



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

Summer2013

EDSE624682: Applied Behavior Analysis: Applications
CRN: 42097,3 - Credit(s)

Instructor: Dr.Larissa Reynolds	Meeting Dates: 06/03/13 - 07/29/13
Phone: (301) 385-7037	Meeting Day(s) and Time(s): Mondays,4:30 pm-9:00 pm
E-Mail: lreynol5@gmu.edu	
Office Hours: Mondays 3:30-4:30pm or by appointment	Meeting Location: Off Campus Building; Kellar AnnexII, Rm. #101

***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

Student and instructor led in class discussions and written assignments

Learning activities include the following:

1. Class lecture and discussion
2. Presentations and development of application activities

3. Reading and interpreting research articles
4. Electronic quizzes 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

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

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>

rds/ . 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.

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. Attendance will be taken at the beginning of each session for Weeks 1-9. Each student present when attendance is taken will receive 2 points for attendance. Arriving 15 minutes late or leaving 15 minutes early will earn 1 point. **NO points will be awarded to students who do not attend class. Missed attendance points may not be made up.** 9 opportunities to earn 2 points, for a total of 18 points possible.

Late Work.

Weekly quizzes submitted after the start of class for that week will be deducted 2 points. All quizzes must be made up within 1 week of their due date. There will be a 10% penalty for TaskStream papers not submitted prior to the start of the last class of the session.

Use of Electronic Devices.

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.

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

Category	Weight	Points/Max. Points	Percent	
Attendance	5	/18		
Quizzes	15	/80		

Discussion Leader	30	/30		
Participation	20	/18		
Review Paper	30	/100		
Total/Grade	100	/246		

A= 89.5-100% B= 79.5-89.4% C= 69.5-79.4% D= 60-69.4 F >60%

Assignments

NCATE/TaskStream Assignments.

Review Paper.

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

- Assessment and Treatment of Pediatric Feeding Disorders
- Early Intervention in Autism
- Assessment and Treatment of Verbal Behavior
- Distinguishing between Science and Pseudoscience
- Alternative treatments for Autism Spectrum Disorders
- Assessment and Treatment of Aggression
- Assessment and Treatment of Self injury
- Assessment and Treatment of Pica
- Assessment and Treatment of Stereotypy
- Incidental Teaching
- Precision Teaching
- Direct Instruction
- Organizational behavior management
- Behavior Analysis in education
- Behavior Analysis in corrections
- Delayed reinforcement
- Analysis and treatment of hand mouthing
- Behavioral pharmacology
- Transfer of stimulus control
- Communication and Social Skills Interventions
- Training Caregivers
- Peer Mediated Interventions

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 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, 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 **(Up to 15 points).** While there is no minimum 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. It 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.

Common Assignments.

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 evenings readings assigned that teaches their classmates the

content of that reading. These lessons may involve lecture, power point 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. The discussion leader is not sole 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, sharing relevant experiences, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. **9 opportunities at 2 points each for a total of 18 points.**

Other Assignments.

Weekly Quizzes. Weekly quizzes covering the reading assigned for that week will be posted on Blackboard prior to each class period Weeks 2-9. Students will have 15 minutes to complete each quiz. Quizzes must be completed and submitted prior to the start of each class period. Missed quizzes must be made up within 1 week of the date they were missed and will incur a 2 point penalty. **8 quizzes at 10 points each, for a total of 80 possible points.**

EXTRA CREDIT

Students may earn 10 points per module completed by submitting documentation of the completed module to their instructor no later than 4:30pm on 7/29/13. 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/>.

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
6.3.13 1 st session	Introduction, Review syllabus (instructor)	B&B Ch1(Business Etiquette), 2(Assertiveness), & 3 (Leadership)	Participate in Discussions

