



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

Summer 2013

EDSE 624 X01: Applied Behavior Analysis: Applications
CRN: 41434, 3 - Credit(s)

Instructor: Dr. Kristy Park, BCBA-D	Meeting Dates: 05/20/13 - 07/26/13
Phone: 703 993 5251	Meeting Day(s) and Time(s): W 4:30 pm-8:30 pm
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Office Hours: by appointment	Meeting Location: Virtual Blackboard Collaborate

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.

Course Description

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

Prerequisite(s): EDSE 621 and 623

Co-requisite(s): EDSE 621 and 623

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

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 be able to:

- Read and interpret articles and books from the behavior analytic literature.
- Conduct behavior analytic training through public speaking.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
- Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
- Research the literature in a specific area of applied behavior analysis.
- Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

Required Textbooks

Austin, J., & Carr, J.E. (2000). *Handbook of Applied Behavior Analysis*. Reno, NV: Context Press.

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.

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

Required Web Conferencing Tools

We will be using Blackboard Collaborate for this course. Bb Collaborate is a live, synchronous online classroom where we can share documents, present or listen to slide shows, and have voice and video conversations in real time.

In order to be a full participant in this course, you will need the following items to access course lectures and materials:

1. Computer connected to a reliable internet connection, preferably via broadband (cable or DSL).

2. Latest Java software installed. Go to <http://www.java.com> to find out if your computer has the most recent version of Java installed.
3. Headset to use the voice communication features.

Required Internet-Accessible Text Materials

From the Behavior Analyst Certification Board website (www.bacb.com), download and print:

1. Task List (4th Ed.)
2. Guidelines for Responsible Conduct (2004)
3. Disciplinary Standards

Course 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. The CEC standard that will be addressed in this class is Standard 1: Foundations.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

This course meets virtually but at synchronous times on a weekly basis. Class sessions will include activity and discussion points during randomly selected times that cannot be made up. Please be prepared with all computer systems checks (latest Java and Operating system) to manage technical difficulties and an alternative source for reliable internet access.

Late Work.

Assignments are due at 4:30 pm of the date assigned. Work submitted after the due date will be assessed a 10% possible point reduction on a weekly basis.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, ABA Research Paper to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed

upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Description	Possible Points	Points earned
Participation (Active Student Responding activities)	15 points	
Self-Assessment	15 points	
Discussion Leader	30 points	
Annotated Bibliography	10 points	
ABA paper	30 points	
	100	/ 100 points

- A = 95-100%
- A- = 90-94%
- B = 85-89%
- B- = 80-84%
- C = 70-79%
- F = <70%

Assignments

NCATE/TaskStream Assignments.

ABA Paper

The ABA paper is the Taskstream Assignment for this course and must be uploaded onto Taskstream for a final grade.

As a professional in the field of Applied Behavior Analysis (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. We will be generating topic areas in class to demonstrate the expansive ways in which ABA is implemented.

Examples of topic areas have included:

- behavioral cusps, stimulus equivalence, transfer of stimulus control, assessment and treatment of pica/aggression/self-injury/pediatric feeding disorders, rule-governed behavior, verbal behavior, positive behavior supports, direct instruction, generalization training, precision teaching.

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *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. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

What is Known?

Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

What is Not Known?

Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

What Can Be Done About it?

Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style. The suggested number of pages is between 8-10 pages.

Common Assignments.

Annotated Bibliography

Using the ABA topic area identified for the Taskstream assignment, the purpose of this annotated bibliography is to organize your peer-reviewed articles. You will provide the APA citation for the article, provide a descriptive summary of the findings, then evaluate how the article supports your topic area. You will need to provide a descriptive and evaluative paragraph for 10 peer-reviewed article sources.

Other Assignments.

Self Assessment

Using the BACB task list most relevant to you, you will conduct a self-assessment on each content area. For example, if you plan to take the BCBA exam before 2015, I would use the 3rd edition task list and assess my current level of knowledge and application for each content area: ethical considerations, definitions and characteristics, principles, behavioral assessments, experimental evaluation of interventions, measurement of behavior, displaying and interpreting behavioral data, selecting intervention outcomes and strategies, behavior change procedures, and systems support.

If you plan to take the BCBA exam after 2015, I would use the 4th edition Task list and assess current level of knowledge for each section: basic behavior-analytic skills, client-centered responsibilities, and foundational knowledge.

Use the rating scale that is based on the stages of learning (Haring, Lovitt, Eaton, & Hansen, 1978) to identify areas of strengths and weaknesses. Write an action plan that includes your assessment of each content area and specific activities that you can do to enhance learning of that skill. Use APA (6th) edition format to produce a written document that is 3-5 pages in length.

Discussion Leader

This ABA applications course is designed to expand your capability to deal with more complex behavioral situations and maximize success as a professional in the field.

One way to expand your understanding of ABA is teach others. Using the chapters from the required texts (i.e., Austin & Carr, 2000, Bailey & Burch, 2009, Luiselli, 2006), you will develop the following activities:

1. Summarize main ideas from the chapter
2. Increase acquisition of key vocabulary terms, task list items as well as the connection to Guidelines for Responsible Conduct through activities such as quizzes, graphic organizer activity, or vocabulary games.
3. Demonstrate application of the practice or concept

Active Student Responding Activities

During the discussion activities, you will demonstrate active responding by completing the activities developed by the student leaders. You must be present during the time that the activity is provided. You will submit the activity onto Blackboard.

