

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

**EDSE 619 SECTION 6A8 / PSYCH 619  
APPLIED BEHAVIOR ANALYSIS: PRINCIPLES, PROCEDURES, AND PHILOSOPHY  
Summer 2011  
Tuesdays, 4:30 pm – 9:00 pm  
Ivymount School, 11614 Seven Locks Road, Rockville, MD 20854**

PROFESSOR

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COURSE DESCRIPTION

- A *Prerequisites.* Admission to the Applied Behavior Analysis Graduate Certificate Program (ABAC) or to another special Education or Psychology Graduate Program.
- B *Description.* This course focuses on the basic principles and procedures of applied behavior analysis; on identification of factors that contribute to behavioral problems and improved performance; and on procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, written (and on-line) assessments, in-class presentation, 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 4: Instructional Strategies. Course objectives are also drawn from the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*.

REQUIRED TEXTS

Cooper, J.O., Heron, T.E., and Heward, W. L. (2007). *Applied behavior analysis (2<sup>nd</sup> Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Skinner, B.F. (1974). *About behaviorism*. New York, NY: Knopf.

## RECOMMENDED MATERIALS

BCBA Examination Study software, available through Behavioral Development Solutions at <http://www.behaviordevelopmentsolutions.com>. Please wait until after the first class session to purchase this software.

## REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

You will need to download the *Task List, Guidelines for Responsible Conduct, and Disciplinary Standards* from the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)). We will refer to these documents throughout this course and all others in this Program.

## BLACKBOARD

Your syllabus, quizzes, discussion board assignments, and other important information and events are available to you through Blackboard. To access Blackboard, go to <http://courses.gmu.edu>. Your username is the prefix to your GMU e-mail account. (For example, if your e-mail address were [bsmith@gmu.edu](mailto:bsmith@gmu.edu), your username would be bsmith.) Your password is the same as the password you use for your GMU e-mail account.

Once you're in, click on EDSE 619. The syllabus is posted under Syllabus, and other documents will be posted in the weekly folders throughout the course. The Discussion Board Items to which you'll respond appear under Discussions. You'll take your quizzes through Blackboard, and they're under Assessments. Instructor contact information is at Staff Information. Finally, there are many valuable links at External Links.

## COURSE REQUIREMENTS, PERFORMANCE BASED ASSESSMENT, AND EVALUATION CRITERIA

*Blackboard Discussion Board items.* For weeks indicated below, and in conjunction with readings from *About Behaviorism*, you will respond to the week's three Discussion Board items. To respond, first do the assigned reading from *About Behaviorism* for that week. Then, go to the Discussion Board Items. If the item is a question posed by your instructor, then read the question, read responses posted by your classmates, and either respond directly to the question posed by your instructor, or to content posted by your classmates. Posts must be made prior to the start time for the class session for which they're assigned. If the Item asks you to demonstrate or submit something during the next class period, please do so at the beginning of that class period. You will earn 2 points for each Item completed on time, and 1 point for items completed late.

*Quizzes.* You will complete 8 ten question quizzes. Questions will require multiple choice or short answer responding. You will receive 1 point for each correct quiz response. Quizzes must be completed online, through Blackboard, prior to dates indicated in the schedule below.

*SAFMEDS.* No, you're not seeing things. That's an acronym. It stands for Say All Fast for a Minute Every Day Shuffled. What these really are is flash cards. Doing these, and demonstrating mastery by completing them within the time allotted will help you develop fluency with regard to the terms on the cards. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. When you do these, what you'll learn to do is to not only get the answers right, but to get them right quickly. This will greatly help you later in the course and in your subsequent behavior analysis courses. To demonstrate mastery, you'll respond to each card correctly, such that you complete the deck in 30 seconds or less. You'll get five points for each demonstration of mastery.

