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

EDSE 624 5S1 and PSYC 592 010
Seminar in Applications of Applied Behavior Analysis
Spring 2006
Thursdays, 7:20 – 10:00
108 Krug Hall

PROFESSOR

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COURSE DESCRIPTION

A  Prerequisite

Completion of EDSE 619, 621, and 623; or of 619 and 621, and concurrent registration in 623; or consent of the instructor

B  Description

This seminar expands students' capability to deal with more complex behavioral situations and enables them to relate to more sophisticated professional issues and environments. Principals and procedures, and professional and ethical issues are considered from the standpoint of the behavior analytic literature.

NATURE OF COURSE DELIVERY

Student- and instructor-led in-class discussions, written assignments.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform as described by the following objectives, which are taken from the Behavior Analyst Certification Board’s Task List and Guidelines for Responsible Conduct, or from NCATE’s Program Standards, as indicated below. (NCATE Standards are as follows:

<table>
<thead>
<tr>
<th>#</th>
<th>Standard</th>
<th>#</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations</td>
<td>6</td>
<td>Language</td>
</tr>
<tr>
<td>2</td>
<td>Development and Characteristics of Learners</td>
<td>7</td>
<td>Instruction Planning</td>
</tr>
<tr>
<td>3</td>
<td>Individual Learning Differences</td>
<td>8</td>
<td>Assessment</td>
</tr>
<tr>
<td>4</td>
<td>Instructional Strategies</td>
<td>9</td>
<td>Professional and Ethical Practice</td>
</tr>
<tr>
<td>5</td>
<td>Learning Environments and Social Interactions</td>
<td>10</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Obj. #</th>
<th>Objective</th>
<th>BAC B TL or GRC Item</th>
<th>NCATE Program Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis</td>
<td>TL 1-1</td>
<td>1 2 3 4 5 6 7 8 X X</td>
</tr>
<tr>
<td>Course Obj. #</td>
<td>Objective</td>
<td>BACB TL or GRC</td>
<td>NCATE Program Standard</td>
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<tr>
<td>2</td>
<td>Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.</td>
<td>TL 1-2</td>
<td>X X X X</td>
</tr>
<tr>
<td>3</td>
<td>Interpret articles from the behavior analytic literature.</td>
<td>TL 2-7</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>4</td>
<td>Define and provide examples of contingency-shaped and rule-governed behavior and distinguish between examples of each</td>
<td>TL 3-19</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>5</td>
<td>Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.</td>
<td>TL 9-1</td>
<td>X X X X</td>
</tr>
<tr>
<td>6</td>
<td>Use positive and negative reinforcement.</td>
<td>TL 9-2</td>
<td>X X X X</td>
</tr>
<tr>
<td>7</td>
<td>Use positive and negative punishment.</td>
<td>TL 9-3</td>
<td>X X X X</td>
</tr>
<tr>
<td>8</td>
<td>Use extinction.</td>
<td>TL 9-4</td>
<td>X X X X</td>
</tr>
<tr>
<td>9</td>
<td>Use response-independent (time-based) schedules of reinforcement.</td>
<td>TL 9-5</td>
<td>X X X X</td>
</tr>
<tr>
<td>10</td>
<td>Use differential reinforcement.</td>
<td>TL 9-6</td>
<td>X X X X</td>
</tr>
<tr>
<td>11</td>
<td>Use instructions and rules.</td>
<td>TL 9-9</td>
<td>X X X X</td>
</tr>
<tr>
<td>12</td>
<td>Use precision teaching.</td>
<td>TL 9-15</td>
<td>X X X X</td>
</tr>
<tr>
<td>13</td>
<td>Use stimulus equivalence procedures.</td>
<td>TL 9-21</td>
<td>X X X X</td>
</tr>
<tr>
<td>14</td>
<td>Use the matching law and recognize factors influencing choice.</td>
<td>TL 9-24</td>
<td>X X X X</td>
</tr>
<tr>
<td>15</td>
<td>Reliance on scientific knowledge.</td>
<td>GRC 1.01</td>
<td>X X X X X X X X X X</td>
</tr>
<tr>
<td>16</td>
<td>Competence.</td>
<td>GRC 1.03</td>
<td>X X X X X X X X X X</td>
</tr>
<tr>
<td>17</td>
<td>Professional and scientific relationships.</td>
<td>GRC 1.06</td>
<td>X X X X</td>
</tr>
<tr>
<td>18</td>
<td>Definition of client.</td>
<td>GRC 2.01</td>
<td>X X X X</td>
</tr>
<tr>
<td>19</td>
<td>Responsibility.</td>
<td>GRC 2.02</td>
<td>X X X X</td>
</tr>
<tr>
<td>20</td>
<td>Consultation.</td>
<td>GRC 2.03</td>
<td>X X X X</td>
</tr>
<tr>
<td>21</td>
<td>Rights and prerogatives of clients.</td>
<td>GRC 2.05</td>
<td>X X X X</td>
</tr>
<tr>
<td>22</td>
<td>Treatment efficacy.</td>
<td>GRC 2.09</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>23</td>
<td>Reinforcement / Punishment.</td>
<td>GRC 4.02</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>24</td>
<td>Avoiding harmful reinforcers.</td>
<td>GRC 4.03</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>25</td>
<td>Least restrictive procedures.</td>
<td>GRC 4.07</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>26</td>
<td>Designing competent training programs.</td>
<td>GRC 5.01</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>27</td>
<td>Limitations on training.</td>
<td>GRC 5.02</td>
<td>X X X X</td>
</tr>
<tr>
<td>28</td>
<td>Affirming principles.</td>
<td>GRC 8.01</td>
<td>X X X X</td>
</tr>
<tr>
<td>29</td>
<td>Disseminating behavior analysis.</td>
<td>GRC 8.02</td>
<td>X X X X</td>
</tr>
<tr>
<td>30</td>
<td>Being familiar with GRC.</td>
<td>GRC 8.03</td>
<td>X X X X</td>
</tr>
<tr>
<td>31</td>
<td>Discouraging misrepresentation by non-certified individuals.</td>
<td>GRC 8.04</td>
<td>X X X X</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**

