

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

EDSE 624 6A4
Applied Behavior Analysis: Applications
Summer 2010
Tuesdays, 4:30 – 8:30
Ivymount School

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. Principles 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 Council for Exceptional Children's Standard 1 (Foundations), which is described as follows:

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Additionally, this course is designed to perform in accordance with the following Guidelines for Responsible Conduct and Task List items set forth by the Behavior Analyst Certification Board:

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

REQUIRED TEXTS

Bailey, J., & Burch, M. (2009). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

Luiselli, J.K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-849-3.

Reid, D.H., & Parsons, M.B. (2002). *Working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out*. Morganton, NC: Habilitative Management Consultants, Inc. ISBN 0-9645562-3-5.

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS. Download and print the **Task List (Third Edition)**, the **Guidelines for Responsible Conduct**, and the **Disciplinary Standards** from the Behavior Analyst Certification Board website (www.bacb.com).

BLACKBOARD. 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://courses.gmu.edu>.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

Attendance. A sign in sheet will be circulated at the beginning of each session for Weeks 2 - 9. Each student signing in and so signifying attendance at that session will receive 2 points for attendance. Signing in after the sheet has been returned to the instructor will earn 1 point. No points will be awarded to students who do not sign in for a given session. Attendance points may not be made up. **8 opportunities to earn up to 2 points, for a total of 16 points possible.**

Spoken Assignments. Each is as described below.

Discussion Leader. Each student will present a portion of an evening's readings, as indicated in the schedule, below, for four evenings. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional points for generating class discussion on the topic.

Four opportunities at up to 15 points per opportunity for up to 60 possible points.

Discussion participant. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up.

8 opportunities at 2 points each for a total of 16 possible points.

Review paper presentation. During the ninth session, students will present their review papers as though they were being presented at a professional conference. Students must use appropriate visual and other aids, and must lead the class through their paper as though they were conducting a training session on the topic of the paper. Students may earn up to 10 points for accurately delivering the topic, up to 5 points for functional use of materials, and up to 5 points for involving the audience in the presentation. **1 opportunity at 20 possible points.**

Written Assignments. Each is described below.

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

- Stimulus Equivalence CAMERON OR LISA
- Behavior analysis in geriatrics
- Behavioral pharmacology LISA
- Distinguishing between science and pseudoscience
- Transfer of stimulus control JENN
- Similarities and differences between applied behavior analysis and positive behavior support GINNY
- Thinking as behavior CAMERON OR LISA
- Assessment and treatment of self-injury SARA (NO H)
- Assessment and treatment of aggression
- Assessment and treatment of pica
- Assessment and treatment of pediatric feeding disorders
- Incidental teaching MATT
- Precision teaching
- Organizational behavior management

- Analysis and treatment of aerophagia
- Analysis and treatment of hand mouthing
- Delayed reinforcement KIMMY
- Contributions of behavior analysis to head trauma rehabilitation
- Behavior analysis in education
- Behavior analysis in corrections LIZ

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 Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals.

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 vicariously) 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.)**

Write your paper in APA Style (Sixth Edition), and use correct 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. **Late papers will be accepted, with a 10% penalty on total points earned for the paper.**

NOTE: THE REVIEW PAPER IS YOUR SIGNATURE ASSIGNMENT, AND MUST BE SUBMITTED THROUGH TASKSTREAM. FAILURE TO DO SO BY 8:30 PM ON TUESDAY 27 JULY WILL RESULT IN LOSS OF 10 POINTS ON YOUR FINAL SCORE FOR THE PAPER, AND AN INCOMPLETE FOR THE COURSE. TEN POINTS PER WEEK WILL BE DEDUCTED THEREAFTER. SHOULD YOU NOT SUBMIT YOUR PAPER

THROUGH TASKSTREAM BY 28 SEPTEMBER, YOU WILL RECEIVE A SCORE OF ZERO FOR THE PAPER AND AN F FOR THE COURSE.

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

Description	Possible Points	Cumulative Possible Points
Attendance	16 points	16 points
Review Paper	100 points	116 points
Discussion Leader	60 points	276 points
Discussion Participant	16 points	292 points
Review Paper Presentation	20 points	312 points

A = 281 - 312 points; B = 250 - 280 points; C = 219 - 249 points; F < 219 points

SCHEDULE

In the schedule that appears below, B&B refers to the Bailey and Burch (2009) text, JKL to the Luiselli (2006) text, and R&P to the Reid and Parsons (2002) text.

