GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM

EDSE 623 6A4
APPLIED BEHAVIOR ANALYSIS: ASSESSMENT AND INTERVENTION
Spring 2010
Tuesdays, 4:30 pm – 8:30 pm
Ivymount School, 11614 Seven Locks Rd, Rockville MD, 20854
Rooms 133 and 134

PROFESSOR
NAME
Meghan Hoffman, M.Ed., B.C.B.A.
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EMAIL ADDRESS
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OFFICE HOURS
Meeting times are available, please contact me through email

COURSE DESCRIPTION

A Prerequisite
Completion of EDSE 619

B Description
This course further expands on the basic content of applied behavior analysis and teaches course participants to implement behavioral procedures and to develop behavioral programs for clients with fundamental behavioral needs. More specifically, instruction focuses on conducting functional assessments and functional analyses; developing instructional and other intervention procedures based on outcome of these assessments and analyses; writing instructional or treatment procedures; implementing and training others to implement these procedures; managing implementation; data-based decision making in instructional and service delivery; and ethical issues in functional assessment, functional analysis, and function-relevant treatment or instructional delivery.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, in-class exercises, and asynchronous online discussion.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform as described by the Council for Exceptional Children’s Standard 7 (Instructional Planning) and as described by the following objectives, which are taken from the Behavior Analyst Certification Board’s Task List and Guidelines for Responsible Conduct:

<table>
<thead>
<tr>
<th>Course Objective Number</th>
<th>Objective</th>
<th>BAC B TL or GRC Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obtain informed consent within applicable ethical and legal standards</td>
<td>TL 1-4</td>
</tr>
<tr>
<td>2</td>
<td>Assist the client with identifying lifestyle or systems change goals and targets for change that are consistent with applied dimension of applied behavior analysis, applicable laws, and the ethical and professional standards of the profession of applied behavior analysis</td>
<td>TL 1-5, a-c</td>
</tr>
<tr>
<td>3</td>
<td>Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of</td>
<td>TL 1-6</td>
</tr>
</tbody>
</table>
doing so is lower than the risk-benefit ratio of taking alternative actions.

4. Use the most effective assessment and behavior change procedures within applicable ethical standards, taking into consideration the guideline of minimal intrusiveness of the procedure to the client.

Course Objective Number | Objective |
--- | --- |
4 | Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated. |
5 | Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony. |
6 | Interpret articles from the behavior analytic literature. |
7 | State the primary characteristics of and rationale for conducting a descriptive assessment. |
8 | Gather descriptive data. |
9 | Select and use various assessment methods. |
10 | Organize and interpret descriptive data. |
11 | State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment. |
12 | Conduct functional analyses. |
13 | Organize and interpret functional analysis data. |
14 | Systematically manipulate independent variables to analyze their effects on treatment. |
15 | Use competency based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures. |
16 | Use effective performance monitoring and reinforcement systems. |
17 | Design and use systems for monitoring integrity. |
18 | Establish support for behavior analysis services from persons directly and indirectly involved with these services. |
19 | Secure support of others to maintain the clients’ behavioral repertoires in their natural environments. |
20 | Provide behavior analysis services in collaboration with others who support and/or provide services to one’s clients. |
21 | Reliance on scientific knowledge |
22 | Professional and scientific relationships |
23 | Responsibility |
24 | Definition of client |
25 | Consultation. |
26 | Treatment efficacy. |
27 | Intermittent or terminating services. |
28 | Assessing behavior. |
29 | Environmental conditions that preclude implementation. |
30 | Environmental conditions that hamper implementation. |
31 | Functional Assessment. |
32 | Describing Program Objectives. |
33 | Behavioral Assessment Approval. |
34 | Describing conditions for program success. |
35 | Explaining assessment results. |
36 | The behavior analyst and the individual behavior change program. |
37 | Approving interventions. |
38 | Reinforcement/punishment. |
39 | Avoiding harmful reinforcers. |
40 | Ongoing data collection. |
41 | Program modifications. |
42 | Program modification consent. |
43 | Least restrictive procedures. |
44 | Termination criteria. |
45 | Terminating clients. |
46 | The behavior analyst as teacher and/or supervisor. |
47 | Designing competent training programs. |
48 | Limitations on training. |

REQUIRED TEXTS

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

Download a Task List (3rd Ed.) and Guidelines for Responsible Conduct (2004 Ed.) from the Behavior Analyst Certification Board’s website (www.bacb.com).

ARTICLES

Download articles by going to Journal Finder from the Library’s website, clicking on the journal’s title, then locating the article through the journal’s contents. Articles published in Journal of Applied Behavior Analysis may be downloaded directly from that journal’s website. Alternatively, you could: 1) search the article in PsychInfo and download it from that site, or 2) go to the Fenwick Library and copy the article.


