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

Fall 2023
EDSE 624 001: Applied Behavior Analysis: Applications
CRN: 75268, 3 – Credits

Instructor: Dr. Kristy Park	**Meeting Dates**: 10/19/23 – 12/14/23
Phone: 703-993-5251	**Meeting Day(s)**: Online
E-Mail: kparkc@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Fairfax campus, GMU, Finley 100	**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 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 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 evaluate 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/.

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

This course will be delivered online (76% or more) using an 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 on Monday at 8:00am ET.

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 Requirement
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/)
  o   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/)
- 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:
  Our week will start on Thursday, and finish on Wednesday. Please note that the specific due dates for assignments and activities will be provided in the course schedule and syllabus. Regular participation and timely submission of coursework are essential for a successful learning experience in this online course.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for updates and communication messages from the instructor. It is recommended students access to course materials at least 3-5 times per week.
- 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, please email your instructor to schedule individual meetings to discuss course requirements, content, or other course-related issues. Meetings can be scheduled on campus, via telephone, or web conference. Include your 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
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.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, School of Education (SOED), 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 Textbooks
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 Textbooks
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
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 624, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

     Assignments and/or Examinations

       Performance-based Assessment (VIA submission required)
       None

       College Wide Common Assessment (VIA submission required)
       None

       Performance-based Common Assignments (No VIA submission required)

ABA Topic Paper – 100 points (Individual or Partner Work)
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.

- M1 ABA Topic Paper: Topic Selection (5 pts)
- M3 ABA Topic Paper: Article Selection (10 pts)
- M5 ABA Topic Paper: Annotated Bibliography (25 pts)
- M6 ABA Topic Paper: ABA Outline (15 pts)
- M7 ABA Topic Paper: Final Paper Submission (30 pts)
- M8 ABA Topic Paper: Final Presentation (15 pts)

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. 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.

Discussion Leader Presentation – 50 points (Individual Assignment)
This ABA application course is designed to expand your knowledge on complex behavioral situations through the *Clinical and organizational applications of Applied Behavior Analysis* text. In module 1, you will choose a chapter that corresponds to one of the weeks in module, 4, 5, or 6. Present a "live" session on Blackboard Collaborate Ultra and create a participation activity that corresponds with the objectives of the chapter.

Students will be presenting and recording chapter presentations in modules 4, 5, and 6. Choose six presentations of interest and complete the discussion leader activity. Submit the activities by module 7. For students who attend the "live" session, they are exempt from completing the six Discussion Leader presentation activities. If students attend one

presentation, they are exempt from one activity. If students attend six presentations, they are exempt from all six activities.

See the following activities and assigned week it is due:

- M1 Discussion Leader Assignment: Chapter Selection (ungraded)
- M3 Discussion Leader Assignment: Chapter Outline and Script (10 pts)
- M4-6 Discussion Leader Assignment: Presentations (25 pts)
- M7 Discussion Leader Assignment: Presentation Activities (Choose 6)
      (5 pts each / 30 pts)
- M8 Discussion Leader Assignment: Presentation Self-Assessment (10 points)

Interteaching Assignment – 145 points (Small Group Assignment)

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

1. M1 Interteaching Assignment: Enroll in a Group (ungraded)
2. M2 Interteaching Assignment: Team Contract and SPA Interview (35 pts)
3. M3 Interteaching Assignment: Teach-back SPA Procedures (35 pts)
4. M4 Interteaching Assignment: Conduct Assessments: PS and MSWO with Enhanced Written Instruction (40 pts)
5. M5 Interteaching Assignment: Develop Behavior Skills Training (BST) Plan (35 pts)

You will be assigned to a small group to complete the interteaching assignment. For the weeks assigned, read the selected articles, complete the study prep guide independently, and then discuss the prep guide questions as a group. Be prepared and engaged, group performance will be rated. Use the survey to identify confusing concepts and your instructor will provide a clarifying lecture.

Discussion Board – 48 points – Individual Assignment

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.