	B&B Ch1-3 A&C Ch 1	A&C Ch1 (Stimulus Preference)	
6.10.13 2 nd session	B&B Ch 4-5 B&B Ch 6-7 A&C Ch 2 A&C Ch3 A&C Ch4	B&B Ch4 (Networking), 5(PR), 6 (Total Competence in ABA and Specialty), and 7 (Ethics in Daily Life) A&C 2 (Behavior Acquisition by Indiv. With DD), Ch3(Functional Analysis Model of Assessment) &4 (Current Issues in Function-based Treatment of Aberrant Behavior)	Quiz 2 Participate in Discussions
6.17.13 3 rd session	B&B Ch 8-10 A&C Ch 5 A&C Ch6 JKL Ch 1 JKL Ch2	B&B Ch8(Interpersonal Communications), 9 (Persuasion and Influence), and 10 (Negotiating and Lobbying) A&C Ch 5 (Behavior Analysis and School Psychology) and 6 (Ax and Tx of Habit Disorders) JKL 1 (Evolution of Antecedent Based Interventions) and Ch 2 (Establishing Operations)	Quiz 3 Participate in Discussions
6.24.13 4 th session	B&B Ch11 &12 JKL Ch3 & Ch7 JKL Ch4 JKL Ch5 JKL Ch6	B&B Ch 11(Public Speaking) and 12 (Handling Difficult People JKL 3 (Ax of Antecedent Influences on Challenging Behavior), 4(Health Conditions in Antecedent Assessment and Tx of Problem Behavior) , 5 (Antecedent Interventions for Challenging Behaviors Maintained by Escape...), Ch 6 (Antecedent Assessment and Intervention for Stereotypy), 7(Noncontingent Reinforcement as Antecedent Behavior Support)	Quiz 4 Participate in Discussions
7.1.13 5 th session	B& B Ch 13-15 A&C Ch 9& JKL Ch10 A&C Ch10 JKL Ch 11	B&B Ch 13 (Think Function), 14 (Using Shaping Effectively), and 15 (Can You Show MeThat?) A&C Ch 9 (Behavioral Contributions to Brain Injury Rehab), 10 (Behavioral Psychotherapy...), JKL Ch 10 (Antecedent Intervention to Brain Injury) and Ch11 (Multicomponent Behavioral Support Plans)	Quiz 5 Participate in Discussions
7.8.13 6 th session	B&B Ch 19-20; JKL Ch9 A& C Ch 7 A&C Ch 8 A&C Ch11 JKL Ch 8	B&B Ch 19 (Learn to Deal Behaviorally w/ Stress) and 20 (Knowing When to Seek Help) A&C Ch 7 (Behavioral Pediatrics), 8 (Behavioral, Family Style Residential Care for Adolescents), and 11(Behavioral Intervention for children with Autism) JKL Ch 8(Pediatric Feeding Disorders) and 9 (Communication and Social Skills Interventions)	Quiz 6 Participate in Discussions
7.15.13 7 th session	B&B Ch 16-18 A&C Ch12 A&C Ch13 A&C Ch 14	B& B Ch 16 (Performance Mgt), 17 (Time Mgt), and 18 (Become a Trusted Professional) A&C Ch 12 (Organizational Bx Mgt in Human Service Settings), 13(Basic Behavioral Research and Organizational Bx Mgt), and Ch 14 (Performance Analysis and Diagnostics).	Quiz 7 Participate in Discussions
7.22.13 8 th session	B&B Ch 21-23 A&C Ch 15 A&C Ch16 A&C Ch 17 A&C Ch18	B&B Ch 21 (Critical Thinking), 22 (Creative Problem Solving), and 23 (Understanding and Using Power) A&C Ch 15 (Behavioral Approaches to Organizational Safety), Ch 16 (Behavioral Consultation), 17 (Behavioral Sport Psychology),	Quiz 8 Participate in Discussions

		and 18 (Organizational Bx Mgt...).	
7.29.13 9 th session	B&B 24; A&C CH 19 JKL Ch 12& Ch13 A&C Ch 20; JKL Ch 14	B&B Ch 24 (Training, Coaching, Mentoring) and 25 (Aggressive Curiosity) A&C 19 (Behavioral Approaches to College Teaching) and Ch 20 (Futuristic Perspective for ABA) JKL Ch 12 (Life Enjoyment, Happines...), Ch 13 (Mindfulness Based Caregiving and Support) Ch 14 (Summary and Future Directions)	Quiz 9 Participate in Discussions Complete Course Evaluation
7.29.13		SUBMIT REVIEW PAPER TO TASKSTREAM NO LATER THAN 8pm ON THIS DATE!!!	

