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

Spring 2024
EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions
CRN: 10526, 3 – Credits

Instructor: Dr. Christan Coogle	**Meeting Dates:** 1/16/23 – 5/17/23
Phone: NA	**Meeting Day(s):** Thursday
E-Mail: ccoogle@gmu.edu	**Meeting Time(s):** 7:20 pm – 10 pm
Office Hours: schedule individual times to meet via email	**Meeting Location:** Fairfax; KH 15
Office Location: Fairfax campus, Finley 206	**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
Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

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
Students can order an official transcript through Patriotweb at any time. Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

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 and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.
5. Interpret functional assessment and functional analysis data.
6. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
7. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
8. Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
9. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
10. Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

Professional Standards
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 Ethics Code for Behavior Analysts. The Professional and 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
Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied behavior analysis (3nd Ed).* Pearson. ISBN: 978-0131421134

Sidman, M. (2001). *Coercion and its fallout (Revised Edition).* Authors Cooperative. ISBN: 9781888830019 (Best purchased from Cambridge Center for Behavioral Studies bookstore – www.behavior.org)

For the Sidman (2001) text, it is best to purchase from Cambridge Center for Behavioral Studies bookstore. See link to the site www.behavior.org

Recommended Texts
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
No required upload.

Assignments and/or Examinations

Functional Behavior Assessment (FBA) Project

 In the Group Capstone project, you will get hands-on experience doing a Functional Behavior Assessment in a simulated environment to complete in small groups. There are 4 tasks within this project- informed consent, indirect assessment, direct assessment, and functional analysis.

Behavior Support Plan (BSP) Project
This is a continuation of the FBA project. The BSP will include the competing pathway model to link assessment information into a plan based on a functional behavior logic to teach alternative behaviors that produce the same reinforcing event. Function-based interventions will be matched with descriptions of the environmental events (antecedents and maintaining consequences) to increase desired responses and decreased undesired responses.

Coercion Discussion
Chapter Summary Leader
This discussion post will require readings from the Coercion and its Fallout text. Each student will be assigned a chapter to summarize. In the chapter summary include the main points of the chapter in presentation that is 10 minutes or less and then pose an open-ended discussion question for your classmates to answer. Please summarize the chapter in your own words and refrain from reading the chapter word for word.

> Note: This exercise is to help you to coherently summarize the chapter. The expectation isn't for you to pose as an expert on the topic but take this exercise as a practice on summarizing in your own words and leading discussions.

Discussion Posts
All students will respond to the discussion question by Thursday of the week assigned.

Test (1 and 2)
The Test is designed to assess your knowledge on the content learned within this course.
Test 1 will be composed of 40 questions, Test 2 composed of 60 questions. You will have one attempt to take the Final Exam in an untimed format.

Assignment Summary

Assignment	Point Value
Coercion Discussion Leader (1 opportunity)	10 points
Discussion Responses (13 opportunities x 5 points)	65 points
Exam (1 and 2)	100 points
FBA project	
- Informed consent	30 points
- Indirect assessments	30 points
- Direct assessments	20 points
- Functional analysis	20 points
BSP project	100 points
Total Points:	375 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
It is expected to arrive on time and stay for the duration of each class session. Please arrive prepared to participate and add to the class discussion.

Late Work
Assignments are due on Thursday at 7:20pm, with the only exception to the Discussion Leader chapter summary which is due Monday the week prior to the due date. Assignments turned in after this time will be deducted 10% of the point value per week.

Grading

Total Number of Points = 385						
358-385	346-357	334-345	319-333	308-318	269-307	< 268
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.

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.

Week	Topic	Readings	Assignment
1 Jan 18 **Virtual Class (Dr. Coogle at conference)**	Syllabus review Student introductions Introduction to Functional Assessment	Syllabus	DB 1 Introduction Assign Groups and Chapters
2 Jan 25	Informed consent	Sidman, chpt 1	
3 Feb 1	Operational Definitions and Indirect Assessments	Cooper, chpt 3 Sidman chpt 2	DB 2 Coercion-Discussion Leader and Response
4 Feb 8	Indirect Assessments continued	Cooper, chpt 4 & 5 Sidman chpt 3	Informed Consent Due DB 3 Coercion-Discussion Leader and Response

5 Feb 15 **Online Course (Dr. Coogle at Conference)**	Direct Assessments	Cooper, chpt 6 Sidman chpt 4	Indirect Assessments Due DB 4 Coercion-Discussion Leader and Response
6 Feb 22	Direct assessments continued	Cooper, chpt 7 Sidman chpt 5	DB 5 Coercion-Discussion Leader and Response
7 Feb 29	Functional analysis	Cooper, chpt 27 Sidman chpt 6	Direct Assessments Due DB 6 Coercion-Discussion Leader and Response
8 Mar 7	**Spring Break**		
9 Mar 14	Introduction to Behavior Support Planning (BSP)	Cooper, chpt 24 Sidman chpt 7	DB 7 Coercion Discussion Leader and Response
10 Mar 21	Replacement behavior	Cooper, chpt 25 Sidman chpt 8	Functional Analysis Due DB 8 Coercion-Discussion Leader and Response
11 Mar 28 **ONLINE COURSE: EXAM PART 1**	Take Exam Part 1	Exam Part 1 Sidman chpt 9	DB 9 Coercion-Discussion Leader and Response
12 Apr 4	Treatment Integrity and Interobserver Reliability	Cooper, chpt 26 & 28 Sidman chpt 10	DB 10 Coercion-Discussion Leader and Response
13 Apr 11	Training and Dissemination of the Plan	Cooper, chpt 30 Sidman chpt 11	DB 11 Coercion-Discussion Leader and Response
14 Apr 18	Collaboration	Cooper, chpt 31 Sidman chpt 14	DB 12 Coercion-Discussion Leader and Response

15 Apr 25 **ONLINE COURSE: EXAM PART 2**	Exam Part 2	Sidman chpt 15 Exam Part 2	Submit BSP Project DB 13- Coercion Discussion Leader and Response

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 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/).

- Learning Services (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/).

Appendix
Assessment Rubric(s)

The performance assessment will be administered through Blackboard – Final Exam. The raw score on the exam will be analyzed in lieu of a VIA assessment.