



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

Summer 2023

EDSE 624 004: Applied Behavior Analysis: Applications

CRN:43774, 3 – Credits

Instructor: Dr. Kristy Park	Meeting Dates: 5/22/23 – 8/12/23
Phone: 703-675-4211	Meeting Day(s): Thursday
E-Mail: kparkc@gmu.edu	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: Thursdays, 6:00-7:20pm And by appointment	Meeting Location: Fairfax; KH 17
Office Location: zoom link https://gmu.zoom.us/j/8588264500	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>

Required Resources

Go to the bacb.com and download the 5th edition task list

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

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.

Week Due	Assignment	Task
Week 1	Select ABA Topic	Choose an ABA Topic of interest and follow the scholarly research conducted
Week 3	Identify 8-10 Articles	Search and identify 8-10 resources
Week 6	Annotated Bibliography	Complete an annotated bibliography to develop an informed view of research articles
Week 8	Outline	Outline main ideas and supporting detail

Week Due	Assignment	Task
Week 11	ABA Topic Paper	Compose a well-organized, clear, and concise research paper to expand your knowledge on a subject matter.
Week 11 and 12	ABA Topic Presentation	Share your findings in a professional presentation

The final product will be a publication-worthy paper organized to answer the following questions:

- What is known?
 - The first part of your paper is to summarize past research findings to describe what is known within this topic area.
- What is not known (i.e., barriers, gaps)
 - Identify limitations or barriers within the topic area that needs further investigation and/or research to expand the usefulness or relevance to the field.
- What can we do about it?
 - For the limitations or barriers identified, provide suggestions for future work and research. Discuss ways to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

Chapter Discussion Leader

This ABA application course is designed to expand your knowledge on complex behavioral situations. One way to present information about various applications of behavioral assessment and intervention in the field. Based on the Roane, Ringdahl, & Falcomata (2015) text, you will select a chapter and present a summary of the main ideas in 15 minutes or less.

Interteaching Assignment Description

Interteaching is a method of instruction that includes guided preparation study guides, peer-to-peer interactions, and instructor feedback. This assignment will allow for in-depth discussions about reading materials and personal experiences.

Write up

For the weeks assigned, read the selected articles. Select 3 articles to summarize, answering these questions: What is known, what are the gaps/barriers, and what can be done. The third question can include personal experiences.

Interteaching

We will complete the study prep study guide together and discuss the prep guide questions as a group. Be prepared and engaged to answer the questions in a discussion format. Follow up questions will be answered through a clarifying lecture.

Solving Everyday Problems with Everyday ABA

Within the field we have professional and ethical situations that arise. The best way to learn about these situations are to hear about real-world situations. *Solving Everyday Problems with Everyday ABA* shares several on-the-job experiences.

The BCBA's represent school-based, clinical, and community-based perspectives. Each professional will present an issue and the context in which the problem occurs.

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.

Assignment Summary

Due Thurs at 7pm	Opportunities	
ToT DB	10 x 5 points each	50 points
Activities		50 points
Problem Solving	7 x 10 points	70 points
DL Chapt Summary		25 points
Interteaching	4 x 20 points	80 points
ABA paper		56 points
ABA presentation		25 points

Due Thurs at 7pm	1 On-line	2	3	4	5 On-line	6	7	8	9	10	11	12	Pts	Cum. pts
ToT DB	5	5	5	5	5	5	5	5	5	5			50	50
Activities	5	20	10		5		5		5				50	100
Problem Solving			10	10	10	10	10	10	10				70	170
DL Chapt Summary	Select 1					x	x	x					25	195

Interteaching				20		20		20		20			80	275
ABA paper	Topic 1		Articles 10			Sum 10		Outline 10			Paper 25		56	331
ABA presentation												25	25	356

Course Policies and Expectations

Attendance/Participation

Given the highly interactive structure of the course, students are expected to be prepared with the necessary materials to fully participate in class activities.

Late Work

Assignments are due on Thursdays at 5pm. Work submitted after this time will be deducted 10% of the value of the assignment.

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

Given the highly interactive structure of the course, students are expected to be prepared with the necessary materials to fully participate in class activities. Please attend on time and stay for the duration of the class period.

