



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

Summer 2014

EDSE 619 X01: Applied Behavior Analysis: Principles, Procedures, and
Philosophy

CRN: 40824, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 5/19/2014 - 7/22/2014
Phone: (703)993-5251	Meeting Day(s): Tuesdays; 5/20, 6/3, 7/8, 7/15, 7/22 Only.
E-Mail: kparkc@gmu.edu	Meeting Time(s): 5:30pm – 6:20pm
Office Hours: By Appointment	Meeting Location: NET 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): 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.

DELIVERY METHOD:

This course will be delivered online using a **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on (5/19).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on N/A, and **finish** on N/A.
 - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing

course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Video and other media supports to access weekly learning modules
2. Research activities to complete course requirements
3. Updated operating system and JAVA to access Blackboard Collaborate on the following dates: 5/20, 6/3, 7/8, 7/15, 7/22.

Check computer requirements using the site below

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473>

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, NJ: Prentice Hall

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

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

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

Materials can be accessed on the Behavior Analyst Certification Board website (www.bacb.com)

Additional Readings

None

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 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/the-mason-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 be logged into Blackboard Collaborate on Tuesdays; 5/20, 6/3, 7/8, 7/15, 7/22 from 5:30 – 6:20pm. Given the possibility of computer or internet difficulties, please allow yourself extra time to log in and check your computer requirements prior to the start of class.

Late Work.

All work is due during the week for which it is assigned, and must be submitted no later than 5:30 pm. Work submitted after the date assigned will be assessed a 10% point penalty.

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.

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

Assignment	Points Possible per Instance	Number of Instances	Total Points Possible	Points earned
1. Discussion Board Items	2 points per DB	24 DB	48 points	
2. Research Profile Paper	25 points	1 paper	25 points	
3. Research Profile Presentation	10 points	1 summary	10 points	
4. Module tests	15 points	7 modules	105 points	
5. Attendance	2 points	5 sessions	10 points	
6. Synchronous participation activities	5 points	5 sessions	25 points	
7. Final Exam	50 points	1 Exam	50 points	
				273 total possible points

A = 259 – 273 points

A- = 246 - 258 points

B = 232 - 245 points

C = 231 - 191 points

F < 190 points

Assignments

Performance-based Assessment (TaskStream submission required).

NCATE/Taskstream Assignment: Final Exam Feedback Form.

You will take a 50 multiple choice item final exam online. This final exam will become available to you at midnight July 15, 2014 and close at midnight on July 22, 2014.

You must complete this exam during this period of time. Once you open this exam, you must complete it. The online exam will not allow you to 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'll receive feedback on your performance, including a breakdown of percentage correct by content area. Your final exam is your NCATE Assessment Assignment.

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

Blackboard Discussion Board Items. For weeks indicated below, and in conjunction with readings from About Behaviorism, you will respond to the week's Discussion Board Items. There will be 2 questions per week. 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, answer the question(s) posed by your instructor and make a comment on or ask a question about a post made by a classmate. You will earn up to two points for these assignments.

Other Assignments.

Synchronous Discussions on Blackboard Collaborate

Attendance

You will participate in five synchronous (live) discussions on Tuesdays; 5/20, 6/3, 7/8, 7/15, 7/22 from 5:30 – 6:20pm. You will earn 2 points for attending the entire synchronous discussion.

Synchronous participation activities

During the synchronous time together on Bb Collaborate, you will complete an application activity related to the topic for the week's lecture. Students completing the participation activity can earn up to 5 points for the 5 synchronous discussions listed.

Module Tests.

Seven of the modules end with a 10 - 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 Module presentations. Please complete these tests only after completing the other portions of each respective module. Missed module test items may be retaken, but to do so, you must review your guided notes and text, and review the module presentations.

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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, you will be randomly assigned an author. Examples of authors include

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 20 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) for a total of 25 points.

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
Module 1 Available beginning May 19, 2014	Orientation to Applied Behavior Analysis, Behavior Analyst Certification, and the GMU Behavior Analysis Certificate Program; Syllabus Review	Complete Quiz Questions no later than May 26, 2014 Complete Pretest no later than May 26, 2014 by midnight.
May 20, 2014	Synchronous Discussion on Blackboard Collabrate at 5:30 pm Introductions, Question and Answer, and More	
Module 2 Available beginning May 26, 2014	Basic Philosophy and Terminology; Respondent Behavior and Respondent Conditioning	<ul style="list-style-type: none"> • Read ABA Ch. 1 & 2, and AB Introduction & Ch. 1. • Complete the first two Discussion Board (DB) Items • Complete module test
Module 3 Available beginning June 2, 2014	Operant behavior and operant conditioning; positive and negative reinforcement; positive and negative punishment	<ul style="list-style-type: none"> • Read ABA Ch. 11, 12, 14, & 15, and AB Ch. 2 & 3 • Complete DB 3 & 4 • Complete module

June 3, 2014	Synchronous Discussion on Blackboard Collabrate at 5:30 pm Basic Philosophy and Principles of behavior	
Module 4 Available beginning June 9, 2014	Operant and Respondent Extinction; Alternative methods of producing operant extinction effects	<ul style="list-style-type: none"> • Read ABA Ch. 17 & 21, and AB Ch. 4 & 5 • Complete DB 5 & 6 • Complete module test
Module 5 Available beginning June 16, 2014	Schedules of Reinforcement; Differential Reinforcement	<ul style="list-style-type: none"> • