



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

Spring 2014

EDSE 624 001: Applied Behavior Analysis: Applications
CRN: 17671, 3 - Credits

Instructor: Dr. Christine Hoffner Barthold	Meeting Dates: 01/21/14 - 05/14/14
Phone:	Meeting Day(s): Tuesday
E-Mail: choffner@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: T-W 1-3 & by appointment	Meeting Location: KA 102

***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): None

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) 993-3670 for assistance. All other students should refer to their faculty advisor.

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 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. ISBN 978-1878978349.

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 Co. ISBN 1-55766-849-3.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access

to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

None

Required Resources

None

Additional Readings

Supplemental materials will be posted on Blackboard as the semester progresses. Students will be responsible for all materials posted to Blackboard.

Course Relationships 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.

Students are expected to attend all class meetings. It is the student's responsibility to make up all missed work if they are absent for any reason. Presentations on course materials are available on Blackboard for those who either missed class or need additional time with the materials. Those who do miss class are expected to complete a virtual index card (described under "course requirements") and quiz within the week

of the missed class, unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

Late Work.

Work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard. Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Assignments, whenever possible, should be in Word format and in one continuous file.
- The Review Paper and Presentation must be accompanied by a self-evaluation of your work. You can self evaluate by grading yourself using the rubric for the assignment. You do not have to justify your choice. The instructor will not track down missing self evaluations. Any assignment without a self evaluation submitted with it will be immediately assigned a grade of 0.
- A self evaluation must accompany your revisions.
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard.

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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Point values are assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

Grading Criterion:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	59% and below				

Assignment	Points Possible
Discussion Board	210
Attendance Index Cards	28
Review Paper Presentation	20
Quizzes	140
Review Paper	100
Total Points	498

Assignments

Performance-based Assessment (TaskStream submission required).

No TaskStream Assessment required for this course.

Performance-based Common Assignments (No TaskStream submission required).

Review Paper. Students will choose a unique topic from a list provided by the instructor. Each student will search the peer reviewed, behavior analytic literature for at least 10 articles from a wide time span. Once selected, students will then summarize and synthesize the literature findings, including strengths and limitations. All papers must be formatted in APA 6th edition. (100 points)

Weekly Discussion Boards. Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field placement. Discussion Board prompts will start as "I wonder..." and be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and

educational settings, the readings, class discussion, and your own personal experience. You must also leave a comment on the post of *at least* one of your group members. Any questions posted on your thread should be answered. Comments should build upon the blogger's ideas, and connect to other ideas we have explored in class. A schedule of writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(15 Points for 14 weeks or 210 Points)**

Weekly Quizzes. For each class session, students will be responsible for a 10 item Multiple Choice quiz. Quizzes will be delivered online through Blackboard. Students will have up to 3 chances to increase their grade, but note that questions will be randomized from a pool of questions. It is not possible to memorize answers to increase your grade. Students are encouraged to complete guided lecture notes, all activities and readings, and actively participate in SAFMEDS study groups, as these are the basis for the weekly quizzes. **(14 Quizzes for a possible 140 points)**

Review paper presentation. During the 13th and 14th 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.**

Other Assignments.

Attendance Index Cards. Students are expected to complete a virtual index card and return it at within one week of the scheduled class that delineates at least two things that were learned in the day's lecture (in their OWN WORDS - not copied from PowerPoints or verbatim from lectures). Asking questions for clarification about the day's lecture is also acceptable. Each index card is worth two points, and will be graded on the following scale:

0 points – no index card

(considered an unexcused absence)

.5 point – points written verbatim from lecture

1 point – one statement or question in the student's own words

2 points – two statements or questions in the student’s own words (**2 points apiece for 14 weeks = 28 points**)

Schedule

Class Schedule, due dates, and readings are available as a separate document available on Blackboard as a Google Calendar or PDF. Students have the opportunity to subscribe to the Google Calendar and can set reminders as necessary to keep them on track.

Tue Jan 21, 2014

Introduction to Class; Review Syllabus, Assignments, Assignment Checklists.
Download Calendar of Assignments. Review Presentation on Academic Honesty.

Mon Jan 27, 2014

Discussion Board 1 Due

Tue Jan 28, 2014

Quiz 1 Due

Antecedent Based Interventions; Stimulus Preference and Reinforcer Assessment
Readings: Bailey and Burch, Ch. 1; Luiselli, chapter 1; Austin and Carr, Forward and Chapter 1.