None.

**REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS**


Autism Special Interest Group (2004). Revised guidelines for consumers of applied behavior analysis services to individuals with autism and related disorders. Available at the Association for Behavior Analysis website (www.abainternational.org), Special Interest Groups, Autism Special Interest Group.


ARTICLES

Read and become prepared to discuss assigned articles before coming to class. These articles are available through e-reserve at the GMU library website. Your Instructor will give you the e-reserve password as soon as it is available.


Michael, J. (1975). Positive and negative reinforcement: A distinction that is no longer necessary; or a better way to talk about bad things. Behaviorism, 3 (1), 33-44.


Download these articles directly from the publishing journal via GMU Library’s e-journal feature.


**BLACKBOARD**

Please do not submit any assignments through the digital dropbox! 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 Blackboard is [http://blackboard.gmu.edu](http://blackboard.gmu.edu).

**COURSE REQUIREMENTS**

Requirements, Performance Based Assessments, and Criteria for Evaluation

**Spoken Assignments.** Each is as described below.

**Discussion Leader.** Each student will choose two weeks' sessions, from the schedule below, during which to lead discussion. To lead the discussion, the student will have read each of the articles or chapters assigned for that week; developed and prepared a list of topics of discussion and questions based on the week's reading; will conduct the class session by engaging students in discussion of the topics of discussion and questions the leader has developed and/or those posed by students; will answer some questions and direct others back to the class for consideration; will engage each student in discussion; and will prepare visual aids or other aids as needed to conduct the session and will use them while conducting the session. Up to five points may be earned for involving all students in discussion; up to ten points for pronouncing terms and names, and accurately and completely describing or discussing concepts; up to five points for maintaining relevance of the discussion to the assigned topic; and up to five points for appropriate use of well developed, readily understandable supplementary materials that add to or enhance the discussion. Up to 25 points per discussion leader experience, for up to **50 points.**

**Discussion participant.** Each student will actively participate in each session's discussion, asking and answering questions, making relevant comments, and otherwise adding to the discussion of the topic at hand. Five points may be earned during each session for adding to the discussion. Clearly, attendance at
a session is a necessary prerequisite for participating in that session. Up to 5 points per session, for **up to 65 points**.

**Review paper presentation.** During the last class session, each student will present her or his review paper to the class. Each student will not necessarily read the paper to the class, but instead will lead the class in a discussion on the topic, using visual and other aids as needed to enhance the discussion. Up to five points will be earned for presenting and discussing most salient points for the chosen topic, up to five points for adhering to the chosen topic in the presentation, up to five points for involving all other classmates in discussion, and up to five points for pronouncing names and terms correctly. **Up to 20 points.**

**Written Assignments.** Each of these must be typed, and must be submitted on paper, in class. No e-mailed or faxed assignments will be accepted. Each of assignment is described below, and each is posted on Blackboard at our course’s website under Course Documents. 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.

