



**College of Education and Human Development  
Division of Special Education and disAbility Research**

**EDSE 619-682: *Applied Behavior Analysis: Principles, Procedures, and Philosophy***

**CRN: 80895, 3 - Credit(s)**

**Fall 2012**

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 09/10/12 - 11/19/12
<b>Phone:</b> 703.993.5345	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Times:</b> 4:30pm - 8:30pm
<b>Office Hours:</b> Monday and Thursday from 1:30 pm – 3:30 pm in person and through Blackboard Collaborate	<b>Meeting Location:</b> KA2 101

**Course Description:**

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

**Prerequisite(s):** Admission to applied behavior analysis graduate certificate program.

**Advising Contact Information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**Nature of Course Delivery:**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes:**

Upon completion of this course, students will:

- Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
- Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
- Define, describe, and identify basic characteristics of applied behavior analysis.
- Define, describe, and identify respondent behavior and respondent conditioning.
- Define, describe, and identify operant behavior and operant conditioning.
- Define, describe, and exemplify operant and respondent principles.
- Define, describe, and exemplify operant and respondent procedures.
- Describe, identify, and exemplify behavior analytic teaching procedures.
- Describe and identify factors affecting behavioral variables.

### **Required Textbooks:**

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

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

### **Recommended Textbooks:**

None. However, if you wish to complete the extra optional, extra credit portion of the course, you will need to purchase a subscription to the BCBA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

### **Required Materials:**

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

### **Additional Readings:**

None.

### **Course's Relationship to Program Goals and Professional Organizations:**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program

complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> . The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). The CEC standard that will be addressed in this class is Standard 4: Instructional Strategies. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC and/or BACB standards.

### **Policies (Attendance and Late Work Policies):**

**Attendance Policy:** 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 present on time, and that they remain in attendance and attentive throughout each class session. Students missing a class session will be responsible for obtaining the notes for that session from a classmate.

**Late Work Policy:** Work submitted after the assigned due date will be assessed a 10% possible total point penalty. Discussion Board Item responses entered after the assigned date will be assessed a 50% possible point penalty. No work will be accepted after the time the final exam has been registered as complete through Blackboard.

### **Grading Scale:**

221 – 233 points = A

209 – 220 points = A-

186 – 208 points = B

163 – 185 points = C

F < 186 points

### **Schedule:**

*The assignments that you will find in the course schedule are described as follows:*

**BLACKBOARD.** Your syllabus, quizzes, discussion board assignments, and other important information and events are available to you through Blackboard. Please access Blackboard through MasonLive. The syllabus is posted under Syllabus, and other documents will be posted in the weekly folders throughout the course. The Discussion Board Forums 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

### Requirements, Performance Based Assessments, and Criteria for Evaluation

**Blackboard Discussion Board Items.** For weeks indicated below, and in conjunction with readings from *About Behaviorism*, you will respond to the week's two Discussion Board Items. To respond, first do the assigned reading from *About Behaviorism*. Then, go to the Discussion Board Items for that week. Read the question, read the 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 during the week for which they assigned. You will earn 2 points for each Item completed. Responses given after the due date will earn one point.

**Online Flashcards.** *These are available through the Anki tab on this course's blackboard site.* You will be assigned one or two sets of flash cards during most weeks. You are strongly encouraged to complete these assignments to mastery – responding correctly on each card in the deck in 30 seconds or less per deck (and, the faster, the better). These assignments will help you build fluency with some basic vocabulary and concepts that you will encounter throughout the Applied Behavior Analysis courses at George Mason University, and throughout your career as a Behavior Analyst. Fluent behavior (e.g., behavior that is correct, quickly – almost automatically) is generally more durable, likely to generalize, and likely to persist in the face of distraction than non-fluent behavior. Please practice every deck, as assigned, several times each day, until you are regularly completing each deck with 100% accuracy in fewer than 30 seconds. (Even shorter timings are better!)

**Give an example of \_\_\_\_\_.** At the beginning of class sessions 4, 5, 6, 7, 8, and 9, students will have the opportunity to give an example that they have observe in the past week of one of the phenomena that was discussed in class the prior week. The presenting student will describe what was observed. The class will then discuss the example, and determine whether it was an example of the phenomenon it was originally thought to exemplify, or something else. One point may be earned per week for presenting an example, for up to six possible points in the course.