*Research Profile.* This assignment will: 1) Provide students with experience using PsychInfo to conduct literature searches; 2) Acquaint students with GMU library resources; 3) Provide individual students with exposure to the behavior analytic literature; and 4) Provide exposure to behavior analysis as a transcendent discipline and practice to the class. To do this assignment:

1 You will select one author from the table below:

Timothy R. Vollmer	Beth Sulzer-Azaroff	Gina Green	Sigrid Glenn	Kathryn J. Saunders
Kennon A. Lattal	Linda J. Hayes	Jon S. Bailey	Aubrey C. Daniels	Gerald L. Shook
Mark Sundberg	Judith E. Favell	Alan Poling	Donald Baer	Johnny Matson
Thomas S. Critchfield	Beatrice Barrett	Raymond G. Miltenberger	Dermot Holmes-Barnes	Michael J. Dougher
Julie S. Vargas	R. Douglas Greer	Timothy D. Hackenberg	Lawrence E. Fraley	Dennis H. Reid
Glen Dunlap	Louis Burgio	Jay Moore	Paul Touchette	Murray Sidman

- 2 Once you have an author, do a PsychInfo search for articles, chapters, and books written by the author. Conduct the search such that you not only get the references for the author's work, but also the abstracts.
- 3 Print the outcome of the search.
- 4 Read the abstracts.
- 5 Obtain several of the articles, chapters, or books from the library, or interlibrary loan.
- 6 Read them.
- 7 Prepare a report in which you:
  - a. Identify the type of work the author has done, and the populations considered.
  - b. Describe three notable themes you found in the author's work.
  - c. Discuss possible applications of the author's work to other populations or problems.
  - d. Cite the articles, chapters, and / or books you read in preparing your report (using APA Sixth Edition Style).
- 8 Deliver your report in 8 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule.

Your written report will receive up to 15 points for accurately describing salient themes in your author's work, and up to 5 points for good composition (e.g., correct spelling, grammar, punctuation, and syntax; and for adhering to APA style). Your presentation will earn up to 5 points for accurately describing and citing salient themes in your author's work without reading the paper to the class, correct pronunciation, and addressing students' questions and comments.

*Final Examination.* Prior to the last night of class, you'll take a 50 item final exam online. You will earn 1 point toward your final grade for each correct response. You'll also take this examination on the first evening of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives were met. It also removes any mystery for the students as to what constitutes the final exam. You'll receive feedback of your pretest performance during the second or third class session, including a breakdown of percentage correct by content area. Your final exam is your Taskstream Signature Assignment. After completing the exam, you'll receive a feedback form by e-mail which you will be required to then submit electronically to Taskstream. Once the feedback form has been submitted, it will be rated according to the following rubrick with regard to the extent to which you've mastered the material as it pertains to CEC's Standard 4 (Instructional Strategies):

Does not meet expectations	Meets expectations	Exceeds expectations
Earns a score of less than 35 correct on the final exam	Earns a score between 35 and 49 correct on the final exam	Earns a score of 50 of 50 on the final exam

Every student registered for any EDSE course as of the Fall 2007 is required to submit signature assignments to Taskstream (regardless of whether the course is an elective, a one-time course, or part of an undergraduate minor). Taskstream information is available at <http://gse.gmu.edu/programs/sped>. Failure to submit the Signature Assignment to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the grade is changed on completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.

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

Assignment Type	Possible Points Each	Number	Total Points
Discussion Board Items	2 points per item	27 items	54 points
Quizzes	15 points per quiz	6 quizzes	90 points
SAFMEDS Demonstrations	5 points per demonstration	6 demonstrations	30 points
Research Profile	25 points per profile	1 profile	25 points
<u>Final Exam</u>	<u>50 points per exam</u>	<u>1 exam</u>	<u>50 points</u>
			249 points

A = 236 – 249 points    A- = 223 – 235 points    B = 197 – 222 points    C = 171 – 196 points    F < 177 points

*Extra Credit.* Completing the following Behavior Development Solutions modules:

- Definitions and Characteristics
- Principles, Procedures, and Concepts

and e-mailing or hand delivering to your instructor the certificates of completion for these will earn 10 points of extra credit per module completed.

*Schedule.* Throughout the following table, *ABA* refers to the Cooper, Heron, & Heward (2007) text, *AB* to *About Behaviorism*, *GRC* to the Guidelines for Responsible Conduct, and *TL* to the Task List.

