



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

Summer 2013

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

CRN: 42101, 3 - Credit(s)

Instructor: Dr. Theodore Hoch	Meeting Dates: 06/03/13 - 07/29/13
Phone: 703.987.8928	‘Live’ Synchronous Meeting Days: Mondays: 3 June, 1 July, 8 July, 15 July, and 22 July, 4:30pm – 5:30pm, through Blackboard Collaborate
E-Mail: thoch@gmu.edu	
Office Hours: Thursday 2:00 – 4:00, through Blackboard Collaborate, and by phone and e- mail	Meeting Location: Blackboard; 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

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

Co-requisite(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. 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:

- 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 (2nd 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 Resources: You will need to go to the Behavior Analyst Certification Board website (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 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 4: Instructional Strategies.

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.

Students may not reschedule missed Synchronous Discussion or Research Profile presentation without approval from their professor that is requested at least 24 hours in advance of the scheduled Discussion or Profile presentation.

Late Work.

Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. No work may be edited or submitted after 29 July 2013 at 11:59 pm, US Eastern Time.

Students may not reschedule missed Synchronous Discussions or missed Research Profile Presentations.

The Final Exam is available only between midnight on 24 July 2013 and midnight on 29 July 2013, both US Eastern Time. Students will not have access to this exam before or after those times.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Final Exam Feedback 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

Assignment Type	Points Possible per Instance	Number of Instances	Total Points Possible	Cumulative Points Possible
Discussion Board Items	2 points per DBI	16 DBIs	32 points	32 points
Embedded Lesson Quizzes	1 point per question	134 questions	134 points	166 points
Lesson Tests	15 points per test	7 Tests	105 points	271 points
Synchronous Discussions	5 points per Discussion	5 Discussions	25 points	296 points
Research Profile Paper	20 points per paper	1 paper	20 points	316 points
Research Profile Presentation	5 points per presentation	1 presentation	5 points	321 points
Final Exam	50 per Test	1 Test	50 points	371 points

A = 352 - 371 points A- = 334 - 351 points B = 296 – 333 points C = 260 - 295 points

F < 260 points

Assignments

NCATE/TaskStream Assignments.

Final Examination. You will take a 50 multiple choice item final exam online. This final exam will become available to you at midnight US Eastern Time on 24 July 2013 will close at 11:59 US Eastern Time on 29 July 2013. 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.

Common Assignments.

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. Once there, you'll need to make two posts – on different days. On one day, answer the question(s) posed by your instructor. On another day, comment on or ask a question about a post made by a classmate. You will earn up to two points for these assignments – one for your first post (1/2 point if post is made after the week for which it was assigned), and one for your response to another classmate's post (1/2 point if post is made after the week for which it is assigned).

Other Assignments.

Quizzes. There are 134 quiz questions embedded into the lecture presentations you will view as part of this course. Most of the presentation segments end with one to seven quiz questions. You will receive 1 point for each correct quiz response. Missed quiz items may be repeated, but you must watch again the presentation segment of which that quiz question is a part to answer it a second time.

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!)

Synchronous Discussions. You will participate in five synchronous (live) discussions as specified on the first page of this syllabus. You will earn 5 points for participating in each discussion. (Please note, though, that participation points

are contingent on speaking and contributing to the discussion – not solely on the basis of attendance.) You may not make up missed synchronous discussion points due to attendance without participation, or due to absence.

Lesson Tests. Seven of the Lessons end with a 10 - 15 multiple choice item Lesson Test. Test questions are based on content of your Cooper, Heron, and Heward text and on the content of the Lesson presentations. Please complete these tests only after completing the other portions of each respective Lesson. Missed Lesson test items may be retaken, but to do so, you must review your guided notes and text, and review the Lesson presentations. Each Lesson test item is worth one point toward your final grade.

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.

Extra Credit. Completing the following Behavior Development Solutions modules:

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

and uploading the certificates of completion for the module(s) to Blackboard no later than 11:59 US Eastern Time on 29 July 2013 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.

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

- Differential Reinforcement
- Extinction
- Prompting
- Reinforcement

and uploading the certificates of completion for each module completed to Blackboard no later than 11:59 pm, US Eastern Time on 29 July 2013 will earn 5 points of extra credit per certificate submitted.

Schedule

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
Lesson 1 Available beginning 3 June 2013	Orientation to Applied Behavior Analysis, Behavior Analyst Certification, and the GMU Behavior Analysis Certificate Program; Syllabus Review	Complete embedded quiz questions no later than 10 June 13. Complete Pretest no later than 10 June 13.
Monday 3 June 2013	Synchronous Discussion on Blackboard Collabrate at 4:30 pm – Introductions, Question and Answer, and More!	
Lesson 2 Available beginning 10 June 2013	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 1 & 2, and <u>AB</u> Introduction & Ch. 1. • Complete the first two Discussion Board (DB) Items no later than 24 June 13. • Complete quizzes no later than 17 June 13. • Complete Lesson test no later than 17 June 13. • Master Flashcards Deck 1
Lesson 3 Available beginning 17 June 2013	Operant behavior and operant conditioning; positive and negative reinforcement; positive and negative punishment	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 11, 12, 14, & 15, and <u>AB</u> Ch. 2 & 3 • Complete DB 3 & 4 no later than 1 July 13. • Complete quizzes no later than 24 June 13. • Complete Lesson test no later than 24 June 13. • Master Flashcards decks 2 & 3 •
Lesson 4 Available beginning 24 June 2013	Operant and Respondent Extinction; Alternative methods of producing operant extinction effects	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 17 & 21, and <u>AB</u> Ch. 4 & 5 • Complete DB 5 & 6 no later than 8 July 13. • Complete quizzes no later than 1 July 13. • Complete Lesson test no later than 1 July 13. • Master Flashcards decks 4 & 5 •
Lesson 5 Available beginning 1 July 2013	Schedules of Reinforcement; Differential Reinforcement	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 13 & 22, and <u>AB</u> Ch. 6 & 7 • Complete DB 7 & 8 no later than 15 July 13. • Complete quizzes no later than 8 July 13. • Complete Lesson test no later than 8 July 2013. • Master Flashcards decks 6 & 7
Monday 1 July 2013	Synchronous Discussion on Blackboard Collabrate at 5:30 pm – Behavior Analyst Certification and Licensure, plus Question and Answer	

Lesson 6 And Lesson 7 Available beginning 8 July 2013	Motivating Operations Instructions; Prompting and Prompt Fading; Discrimination; Conditional Discrimination	<ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 9 & 16, and <u>AB</u> Ch. 8 & 9 • Complete DB 9 & 10 no later than 22 July 13. • Complete quizzes no later than 15 July 13. • Complete Lesson test no later than 15 July 13. • Master Flashcards decks 8 & 9 <ul style="list-style-type: none"> • Read <u>ABA</u> Ch. 18 and <u>AB</u> Ch. 10 & 11 • Complete DB 11 & 12 no later than 22 July 13. • Complete quizzes no later than 15 July 13. • Complete Lesson test no later than 15 July 13. • Master Flashcards decks 10 & 11
Monday 8 July 2013	Synchronous Discussion on Blackboard Collabrate at 5:30 pm – Behavior Analytic Literature / Research Profile Presentations	
Lesson 8 Available beginning 15 July 13	Instructions; Compliance; Shaping; Chaining	<ul style="list-style-type: none"> • Review <u>ABA</u> Ch. 17, Read <u>ABA</u> Ch. 19 & 20, <u>AB</u> Ch. 12, 13, and 14 • Complete DB 13 & 14 no later than 29 July 13 • Complete quizzes no later than 22 July 13. • Complete Lesson test no later than 22 July 13. • Master Flashcards deck 12
Monday 15 July 2013	Synchronous Discussion on Blackboard Collabrate at 5:30 pm – Careers in Applied Behavior Analysis / Research Profile Presentations	
Lesson 9 Available beginning 22 July 13	Discrimination; Conditional Discrimination; Stimulus Equivalence	<ul style="list-style-type: none"> • Complete DB 15 & 16 no later than 29 July 13. • Complete quizzes no later than 24 July 13.
Monday 22 July 2013	Synchronous Discussion on Blackboard Collabrate at 5:30 pm – Behavior Analytic Professional Organizations / Research Profile Presentations	
Lesson 10 Available beginning 24 July 2013	Final Exam.	Complete online no later than 11:59 US Eastern Time on 29 July 13.