As has been the practice in other courses in this sequence, we’ll use Blackboard for communication, class management, and asynchronous discussion. You have been enrolled in Blackboard for this course, and your username and password are the same as they were when you last used Blackboard. The web address for GMU’s Blackboard system is http://blackboard.gmu.edu.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

Blackboard Discussion Board Forums. For weeks indicated below, and in conjunction with readings from Sidman (2001), respond to assigned Discussion Board Forums. Read the instructor’s question and your classmates’ responses. Next, respond directly to the instructor’s question or to content posted by your classmates. Posts must be made before the class session for which they’re assigned. Posts made on time earn two points; late posts earn one point. Up to 56 points.

Written Assignments. Each assignment is due at the time of the class session indicated on the syllabus. On-time submissions can potentially earn all of the points for the given assignment; late submissions up to 90% of the possible points. All written assignments must be written in your own words unless properly cited. Failure to do so will result in a 0 for that portion of the assignment.

Project 1: Behavioral Definition, Normative Rate, and Behavioral Objective Project. You will be given links to three behavioral scenarios, and you’ll be told which behavior (and whose) to consider. For each, you’ll write either a topographical or a functional behavioral definition for the behavior. Next, you’ll conduct a normative rate study for each of the behaviors. Finally, you’ll write a behavioral objective for each of the behaviors using the format provided in class. Up to 10 points (1 for each correctly written definition; 1 for each correctly derived normative rate; 1 for each correctly written objective; and 1 for correct spelling, grammar, and punctuation).

Project 2: Scatterplot and ABC Data Project. You will be provided with four stimulus control scatterplots and four ABC Data Collection records. Based on these, you will correctly describe patterns regarding occurrence and nonoccurrence of the targeted behaviors with regard to time and other events; and identify the types of contingencies most likely evoking and maintaining the behaviors. Up to 20 points (1 point for correctly identifying patterns of occurrence and 1 for patterns of nonoccurrence for each scatterplot; 1 for listing additional questions to ask for each scatterplot; 1 for naming types of contingencies likely maintaining the target behavior using the ABC data records, and 1 for each correctly answered question at the end of the assignment).

Project 3: FAI Project. You will be provided with a completed FAI. You will correctly identify apparently maintaining MOs, immediate antecedents, and consequences, and name the type(s) of contingencies that appear to be maintaining the behavior. Next, you will state three types of additional information that would be needed before further action could be taken. Up to 10 points (up to 2 points for each of parts A – E for this assignment).
Project 4: Analogue Functional Analysis Outcome Interpretation Project You will be provided with five graphs depicting outcomes of analogue functional analyses. For each, you will follow the procedure described by Hagopian et al. (1997), and will determine the type(s) of contingencies that have been demonstrated to be maintaining the behaviors. Up to 10 points (one point per analysis for correctly following the guidelines put forth by Hagopian et al. (1997), and one point for correctly identifying maintaining contingencies).

Project 5: Function Relevant Treatment and Instruction Project You will be provided with the text of a completed functional assessment, which will include an operational definition of the targeted behavior, a completed FAI, ABC data collection records, and a scatterplot. You will need to: 1) Complete the Competing Behavior Model as described by O’Neill et al. (1997), and circle the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach; 2) determine the normative rate for the competing behavior you’ve selected; 3) determine the normative rate for the problem behavior; 4) write a behavioral objective for the terminal state of the competing behavior; 5) write a behavioral objective for the terminal state of the problem behavior; 6) name the contingencies currently maintaining the problem behavior; 7) compose step-by-step instructional procedures to teach or accelerate the competing behavior you’ve selected, using one of the teaching methodologies covered in this course; 8) compose step-by-step reactive procedures to enact should the problem behavior happen; 9) and compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions. Up to 30 points (3 points for each of parts 1 - 9, and 1 point each for correct spelling, punctuation, and grammar). Please note: This assignment is the Signature Assignment for this course. You will need to submit it on paper in class, and electronically to Taskstream. You will receive your score which will count toward your final course grade on the paper you submit in class, and, should you submit the assignment by the beginning of the twelfth session, it will be given back to you, scored, by the fourteenth session, so you can determine whether or not you wish to revise and resubmit your project. Resubmitted projects must be given to your instructor, on paper, no later than 4:30 on 5.6.10. Should you opt not to submit your assignment early, it will be due on 5.6.10. In addition to your score (which will count toward your final grade), the electronic version of this paper you submit on Taskstream will be rated using the following rubric:

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned a score of less than 21 points on Function Relevant Treatment and Instruction Project</td>
<td>Earned a score of 22 - 29 points on Function Relevant Treatment and Instruction project</td>
<td>Earned a score of 30 points on Function Relevant Treatment and Instruction project</td>
</tr>
</tbody>
</table>

Final Examination. This test will consist of 50 items, and will be given as a pretest on the first night of class, and as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class.
**Grading Scale**

