of each class period*, will form the basis for in-class group discussion. Drafts will be submitted and graded based on completion of all questions (not accuracy).

Part 2. In-class group discussion. During class, you will be expected to discuss the material in small groups. Participation in discussion will be awarded participation points

Part 3. Final Draft. Following group discussion, you will complete an independent final draft (not a group submission). To allow time for completion, this draft is not due until the Thursday after the class meeting. While this is an independent assignment, the instructor assumes that some answers will be similar across the group members.

Extension Reference. The purpose of this assignment is to practice locating articles and extend your knowledge of concepts in ABA. Each week, you will upload (to Blackboard) the citation only for a research or conceptual article that extends the material for the week. This article can not be one included in the textbook(s) and should demonstrate the application of the week’s topic to a clinical or educational use.

Extra Credit. For one article of your choice, at any point in the semester, you may submit a one-page summary of the article. This summary will be worth 10 extra credit points.

Group Assignments: During the first week of the course, you will be randomly assigned to a group consisting of 3 or 4 students. This group will work together throughout the semester to complete 3 major assignments.

Philosophical Presentation. During Week 4, each group will present on a philosophical topic, as assigned. This short presentation will consist of information on how Behavior Analysis can address a mentalistic concept.

Research Extension Presentation. During Week 13, each group will present on a laboratory research topic, as assigned. This short presentation will consist of information on an advanced research topic.

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. Your group will perform a series of experiments (detailed instructions will be posted on Blackboard). Points will be assigned for completing each experiment as assigned. You will finish the project by completing a group lab 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.

Assignment Summary

Quizzes (Intro, Academic Integrity, and 8 Vocabulary) 10 @ 20pts	200 points
Weekly Response Draft (10 @ 10pts)	100 points
Weekly Response Discussion (10 @ 5 pts)	50 points
Weekly Response Final Draft (10 @ 10 points)	100 points
Group: Philosophical Presentation	40 points
Group: Research/Experimental Presentation	40 points
Cyber Rat Exercises/Lab Reports (4 @ 20 pts each)	80 points
Upload a Reference (10 @ 2 points each)	20 points
Group: CyberRat Final Lab Report	90 points
Final Exam	280 points
Total Points:	1000 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Your attendance and participation at each scheduled class session is an expectation of the course. Group discussion points are contingent on attendance and participation in the discussion. Quizzes must be completed in class.

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

Work is considered on time if it is submitted by 11:59 p.m. (ET) on the date that it is due. **Late work will only be accepted when prior arrangement has been made with the instructor.**

Other Requirements

Inclement Weather Procedures.

If GMU is closed due to weather conditions, class will be canceled. If GMU is not closed but, in your judgment, travel poses a substantial risk, you may choose to skip class as an excused absence.

Electronics

Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

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.

Week/ Module	Topic	Readings	Assignments
1 1/24/23	Intro to class Why is this important?	Syllabus	Syllabus Quiz Academic Integrity
2 1/31/23	Radical Behaviorism and Mentalism	Johnston Chp 1, 10 Heward & Cooper (1992)	Weekly Response Draft (WRD) #1 Group Discussion #1 Weekly Final Draft due Due 2/2: (WFD) #1 Upload a Reference
3 2/7/23	Private Events	Johnston Chp 3 Anderson et al. (2020) Schlinger (2011)	WRD #2 Group Discussion #2 Due 2/9: WFD #2 Upload a Reference
4 2/14/23	Group Presentations: Philosophical	None	Group Presentations
5 2/21/23	From Philosophy to the Experimental Analysis of Behavior (EAB)	Catania Chp 1 & 2 Critchfield & Miller (2017) Sakagami & Lattal (2016) Sidman (2004)	Vocabulary Quiz #1 WRD #3 Group Discussion #3 Due 2/23: WFD #3 Upload a Reference
6 2/28/23	Behavior Without Learning	Catania Chp 3, 4, 5	Vocabulary Quiz #2 WRD #4 Group Discussion #4 Due 3/2: WFD #4 Upload a Reference

7 3/7/23	Respondent Conditioning	Catania Chps 19-20	Vocabulary Quiz #3 WRD #5 Group Discussion #5 Due 3/9: WFD #5 Upload a Reference
3/14/23	SPRING BREAK		
8 3/21/23	Consequences (a review)	Catania Chps 6 - 10	Vocabulary Quiz #4 WRD #6 Group Discussion #6 Download CyberRat & Register Due 3/23 WFD #6 Upload a Reference
9 3/28/23	Operant Classes	Catania Chps 11-13	Vocabulary Quiz #5 WRD #7 Group Discussion #7 Due 3/30: WFD #7 Upload a Reference
10 4/4/23	Schedules of Reinforcement and Stimulus Control	Catania Chps 14-16 Sidman (2008) Sidman (2018)	Vocabulary Quiz #6 WRD #8 Group Discussion #8 CyberRat Exercise 1 Due 4/6: WFD #8 (due 4/6) Upload a Reference
11 4/11/23	Novel Sources of Behavior & Synthesis	Catania Chps 17-18	Vocabulary Quiz #7 WRD #9 Group Discussion #9 CyberRat Exercise 2 Due 4/13: WFD #9 Upload a Reference
12 4/18/23	Verbal Behavior, Relational Frame Theory, and Rule-Governed Behavior	Blackledge (2003) Dixon et al (2018) Schlinger (2008) Schmitt (2001)	Vocabulary Quiz #8 WRD #10 Group Discussion #10 CyberRat Exercise 3 Due 4/19: WFD #10 (due 4/19) Upload a Reference

13 4/25/23	Group Presentations: Experimental	No Reading	Group Presentations
14 5/2/23	Synthesis, Review & Final Exam: In-Class Vocabulary	Waltz & Follette (2009)	Vocabulary Final CyberRat Exercise 4
Finals week 5/16/23	NO MEETING Final Exam: Short Answer Questions	No Reading	Final Exam Due 11:59 pm, 5/17/2022

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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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)

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