**Weekly Tests.** Weeks 2 through 8 will each have a 15 multiple choice item Module Test. Test questions are based on content of your Cooper, Heron, and Heward text and on the content of the class lecture and discussion. Please complete these tests prior to coming to class the next week. Tests may be retaken one time to permit opportunity to correct any errors. Tests and all retakes must be completed per the schedule on the syllabus, below. Tests completed later than the date listed on the syllabus will be assessed a 1.5 point penalty.

**Research Profile.** This assignment will: 1) provide you 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 be randomly assigned an author from the list below:

Timothy R. Vollmer	Beth Sulzer-Azaroff	Gina Green	Sigrid Glenn	Kathryn J. Saunders
Kennon A. Lattal	Linda J. Hayes	Alan Poling	Michael J. Dougher	Gerald L. Shook
Mark Sundberg	Judith E. Favell	Raymond G. Miltenberger	Donald Baer	Johnny Matson
Thomas S. Critchfield	Beatrice Barrett	Jon S. Bailey	Deromt Holmes-Barnes	Aubrey C. Daniels
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 assignment, do a PsychInfo search for articles, chapters, and books written by the author. Conduct the list 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 through interlibrary lending. Read them.
6. 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 authors 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).
7. Deliver your report in 5 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 (including 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 others' questions and comments.

**Final Examination.** You will take a 50 multiple choice item final exam online. The exam will become available to you through Blackboard at 8:30 pm on 12 November 2012, and will remain available until 8:30 pm on 19 November 2012. You must complete this exam during this period of time. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to complete this exam. You will earn 1 point toward your final grade for each correct response. You will also take this examination on your first night of class as a pretest. Using the exam in this way permits

the instructor an evaluation of the extent to which the course objectives of were met. It also removes any mystery, for the students, as to what constitutes the final exam. You'll receive feedback on your pretest performance during the second or third class session, including a breakdown of percentage correct by content area. Your final exam is your **NCATE Assessment 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's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the 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 examination	Earns a score between 35 and 49 correct on the final examination	Earns a score of 50 of 50 on the final examination

**NOTE: Every student registered for any EDSE course with an NCATE assessment is required to submit this assessment 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 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.**

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

Assignment Type	Points Possible per Instance	Number of Instances	Total Points Possible	Cumulative Points
Discussion Board	2 points per Discussion Board Item	16 Discussion Board Items	32 Points	32 Points
Weekly Tests	15 points per test	7 Weekly Tests	105 Points	137 Points
Given an Example of a _	1 point per Week	6 Weeks' Presentations	6 Points	143 Points
Research Profile Paper	20 Points	1 Paper	20 Points	163 Points
Research Profile Presentation	5 Points	1 Presentation	20 Points	183 Points
Final Exam	50 Points	1 Test	50 Points	233 Points

221 – 233 points = A; 209 – 220 points = A-; 186 – 208 points = B; 163 – 185 points = C;

F < 186 points

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

- ❖ Definitions and Characteristics
- ❖ Principles, Procedures, and Concepts

and e-mailing the certificates of completion for the module(s) to your instructor no later than midnight US Eastern Time on 19 November 2012 will earn 10 points of extra credit per certificate submitted. Information on purchasing a subscription to the Behavior Development Solutions Behavior Analyst Certification Exam study software can be found at [www.behaviordevelopmentsolutions.com](http://www.behaviordevelopmentsolutions.com).

Additionally, one may go to the Autism Internet Modules at [www.autisminternetmodules.org](http://www.autisminternetmodules.org). Once there, create an account. (This is free of charge.) Completing the following modules:

- Differential Reinforcement
- Extinction
- Prompting
- Reinforcement

and e-mailing the certificates of completion for each module completed to your instructor no later than midnight, US Eastern Time on 19 November 2012 will earn 5 points of extra credit per certificate submitted.