The distribution of total possible points per assignment type and grading scale are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible Points</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums</td>
<td>32 points</td>
<td>32 points</td>
</tr>
<tr>
<td>Project 1</td>
<td>10 points</td>
<td>42 points</td>
</tr>
<tr>
<td>Project 2</td>
<td>20 points</td>
<td>62 points</td>
</tr>
<tr>
<td>Project 3</td>
<td>10 points</td>
<td>72 points</td>
</tr>
<tr>
<td>Project 4</td>
<td>10 points</td>
<td>82 points</td>
</tr>
<tr>
<td>Project 5</td>
<td>30 points</td>
<td>112 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50 points</td>
<td>162 points</td>
</tr>
</tbody>
</table>

A = 146 - 162 points; B = 130 - 145 points; C = 114-129 points; F < 113 points

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Read Before Class</th>
<th>Do Before Class / Submit at Beginning of Class</th>
<th>Do During Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.16.10</td>
<td></td>
<td>Review syllabus; Introduction to functional analysis and functional assessment</td>
<td></td>
</tr>
<tr>
<td>3.23.10</td>
<td>Sidman, Ch 1 and 2, Hoch et al. (1996), Mason et al. (1989), Paclawskyj &amp; Vollmer (1995), Schanding et al. (2009), and Wilder et al. (2008)</td>
<td></td>
<td></td>
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<tr>
<td>3.30.10</td>
<td>SPRING BREAK!</td>
<td>Lecture, discussion, and practice on how to write, writing behavioral (operational) definitions, determining normative rates, range of appropriate targets, and writing behavioral objectives, stimulus preference and reinforcer assessment, and writing procedures</td>
<td></td>
</tr>
<tr>
<td>4.6.10</td>
<td>Sidman Ch. 3, 4 and 5, Bosma &amp; Mulick (1990), Hoch (2007), Houlinan et al. (1991), and Kahng et al. (1998).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.13.10</td>
<td>Respond to DB 1 and 2; Submit Project 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.20.10</td>
<td>Respond to DB 3 and 4 Submit Project 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.27.10</td>
<td>Respond to DB 5 and 6; Submit Project 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.27.10</td>
<td>Sidman Ch 10 and 11, Crosland et al. (2008), Kuhn et al. (2003), Mueller et al. (2003), Schepis et al. (2000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.27.10</td>
<td>Respond to DB 7 and 8; Submit Project 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.27.10</td>
<td>Lecture, discussion, and practice on parent / staff skills assessment and parent / staff training, and on writing procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Date</td>
<td>Read Before Class</td>
<td>Do Before Class / Submit at Beginning of Class</td>
<td>Do During Class</td>
</tr>
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<tr>
<td>5.4.10 7th Ssn</td>
<td>Sidman Ch. 12 and 13, Ellis &amp; Magee (1999), Tertinger et al. (1984)</td>
<td>Respond to DB 9 and 10; Submit Project 5 if you’d like the opportunity to make revisions</td>
<td>Lecture, discussion, and practice on environmental assessment, and on writing procedures</td>
</tr>
<tr>
<td>5.11.10 8th Ssn</td>
<td>Sidman Ch. 14 and 15, Chapman et al. (2005), Charlop-Kristy &amp; Carpenter (2000), Ghezzi (2007), Keny et al. (2003)</td>
<td>Respond to DB 11 and 12</td>
<td>Lecture, discussion, and practice on discrete trial instruction, teaching interactions, incidental teaching, and precision teaching</td>
</tr>
<tr>
<td>5.18.10 9th Ssn</td>
<td>Sidman Ch 16 and 17.</td>
<td>Respond to DB 13 and 14</td>
<td>Peer review of behavior intervention program presentations</td>
</tr>
<tr>
<td>5.25.10 10th Ssn</td>
<td></td>
<td>Respond to DB 15 and 16, Submit Project 5</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

**ATTENDANCE**

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence.

**COMPUTERS, CELL PHONES, AND BLACKBERRIES**

Please turn all of these off, and keep them put away during class time.

**CONTACTING YOUR INSTRUCTOR**

You may contact Ms. Hoffman by phone at 240-603-5801 prior to 9 PM. You may also e-mail at mdougher@gmu.edu.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703.993.2474 to access the DRC.
Students will refrain from consuming intoxicating substances in any quantity on the day of class, prior to or during class. Any student suspected of having consumed intoxicants will be asked to leave class. The student will be asked to arrange for transportation away from Ivymount that does not involve the student operating a motor vehicle. Participation in this course indicates that the student understands and agrees to refrain from consuming intoxicants in any quantity on class days prior to or during class, to leave class at the request of the instructor if the instructor has reason to believe the student has consumed intoxicants, and to arrange for transportation away from Ivymount that does not involve the student operating a motor vehicle.