1. M1 Discussion: Introduction and Use of Self (6 pts)
2. M2 Discussion: The Etymology of Teaching (6 pts)
3. M3 Discussion: The Science of Learning and the Art of Teaching (6 pts)
4. M4 Discussion: Teaching Machines (6 pts)
5. M5 Discussion: Why Teachers Fail (6 pts)
6. M6 Discussion: Teaching Thinking (6 pts)
7. M7 Discussion: The Motivation of the Student (6 pts)
8. M8 Discussion: Discipline, Ethical Behavior, and Self Control (6 pts)

Engage Assignments 25 points (Individual Assignment)

- M1 Engage Wiki Assignment: What do you know about behavior analysis and what do you want to learn? (5 pts)
- M2 Engage Discussion: What do Behavior Analysts Do? (5 pts)
- M3 Engage Reflection: Are you Doing ABA? (5 pts)
- M4 Engage Assignment: Acceptance and Commitment Therapy (5 pts)
- M5 Engage Assignment: Time Management and Productivity (5 pts)
- M6 Engage Assignment: Strategies for Effective Feedback (5 pts)
- M7 Engage Discussion: Resolving Conflict (5 pts)
- M8 Engage Reflection: Doing What Matters (5 pts

Assignments	Points Possible	Cumulative Points
ABA Topic Paper	110	110
Discussion Leader Presentation	75	185
Interteaching	145	330
Engage	40	370
Discussion Board	48	418

Course Policies and Expectations

Attendance/Participation
This is an asynchronous course without designated meeting days, however; attendance and participation is required to receive full points on group assignments (i.e., video case studies). Failure to meet with group members will result in the loss of points for that assignment.

Late Work
Work is considered on-time if it is submitted by 11:55pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10%-point deduction after the assignment has been graded. Deductions are per week. Discussion Board posts and responses entered after the due date will be assessed a 50%-point penalty.

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/) and Honor Code and 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.

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.

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/).

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

*Note: **ToT** refers to the Skinner (1968) text, **Clinical ABA** refers to the Roane, Ringdahl, & Falcomata text (2015), and **PM** refers to the Daniels & Bailey (2014) text, **DL** refers to Discussion Leader*

Week	Topics/Objectives	Readings	Assignments
1	Basic concepts and conceptual foundations in ABA and OBM	ToT Chpt 1 PM Chpt 1 &2 Clinical ABA Chpt 1 See module for additional readings	Engage 1 Coercion DB 1 Interteaching 1 ABA Topic Selection DL Chapter selection

Week	Topics/Objectives	Readings	Assignments
2	Measurements to analyze behavior change individuals and organizations	ToT Chpt 2 PM Chpt 5, 7, & 14 See module for additional readings	Engage 2 Coercion DB 2 Interteaching 2 ABA Article Selection
3	Application of behavior assessments to evaluate and improve the performance of individuals and groups in organizational settings	ToT Chpt 3 PM Chpt 8, 13 See module for additional readings	Engage 3 Coercion DB 3 Interteaching 3 ABA Annotated Bibliography DL chapter outline
4	Interpret functional assessment data and recommend function-based interventions applied in various settings	ToT Chpt 4 PM Chpt 11, 14, 15 Clinical Applications Chapter Summaries See module for additional readings	Engage 4 Coercion DB 4 Interteaching 1 DL Presentation
5	Using Reinforcers to Produce Complex Behaviors, Train personnel to perform assessment and intervention procedures	ToT Chpt 5 PM Chpt 12, 16, & 17 Clinical Applications Chapter Summaries See module for additional readings	Engage 5 Coercion DB 5 Interteaching 5 ABA Annotated Bibliography DL Presentation
6	Evaluate effects of behavior change and decrease undesired behaviors	ToT Chpt 6 PM Chpt 19, 29 Clinical Applications Chapter Summaries	Engage 6 Coercion DB 6 ABA Outline DL Presentation

Week	Topics/Objectives	Readings	Assignments
		See module for additional readings	
7	Evaluate behavior change to maintain competence in supervision and professional development activities	ToT Chpt 7 PM Chpt 9, 10 See module for additional readings	Engage 7 Coercion DB 7 ABA Final Topic Paper DL activities
8	Maintenance, generalization, and self-management and collaborate with others to support client services	ToT Chpt 9, 10 PM Chpt 21 See module for additional readings	Engage 8 Coercion DB 8 ABA Final Presentation and Reflection DL assignment self-assessment

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)
No VIA Performance-based Assessment