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

Date	Topics / Objectives	Assignment
10 September 2012  Week 1	Orientation to Applied Behavior Analysis, Behavior Analyst Certification, and the GMU Behavior Analysis Certificate Program; Syllabus Review	<ul style="list-style-type: none"> <li>• Print Syllabus</li> </ul>
17 September 2012  Week 2	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	<ul style="list-style-type: none"> <li>• Complete Pretest prior to class</li> <li>• Read <u>ABA</u> Ch. 1 &amp; 2, and <u>AB</u> Intro &amp; Ch. 1.</li> <li>• Complete the first two Discussion Board (DB) Items prior to class</li> <li>• Master Flashcards Deck 1</li> </ul>

24 September 2012  Week 3	Operant behavior and operant conditioning; positive and negative reinforcement; positive and negative punishment	<ul style="list-style-type: none"> <li>• Complete Weekly Test 1 prior to class</li> <li>• Read <u>ABA</u> Ch. 11, 12, 14, &amp; 15, and <u>AB</u> Ch. 2 &amp; 3</li> <li>• Complete DB 3 &amp; 4 prior to class</li> <li>• Master Flashcards decks 2 &amp; 3</li> </ul>
1 October 2012  Week 4	Operant and Respondent Extinction; Alternative methods of producing operant extinction effects	<ul style="list-style-type: none"> <li>• Complete Weekly Test 2 prior to class</li> <li>• Read <u>ABA</u> Ch. 17 &amp; 21, and <u>AB</u> Ch. 4 &amp; 5</li> <li>• Complete DB 5 &amp; 6 prior to class</li> <li>• Master Flashcards decks 4 &amp; 5</li> <li>• Present example of Positive or Negative Reinforcement or Punishment at beginning of class session.</li> </ul>
8 October 2012  Week 5	Schedules of Reinforcement; Differential Reinforcement	<ul style="list-style-type: none"> <li>• Complete Weekly Test 3 prior to class</li> <li>• Read <u>ABA</u> Ch. 13 &amp; 22, and <u>AB</u> Ch. 6 &amp; 7</li> <li>• Complete DB 7 &amp; 8 prior to class</li> <li>• Master Flashcards decks 6 &amp; 7</li> <li>• Present example of Operant Extinction, NCR, or NCNR at the beginning of class</li> </ul>
15 October 2012  Week 6	Motivating Operations	<ul style="list-style-type: none"> <li>• Complete Weekly Test 4 prior to class</li> <li>• Read <u>ABA</u> Ch. 9 &amp; 16, and <u>AB</u> Ch. 8 &amp; 9</li> <li>• Complete DB 9 &amp; 10 prior to class</li> <li>• Master Flashcards decks 8 &amp; 9</li> <li>• Present example of a Schedule Effect, Matching, Adjunctive Behavior, or Differential Reinforcement at the beginning of class</li> </ul>
22 October 2012  Week 7	Instructions; Prompting and Prompt Fading; Discrimination; Conditional Discrimination	<ul style="list-style-type: none"> <li>• Complete Weekly Test 5 prior to class</li> <li>• Read <u>ABA</u> Ch. 18 and <u>AB</u> Ch. 10 &amp; 11</li> <li>• Complete DB 11 &amp; 12 prior to class</li> <li>• Master Flashcards decks 10 &amp; 11</li> <li>• Present example of a Motivating Operation at the beginning of class</li> </ul>
29 October 2012  Week 8	Instructions; Compliance; Shaping; Chaining	<ul style="list-style-type: none"> <li>• Complete Weekly Test 6 prior to class</li> <li>• Review <u>ABA</u> Ch. 17, Read <u>ABA</u> Ch. 19 &amp; 20, <u>AB</u> Ch. 12, 13, and 14</li> <li>• Complete DB 13 &amp; 14 prior to class</li> <li>• Master Flashcards deck 12</li> <li>• Present example of Prompt Fading, Discrimination, or Conditional Discrimination at the beginning of class</li> </ul>
5 November 2012	Discrimination; Conditional Discrimination; Stimulus Equivalence	<ul style="list-style-type: none"> <li>• Complete Weekly Test 7 prior to class</li> <li>• Complete DB 15 &amp; 16 prior to class</li> <li>• Present an example of your favorite behavioral phenomenon (that we've covered thus far) at</li> </ul>

Week 9		the beginning of class
12 November 2012  Week 10	Research Profile Presentations	<ul style="list-style-type: none"> <li>• E-mail your Research Profile Paper to your instructor by midnight tonight!</li> <li>• Final exam becomes available at 8:30 pm US Eastern Time today.</li> </ul>
19 November 2012  Week 11	Final Exam.	<p>Complete online no later than 8:30 PM US Eastern Time on 19 November 2012.</p> <p>No work accepted after 8:30 pm on this date.</p>

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

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/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.