

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

EDSE 624 5S1 and PSYCH 624 001
Applied Behavior Analysis: Applications
Spring 2012
113 Kellar Annex II
10396 Democracy Lane, Fairfax, VA 22030
3 Credit Hours

PROFESSOR

Name Theodore A. Hoch, Ed.D., B.C.B.A.
Office Location: Room 102F, Finley Building, Fairfax Campus
Office Hours: Tuesdays and Thursdays from 1:30 – 3:30
Phone 703.993.5245
e-mail thoch@gmu.edu

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.** Expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

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 addresses Behavior Analyst Certification Board's (BACB) *Task List* (Fourth Edition) Content Domains A (Identification of the Problem), D (Intervention), E (Implementation, Management, and Supervision), and TE (Fundamental Elements of Behavior Change), as well as portions from each section of the BACB's *Guidelines for Responsible Conduct*.

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.

Austin, J., & Carr, J.E. (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press. ISBN 978-1878978349.

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. Please enter Blackboard through MasonLive.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

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. A sign in sheet will be circulated at the beginning of each session for Weeks 2 - 15. 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. Missed attendance points may not be made up. 14 opportunities to earn up to 2 points, for a total of 28 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 two evenings. Depending on number of students enrolled in the course, presentations may be individual presentations, or by pairs of students. 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. **2 opportunities at up to 15 points per opportunity for up to 30 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. **12 opportunities at 2 points each for a total of 24 possible points.**

Review paper presentation. During the 14th and 15th sessions, 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.

Weekly Quizzes. Each session during Weeks 2 through 14 will begin with a 10 item true / false quiz covering the reading assigned for that week. No more than 10 minutes will be allotted to taking the quiz. Missed quizzes must be made up within 2 weeks of the date they were missed, and will have a penalty of 1 point. Likewise, quizzes taken late in a session due to student tardiness will have a penalty of 1 point. **13 Quizzes at 10 points possible each, for a total of 120 possible points.**

Review Paper – NCATE ASSESSMENT. Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a 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 NCATE ASSESSMENT to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

- Behavioral cusps
- Behavior analysis in geriatrics
- Behavioral pharmacology
- 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
- Precision teaching
- Direct Instruction
- 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
- Mand Training
- Translational research
- Animal applications
- Stimulus Equivalence

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 **BY SUBMISSION TO TASKSTREAM** 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.

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	28 points	28 points
Review Paper	100 points	128 points
Quizzes	130 points	258 points
Discussion Leader	30 points	288 points
Discussion Participant	24 points	312 points
Review Paper Presentation	20 points	332 points

A = 299-332 points; B = 266-298 points; C = 233-265 points; F < 233 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 A & C to the Austin and Carr (2000) text.

Class Date	Presenters	Read Before Class	Participation and Products
1.26.12 1 st Ssn	Introduction, review syllabus	Nothing	Select presentations
2.2.12 2 nd Ssn	B&B Ch 1&2 JKL Ch 1 A&C Foreword & Ch 1	B&B Ch 1 (Business Etiquette)& 2 (Assertiveness); JKL Ch 1 (Evolution of Antecedent Based Interventions; and A & C Forward an Ch 1 (Stimulus Preference and Reinforcer Assessment)	Quiz 1 Participate in Discussions
2.9.12 3 rd Ssn	B&B Ch 3 & 4 JKL Ch 2 A&C Ch 2	B&B Ch 3 (Leadership) and 4 (Networking); JKL Ch 2 (Contributions of establishing operations to antecedent interventions: Clinical implications and motivating events); A & C Ch 2 (Behavioral Acquisition by Persons with Developmental Disabilities)	Quiz 2 Participate in Discussions
2.16.12 4 th Ssn	B&B Ch 5 & 6 JKL Ch 3 A&C Ch 3 & 4	B&B Ch 5 (Public Relations) and 6 (Total competence in applied behavior analysis and in your specialty); JKL Ch 3 (Assessment of antecedent influences on challenging behavior); A & C Ch 3 (The Functional Analysis Model of Behavioral Assessment) and 4 (Current Issues in the Function-Based Treatment of Aberrant Behavior in Individuals with Developmental Disabilities)	Quiz 3 Participate in Discussions
2.23.12 5 th Ssn	B&B Ch 7 & 8 JKL Ch 4 A & C Ch 5	B & B Ch 7 (Ethics in daily life) and 8 (Interpersonal communications); JKL Ch 4 (Health conditions in antecedent assessment and intervention of problem behavior); A & C Ch 5 (Behavior Analysis and School Psychology)	Quiz 4 Participate in Discussions
3.1.12 6 th Ssn	B&B Ch 9 & 10 JKL Ch 5 A & C Ch 6	B&B Ch 9 (Persuasion and influence) and 10 (Negotiation and lobbying); JKL Ch 5 (Antecedent interventions for challenging behaviors maintained by escape from instructional activities); A & C Ch 6 (Assessment and Treatment of Habit Disorders)	Quiz 5 Participate in Discussions
3.8.12 7 th Ssn	B&B Ch 11 & 12 JKL Ch 6 A&C Ch 8	B&B Ch11 (Public speaking) and 12 (Handling difficult people); JKL Ch 6 (Antecedent assessment and intervention for stereotypy); A & C Ch 8 (Behavioral, Family -Style Residential Care for Troubled Out -of-Home Adolescents: Recent Findings	Quiz 6 Participate in Discussions
3.22.12 8 th Ssn	B&B Ch 13 & 14 JKL Ch 7 A&C Ch 10	B&B Ch 13 (Think function) and 14 (Use shaping effectively); JKL Ch 7 (Noncontingent reinforcement as antecedent behavior support); A & C 10 (Behavioral Psychotherapy and the Rise of Clinical Behavior Analysis)	Quiz 7 Participate in Discussions
3.29.12 9 th Ssn	B&B Ch 15 &16 JKL Ch 8 A&C Ch 7 A&C Ch 11	B&B Ch 15 (Can you show me that? The key to effective consulting) and 16 (Performance management); JKL Ch 8 (Pediatric feeding disorders); A & C Ch 7 (Behavioral Pediatrics: The Confluence of Applied Behavior Analysis and Pediatric Medicine) and 11 (Behavioral Interventions for Children with Autism)	Quiz 8 Participate in Discussions