Class Date	Presenters	Read Before Class	Participation and Products
6.1.10 Week 1	Hoch	Nothing. During class: 1) Review syllabus; 2) Select chapters; 3) Select Review Paper topics; 4) Review PsychInfo	None.
6.8.10 Week 2	B&B Ch 1&2 LIZ B&B Ch 3&4 LISA K JKL Ch 1 CAMERON OR LISA D JKL Ch 2 KIMMY R&P Ch 1 SARA	B&B Ch. 1 (Business Etiquette) & 2 (Assertiveness) B&B Ch. 3 (Leadership) & 4 (Networking) JKL Ch. 1 (Evolution of Antecedent-Based Interventions) 2 (Contribution of EOs to Antecedent Interventions) R&P Ch. 1 (Working with Staff)	Presentation handouts Attendance Participation Discussion Leader
6.15.10 Week 3	B&B Ch 5&6 SARA B&B Ch 7&8 MATT JKL Ch 3 JENN R&P Ch 2 CAMERON OR LISA D R&P Ch 3 LIZ	B&B Ch. 5 (Public Relations) & 6 (Total Competence) B&B Ch. 7 (Ethics in Daily Life) & 8 (Interpersonal Communications) JKL Ch. 3 (Assessment of Antecedent Influences) R&P Ch. 2 (Outcome Management) R&P Ch. 3 (Characteristics of a Therapeutic Environment)	Presentation handouts Attendance Participation Discussion Leader
6.22.10 Week 4	B&B Ch 9&10 KIMMY B&B Ch 11&12 JENN JKL Ch 4 LISA K JKL Ch 5 LIZ R&P Ch 4 MATT	B&B Ch. 9 (Persuasion and Influence) & 10 (Negotiation and Lobbying) B&B Ch. 11 (Public Speaking) & 12 (Handling Difficult People) JKL Ch. 4 (Health Conditions in Antecedent Assessment & Intervention) JKL Ch. 5 (Antecedent Interventions for Challenging Behaviors Maintained by Escape from Instructional Activities) R&P Ch. 4 (Promoting Meaningful Consumer	Presentation handouts Attendance Participation Discussion Leader

		Activity)	
6.29.10 Week 5	B&B Ch 13&14 KIMMY B&B Ch 15&16 GINNY JKL Ch 6 MATT JKL Ch 7 CAMERON OR LISA D R&P Ch 5 JENN	B&B Ch. 13 (Think Function) & 14 (Use Shaping Effectively) B&B Ch. 15 (Can You Show Me That?) & 16 (Performance Management) JKL Ch. 6 (Antecedent Assessment & Intervention for Stereotypy) JKL Ch. 7 (Noncontingent Reinforcement as Antecedent Behavior Support) R&P Ch. 5 (Teaching Meaningful Skills)	Presentation handouts Attendance Participation Discussion Leader
7.6.10 Week 6	B&B Ch 17&18 GINNY B&B Ch 19&20 JENN JKL Ch 8 SARA JKL Ch 9 CAMERON OR LISA D R&P Ch 6 LISA K R&P Ch 7 MATT	B&B Ch. 17 (Time Management the Behavioral Way) & 18 (Become a Trusted Professional) B&B Ch. 19 (Learn to Deal Behaviorally with Stress) & 20 (Knowing When to Seek Help) JKL Ch. 8 (Pediatric Feeding Disorders) JKL Ch. 9 (Communication & Social Skills Interventions) R&P Ch. 6 (Essential Components of Behavior Support Plans) R&P Ch. 7 (Essential Procedures for Training Staff)	Presentation handouts Attendance Participation Discussion Leader
7.13.10 Week 7	B&B Ch 21&22 CAMERON OR LISA D B&B Ch 23&24 CAMERON OR LISA D JKL Ch 10 SARA JKL Ch 11 GINNY R&P Ch 8 LIZ R&P Ch 9 LISA K	B&B Ch. 21 (Critical Thinking) & 22 (Creative Problem Solving & Troubleshooting) B&B Ch. 23 (Understanding and Using Power) & 24 (Training, Coaching, and Mentoring) JKL Ch. 10 (Antecedent Intervention for Brain Injury Rehab) JKL Ch. 11 (Combining Antecedent & Consequence Procedures) R&P Ch. 8 (Avoiding Staff Discontent) R&P Ch. 9 (A Specific Process for Monitoring Staff)	Presentation handouts Attendance Participation Discussion Leader
7.20.10 Week 8	B&B Ch 25 CAMERON OR LISA D JKL Ch 12 CAMERON OR LISA D R&P Ch 10 KIMMY R&P Ch 11 GINNY	B&B Ch. 25 (Aggressive Curiosity) & Conclusions JKL Ch. 12 (Life Enjoyment, Happiness, & Antecedent Behavior Support) R&P Ch. 10 (Supportive Management) R&P Ch. 11 (Corrective Management)	Presentation handouts Attendance Participation Discussion Leader
7.27.10 Week 9	Everyone!	Present your review papers. Submit your review papers for grading through Taskstream.	

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. Please see page 3 of this syllabus for information pertaining to earning points for

attendance. It is reiterated at this point that points not earned due to absence may not be earned at a later date.

CONTACTING YOUR INSTRUCTOR

You can contact Dr. Hoch by phone at 703.993.5245, for emergencies on the day of class at 703.987.8928, or by e-mail at thoch@gmu.edu.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.