Schedule

CLASS SESSION SCHEDULE

Class Date	Reading Assignments Before Class	Class Topic	Presenter	Assignments Due
Week 1 May 22	Syllabus	1) Review syllabus 2) Assign discussion leaders 3) Brainstorm and select ABA topics 4) BB Collaborate systems check	Presenter: Park	
Week 2 May 29	Bailey & Burch Chapter 6 Chapter 7 Chapter 12 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Chapter 19 Chapter 20 Chapter 22 Chapter 24	Professional Behavior Analysts Competence Ethics Handling Difficult People Think Function Shaping Modeling Performance Management Deal with Stress When to seek help Creative Problem Solving Training, Coaching, Mentoring	Presenters: All	
Week 3 June 5	Lusielli Chapter 4 A&C Chapter 1 Lusielli Chapter 3 Lusielli Chapter 7	Motivational Operations Biological and Health Factors Stimulus preference and Reinforcer assessment Assessment of Antecedent influences Noncontingent Intervention strategies	Presenters: 1. 2. 3. 4.	ASR Self Assessment
Week 4	Lusielli Chapter 5	Functional Assessments & Analysis Antecedent intervention for challenging behaviors during instruction	Presenters: 1.	ASR

June 12	A&C Chapter 3	Functional analysis model	2.	
	A&C Chapter 2	Behavior acquisition by persons with Developmental Disabilities	3.	
	A&C Chapter 4	Current Issues function-based treatment- Developmental Disabilities	4.	
Week 5	A&C Chapter 11	Behavior interventions :Autism Behavioral Interventions	Presenters: 1.	
June 19	Luiselli Chapter 6	Antecedent intervention- Stereotypy	2.	
	Chapter 9	Social-communication skills training	3.	
	Luiselli Chapter 11	Multicomponent Behavior Support Plans	4.	
Week 6	A&C Chapter 6	Assessments & Treatments: Habits, psychotherapy, sterotypy Habit Disorders	Presenters: 1.	ASR Self Assessment
June 26	Chapter 8	Residential Care	2.	
	Chapter 10	Psychotherapy	3.	
	Chapter 16	Consultation	4.	
July 3	Happy Independence Day! No class scheduled			
Week 7	A&C Chapter 12	Organizational Behavior Management OBM Human Service Settings	Presenters: 1.	ASR
July 10	Chapter 13	Behavioral Research	2.	
	Chapter 15	Organizational Safety	3.	

	Chapter 16 A&C Chapter 12	Instructional Systems Quality of life	4. 5.	
Week 8 July 17	A&C Chapter 7 Luiselli Chapter 8 Luiselli Chapter 10 A&C Chapter 9	Pediatrics and Brain Injury Behavioral Pediatrics Pediatric Feeding Disorders Antecedent intervention Brain injury rehabilitation	Presenters: 1. 2. 3. 4.	ASR Annotated Bibliography
Week 9 July 24	A&C Chapter 5 Chapter 14 Chapter 17 Chapter 19 Chapter 20	Performances across settings School psychology Performance analysis and performance diagnostic Behavioral Sport Psychology Behavioral Approaches to College Teaching Futurist perspective for ABA	Presenters: 1. 2. 3. 4. 5.	ASR
Week 10 July 31		Various ABA Topics	All	ABA Paper Upload to Taskstream

Appendix

**Task List
Self-Assessment Rubric**

Name: _____

Evaluation Standards	Required Components		Points Earned
	Self Assessment of knowledge and application skills	Identification of strategies to expand knowledge and/or application skills	
Content area 2			/1
Content area 3			/1
Content area 4			/1
Content area 5			/1
Content area 6			/1
Content area 7			/1
Content area 8			/1
Content area 9			/1
Content area 10			/1
Style Issues	<ul style="list-style-type: none"> ✓ Each paragraph has a clear topic (first sentence and the details of the paragraph relate specifically to the topic sentence) ✓ Brief conclusion paragraph included ✓ Spelling and grammar is accurate 		/2
Total Points Earned			/12

Annotated Bibliography Rubric

Criteria	Point allocation	Points earned
References: -Includes 10 peer reviewed articles	1 point	/1
Summary: - Description of the results or findings are succinct and accurate - Evaluation of the article provides relevance to ABA topic area	2 points 2 points	/4
Relevance: -Reflection on useful knowledge gained - Insightful connections between reading and concepts of ABA	2 points 2 points	/4
APA and Grammar: - Format of paper is organized - No spelling or grammatical errors	.5 points .5 points	/1
		/10

ABA Paper Rubric

Criteria	Points Earned	Possible Points
Introduction -clear overview of paper -describes relevance of topic area -topic area is socially relevant to individuals	1 point 2 points 2 points	/5
What is known? - Description of previous research findings - Clear and logical explanation of previous results - Citations are provided - Defines area of importance or contributions to the field	1 points 2 points 2 points 2 points	/7
What is not known? - Description of the barriers, controversies, or gaps within the field - Citations are provided	5 points 2 points	/7
Implications - Areas of agreement and disagreement are described - Suggestions for future research are described	3 points 4 points	/7
APA style and form - all citations are present and correctly formatted - organization of the paper is logically sequenced	2 points 2 points	/4
Total points		/30

Discussion Leader Rubric

Criteria	Possible Points	Possible Points
Chapter Summary - Clear, concise overview of the chapter is provided - author citations from the chapter - power point presentation was well organized and coordinated with chapter summary	2 points 2 points 1 point	/5
Activities - provides interactive activities that teach/test knowledge - connects to relevant key vocabulary terms, concepts, or principles of ABA - makes connection to task list items or guidelines for responsible conduct	3 points 4 points 3 points	/10
Application Activity or Demonstration - provides an example or demonstration of how it can be implemented in practice - practitioner friendly tool, fidelity checklist or other supports	5 points 5 points	/10
Overall presentation evaluation - prepared with materials - presentation was interactive/creative - clearly articulated	2 points 2 points 1 point	/5
Total points		/30