Class Date	Presenters	Read Before Class	Participation and Products
4.5.12 10 th Ssn	B&B Ch 17 & 18 JKL Ch 9 A&C Ch 12 & 13	B&B Ch 17 (Time management the behavioral way) and 18 (Become a trusted professional); JKL Ch 9 (Communication and social skills interventions); A & C Ch 12 (Organizational Behavior Management in Human Service Settings) and 13 (Basic Behavioral Research and Organizational Behavior Management)	Quiz 9 Participate in Discussions
4.12.12 11 th Ssn	B&B Ch 19 & 20 JKL Ch 10 A&C Ch 9	B&B Ch 19 (Learn to deal behaviorally with stress) and 20 (Knowing when to seek help (and how to receive feedback)); JKL Ch 10 (Antecedent intervention in brain injury rehabilitation); A & C Ch 9 (Behavioral Contributions to Brain-Injury Rehabilitation)	Quiz 10 Participate in Discussions
4.19.12 12 th Ssn	B&B Ch 21 & 22 JKL Ch 11 A&C Ch 14 & 15	B&B Ch 21 (Critical thinking) and 22 (Creative problem solving and troubleshooting); JKL Ch 11 (Combining Antecedent and Consequence procedures in multicomponent treatment plans); A & C Ch 14 (Performance analysis and Performance Diagnostics) and 15 (Behavioral Approaches to Organizational Safety) Submit Review paper if you would like opportunity to edit	Quiz 11 Participate in Discussions
4.26.12 13 th Ssn	B&B Ch 23–25 JKL Ch 12 A&C Ch 16 & 17	B&B Ch 23 (Understanding and using power), 24 (Training, Coaching, and Mentoring), and 25 (Aggressive Curiosity); JKL Ch 12 (Life enjoyment, happiness, and antecedent behavior support); A & C Ch 16 (Behavioral Consultation) and 17 (Behavioral Sport Psychology)	Quiz 12 Participate in Discussions
5.3.12 14 th Ssn	A&C Ch 18 A&C Ch 19 A&C Ch 20	A & C Ch 18 (Organizational Behavior Management and Instructional Systems), 19 (Behavioral Approaches to College Teaching), and 20 (A Futurist Perspective for Applied Behavior Analysis)	Quiz 13; Participate in Discussion
5.10.12 15 th Ssn	Review Paper	Nothing SUBMIT YOUR REVIEW PAPER TO TASKSTREAM NO LATER THAN 7:20 PM ON THIS DATE!	Review Paper Presentations

EXTRA CREDIT

Students may earn 10 points per module completed for completing and submitting to their instructor completion documentation no later than 4:30 pm on 5.10.11 for these Behavior Development Solutions modules:

Ethical Considerations
Systems Support

A subscription to the Behavior Development Solutions Certification Exam Study Modules can be purchased through the company at <http://www.behaviordevelopmentsolutions.com/>.

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.

USE OF ELECTRONIC DEVICES IN THIS CLASS. All computers, cell phones, iPads, recording equipment, and devices similar to any of these must be turned off and put away during class – UNLESS THEY ARE BEING USED AS PART OF A CLASS ACTIVITY OR PRESENTATION.

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 be registered 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 the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 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, 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/>].

CEHD Values

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>