Fri Jan 31, 2014

Discussion Board 1 Response Due

Mon Feb 3, 2014

Discussion Board 2 Due

Tue Feb 4, 2014

Quiz 2 Due

Motivating Operations and Behavioral Acquisition
Readings: Bailey and Burch, Ch. 3; Luiselli, Ch. 2; Austin & Carr, Ch. 2

Fri Feb 7, 2014

Discussion Board 2 Response Due

Mon Feb 10, 2014

Discussion Board 3 Due

Tue Feb 11, 2014

Quiz 3 Due

Antecedents, Functional Analysis, and Function-Based Intervention
Readings: Bailey & Burch, Ch. 13; Luiselli, Ch. 3; Austin and Carr, Ch. 3 & 4.

Fri Feb 14, 2014

Discussion Board 3 Response Due

Mon Feb 17, 2014

Discussion Board 4 Due

Tue Feb 18, 2014

Quiz 4 Due

Health Considerations and Working with Schools

Readings: Bailey & Burch, Ch. 12 & 14; Luiselli, Ch. 4; Austin & Carr, Ch. 5

Fri Feb 21, 2014

Discussion Board 4 Response Due

Mon Feb 24, 2014

Discussion Board 5 Due

Tue Feb 25, 2014

Quiz 5 Due

Antecedent Interventions and Habit Disorders

Readings: Bailey & Burch, Ch. 17; Luiselli, Ch. 5; Austin & Carr, Ch. 6

Fri Feb 28, 2014

Discussion Board 5 Response Due

Mon Mar 3, 2014

Discussion Board 6 Due

Tue Mar 4, 2014

Quiz 6 Due

Stereotypy and Working with Residential Treatment Providers

Readings: Bailey & Burch, Ch.24; Luiselli, Ch. 6; Austin & Carr, Ch. 6

Fri Mar 7, 2014

Discussion Board 6 Response Due

Mon Mar 10, 2014

NO DISCUSSION BOARD

Tue Mar 11, 2014

No Quiz - Spring Break

Fri Mar 14, 2014

NO RESPONSE DUE

Mon Mar 17, 2014
Discussion Board 7 Due

Tue Mar 18, 2014
Quiz 7 Due

Time-based schedules of reinforcement; clinical behavior analysis
Readings: Bailey & Burch, Ch. 18; Luiselli, Ch. 7; Austin & Carr, Ch. 10

Fri Mar 21, 2014
Discussion Board 7 Response Due

Mon Mar 24, 2014
Discussion Board 8 Due

Tue Mar 25, 2014
Quiz 8 Due

Behavior analysis in pediatrics
Readings: Luiselli, Ch. 8; Austin & Carr, Ch. 7 & 11

Fri Mar 28, 2014
Discussion Board 8 Response Due

Mon Mar 31, 2014
Discussion Board 9 Due

Tue Apr 1, 2014
Quiz 9 Due

Communication and Social Skills Interventions
Readings: Bailey & Burch, Ch. 8; Luiselli, Ch. 9

Fri Apr 4, 2014
Discussion Board 9 Response Due

Mon Apr 7, 2014
Discussion Board 10 Due

Tue Apr 8, 2014
Draft of Review Paper Due
Quiz 10 Due

Organizational Behavior Management
Readings: Bailey & Burch, Ch. 16; Austin & Carr Ch 12 & 13

Fri Apr 11, 2014
Discussion Board 10 Response Due

Mon Apr 14, 2014

Discussion Board 11 Due

Tue Apr 15, 2014

Quiz 11 Due

Combing Antecedent and Consequence procedures; Performance Analysis and Behavioral Safety

Readings: Luiselli, Ch. 11; Austin & Carr, Ch. 14 & 1

Fri Apr 18, 2014

Discussion Board 11 Response Due

Mon Apr 21, 2014

Discussion Board 12 Due

Tue Apr 22, 2014

Quiz 12 Due

Review Paper Presentations

Review Paper Presentations for first half of class Person-Centered Planning and Applied Behavior Analysis

Readings: Luiselli, Ch. 12

Fri Apr 25, 2014

Discussion Board 12 Response Due

Mon Apr 28, 2014

Discussion Board 13 Due

Tue Apr 29, 2014

Quiz 13 Due

Review Paper Presentations

Review Paper Presentations for first half of class Behavioral Consultation

Readings: Bailey & Burch, Ch. 22; Austin & Carr, Ch. 1

Fri May 2, 2014

Discussion Board Response 13 Due

Final Revisions of Review Paper Due

Mon May 5, 2014

Discussion Board 14 Due

Wed May 7, 2014

Quiz 14 Due

Fri May 9, 2014
Discussion Board 14 Response Due

Appendix