Date	Topics	Assignment
7.5.11 Week 1	Orientation to Certification and to the Training Program, Syllabus Review, Pretest	
7.12.11 Week 2	Philosophy of Science; Introduction to Contingencies; Respondent Behavior and Respondent Conditioning; Operant Behavior and Operant Conditioning	Please read <i>ABA</i> Ch 1 and 2, <i>AB</i> Introduction and Ch 1. Please complete first three Discussion Board (DB) items prior to class. Master SAFMEDS Deck 1 to demonstrate in class.
7.19.11 Week 3	Positive and Negative Reinforcement; Positive and Negative Punishment	Please read <i>ABA</i> Ch 11, 12, 14, and 15, and <i>AB</i> Ch 2 and 3. Please complete DB Items 3, 4, 5, and 6 prior to class. Please complete Quiz 1 prior to class. Master SAFMEDS Deck 2 to demonstrate in class.
7.26.11 Week 4	Respondent and Operant Extinction; Antecedent Stimulus Control, Generalization, Transfer of Stimulus Control	Please read <i>ABA</i> Ch 17 and 21, and <i>AB</i> Ch 4 and 5. Please complete DB Items 7 – 10 and Quiz 2 prior to class. Master SAFMEDS Deck 2 to demonstrate in class.
8.2.11 Week 5	Schedules of Reinforcement; Differential Reinforcement	Please read <i>ABA</i> Ch 13 and 22, and <i>AB</i> Ch 6 and 7. Please complete DB Items 11 – 14 and Quiz 3 prior to class. Master SAFMEDS deck 3 to demonstrate in class.
8.9.11	Motivating Operations; Giving Instructions,	Please read <i>ABA</i> Ch 9 and 16, and <i>AB</i> Ch

Week 6	Prompts, and Consequences	8 and 9. Please complete DB Items 15 – 18 prior to class, and Quiz 4 prior to class. Master SAFMEDS Deck 4 to demonstrate in class.
8.16.11 Week 7	Arranging learning environments; Imitation and Compliance	Please read <i>ABA</i> Ch 18 and <i>AB</i> Ch 10 and 11. Please complete DB Items 19 – 22 and Quiz 5 prior to class. Master SAFMEDS Deck 5 to demonstrate in class.
8.23.11 Week 8	Shaping and Chaining; Stimulus Equivalence	Please re-read <i>ABA</i> Ch 17 and read <i>ABA</i> Ch 19 and 20. Please read <i>AB</i> Ch 12 – 14. Please complete DB Items 23 – 26 prior to class, and master SAFMEDS Deck 6 to demonstrate in class. Complete Quiz 6 prior to class.
8.30.11 Week 9	Research Profile Presentations; Final Exam	Present and submit Research Profile papers. Respond to DB Item 27. Complete final exam online by 9:00 pm this evening.

CONTACTING YOUR INSTRUCTOR. You can reach Dr. Hoch at 703.987.8928 or 703.993.5245; by e-mail at [thoch@gmu.edu](mailto:thoch@gmu.edu); or by skype at drtheodorehoch during office hours or by appointment.

USE OF COMPUTERS AND COMMUNICATION EQUIPMENT IN CLASS. Although laptop computers can be used for note taking during class, they have sometimes been used for purposes incompatible with instruction, and their use may annoy others in class. For this reason, unless it is part of a class sanctioned activity, laptop computers, phones, iPads, and other communication devices must be turned off and put away during class.

ATTENDANCE. All students will sign in on a form circulated by the instructor at the beginning of each class session. It is expected that students attend all sessions of this course, that they are on time, and that they remain in attendance and attentive throughout each class session. SAFMEDS or other work may be completed early or on time for full credit, or late for a penalty of 1 point for every five possible. Students missing a class session will be responsible for obtaining the notes for that session from a classmate.

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

##### STUDENT EXPECTATIONS.

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must register with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for contents of communications sent to their George Mason University e-mail 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 e-mail account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

## CAMPUS RESOURCES

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, and handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>].