**Research Worksheets.** Over the course of the semester, students will complete six research worksheets. One completed worksheet will be submitted in class at the points so indicated in the schedule (below). Each research worksheet must cover one of the articles assigned during the two week period since the last worksheet was due. Up to 10 points are possible for each worksheet, for a total of **up to 120 points.**

**Review Paper.** To do this assignment, first choose one topic from the list below.

- The aversive controversy
- Behavior analysis in geriatrics
- Distinguishing between science and pseudoscience
- Transfer of stimulus control
- Similarities and differences between applied behavior analysis and positive behavior support
- Thinking as behavior
- Assessment and treatment of self-injury
- Assessment and treatment of aggression
- Assessment and treatment of pica
- Assessment and treatment of pediatric feeding disorders
- Incidental teaching
- Organizational behavior management
- Analysis and treatment of aerophagia
- Analysis and treatment of hand mouthing
- Delayed reinforcement
- Contributions of behavior analysis to head trauma rehabilitation
- Behavior analysis in education
- Behavior analysis in corrections

Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. Note: at least 80% of the references you use for your paper must be from behavior analytic journals or books. Recommended journals include the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental...*

Get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books, pertaining to your topic. Whenever possible, try to get literature that spans a number of years so that you can read about and experience (very vicarously) the development of behavior analytic work on your topic.

Write your paper. Use this outline:

Introduction. Introduce your topic. Explain what it is and why it is noteworthy. (Up to 15 points)

Literature Review. If you've been able to get a body of literature that covers a number of years, describe the development of the clinical/educational/experimental or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. (Up to 40 points)

What is known? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. (Up to 15 points)

What isn’t known? Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. (Up to 15 points)

Ensure that your paper is written in APA Style (Fifth Edition), and that syntax, grammar, spelling, and punctuation are correct (Up to 15 points). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer. This assignment is worth a total of 100 possible points, is due no later than the beginning of the last class period, although papers will be accepted early. No late papers will be accepted.

Grading Scale

Given these assignments, the distribution of total possible points per assignment type and grading scale are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible Points</th>
<th>Cumulative Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Research Worksheets</td>
<td>120 points</td>
<td>120 points</td>
</tr>
<tr>
<td>Review Paper</td>
<td>100 points</td>
<td>220 points</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>50 points</td>
<td>270 points</td>
</tr>
<tr>
<td>Discussion Participant</td>
<td>65 points</td>
<td>335 points</td>
</tr>
<tr>
<td>Review Paper Presentation</td>
<td>20 points</td>
<td>355 points</td>
</tr>
</tbody>
</table>

A = 324-355 points; B = 288-323 points; C = 252-287 points; F < 252 points
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic and Presenter</th>
<th>Read Before Class</th>
<th>Submit At Beginning of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.26.06</td>
<td>Introduction, review syllabus, carve up rest of the semester – Ted</td>
<td>Nothing</td>
<td>Nothing</td>
</tr>
</tbody>
</table>
| 2.2.06     | Reinforcement
Presenter: ___________________ | Baron & Galizio (2005); Cipani & Spooner (1997); Favell et al. (1981); Feuster (1967); Kass et al. (1964); Michael (1975); Strom et al. (2000); Zarcone et al. (1999) | Research Worksheet 1 |
| 2.9.06     | Punishment
Presenter: ___________________ | Johnston (1975); Matson & Kazdin (1981); Romanczyk et al. (1980); Thompson et al. (1967); Toole et al. (2004) | Research Worksheet 2 |
| 2.16.06    | Extinction
Presenter: ___________________ | Britton et al. (2000); Carr et al. (1998); Carr et al. (2000); Lerman et al. (1999); Lindberg et al. (2003); Poling et al. (1999); Ringdahl et al. (2001); Wilder et al. (2001) | Research Worksheet 3 |
| 2.23.06    | Differential Reinforcement
Presenter: ___________________ | Reed et al. (2004); Vollmer & Iwata (1992) | Research Worksheet 4 |
| 3.2.06     | Establishing Operations
Presenter: ___________________ | Iwata et al. (2000); Laraway et al. (2001); Laraway et al. (2003); McGill (1999); Michael (2000); Wilder & Carr (1998) | Research Worksheet 5 |
| 3.9.06     | Sensory/Automatic Reinforcement
Presenter: ___________________ | Britton et al. (2002); Carr et al. (2002); LeBlanc et al. (2000); McKerchar et al. (2001); (Patel et al. 2000); Sprague et al. (1997) | Research Worksheet 6 |
| 3.23.06    | Matching
| 3.30.06    | Adjunctive Behavior
Presenter: ___________________ | Cantor et al. (1982); Emerson & Howard (1992); Foster (1978); Fredericksen & Peterson (1974); Kachanoff et al. (1973) | Research Worksheet 8 |
| 4.6.06     | Stimulus Equivalence
| 4.13.06    | Rule Governed Behavior
| 4.20.06    | Precision Teaching
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.

CONTACTING YOUR INSTRUCTOR

You can contact Dr. Hoch by phone at 703.497.1562, or by e-mail at thoch@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 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 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See 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 or call 703.993.2474 to access the DRC.