Late Work

Assignments are due on Thursdays at 5pm. Work submitted after this time will be deducted 10% of the value of the assignment.

Grading

93-100% = A	368 – 396 points
90-92% = A-	356 – 367 points
87-89% = B+	344 – 355 points
83-86% = B	329 – 343 points
80-82% = B-	316 – 328 points

70-79% = C 277 – 315 points
 < 69% = F <276 points

***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.

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary All Assignments are Due on Thurs by 7:20pm	
1 5/23	Course overview and syllabus review	Syllabus		
5/25	Characteristics and current applications of ABA	See Bb articles	<ul style="list-style-type: none"> - ABA Topic Paper: Choose your topic - Choose DL chapter and date to present - DB: Create a Presenter profile - ToT DB Post 1 	1 point 1 point 5 points

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary All Assignments are Due on Thurs by 7:20pm	
2 5/30	Identifying and dispelling myths	Clinical ABA Chpt 1 ToT 1 See articles in Bb		
6/1	Are we doing ABA?	Task List Self-Assessment Problem Solving 1 introduction (Due Week 3)	<ul style="list-style-type: none"> - ToT DB Post 2 - Dispelling myths write up - Self Assessment Write up 	<ul style="list-style-type: none"> - 5 points - 10 points - 10 points
3 6/5	Literature Review Assessment procedures: Functional analysis, Addressing barriers to implementation	ToT: Chpt 2		
6/8			<ul style="list-style-type: none"> - ToT DB Post 3 - Solving Everyday ABA 1 - Create "ABA video" - ABA Paper – select 10 articles 	<ul style="list-style-type: none"> 5 points 10 points 10 points 10 points
4 6/13	Measurement and Preference Assessment	Tot: Chapt 3 (reference)		

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary All Assignments are Due on Thurs by 7:20pm	
		See additional readings (interteaching) PM chpt 4,5		
6/15			<ul style="list-style-type: none"> - ToT DB Post 3 - Solving Everyday ABA - Interteaching - Preference Assessment 	5 points 10 points 20 points 10 points
5 6/20	Assessment procedures: Functional analysis, Addressing barriers to implementation	ToT chpt 5 Clinical ABA Chpt 2, 6 See module for additional readings (interteaching) ToT Chpt 6 Bb readings	<ul style="list-style-type: none"> - ToT DB Post 4 	5 points
6/22	Online Class		<ul style="list-style-type: none"> - ToT DB 5 - Solving Everyday ABA 3 	5 points 10 points
6 6/27	Literature Review Assessment procedures:	ToT chpt 7		

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary All Assignments are Due on Thurs by 7:20pm	
	Structural analysis, Addressing barriers to implementation	See module for additional readings (interteaching)		
6/29			<ul style="list-style-type: none"> - ToT 6 - Solving Everyday ABA 4 - Summary of articles 	5 points 10 points 10 points
7 7/4	Interteaching Assessment procedures: Structural analysis, Addressing barriers to implementation	ToT Chpt 8 See module for additional readings (interteaching)	-	-
7/6			<ul style="list-style-type: none"> - ToT 7 - Interteaching 2 - Problem Solving Everyday ABA 	-
8 7/11	Literature review Training, supervising, and motivating staff	ToT Chpt 8	-	
7/13			<ul style="list-style-type: none"> - ToT 8 - Problem Solving Everyday ABA 	5 points 10 points 20 points

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary All Assignments are Due on Thurs by 7:20pm	
			- Interteaching - Outline	10 points
9 7/18	Training, supervising, and motivating staff	Clinical ABA Chpt 14 ToT chpt 9		
7/20			- ToT 9 - Solving Everyday ABA	5 points 10 points
10 7/25	Literature review Organizational Behavior Management	ToT 10	-	
7/27	Seminar Topic Areas	Clinical Application	- ToT 10 - Interteaching 4	10 points 20 points
11 8/1	ABA Topic Presentation			
8/3	ABA Topic Presentation		- Student presentation on ABA topic - ABA Paper Due	25 points 25 points
12 8/8	ABA Topic Presentation			
8/10	ABA Topic Presentation		- Student presentation on ABA topic	

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](mailto:learningservices@gmu.edu) (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)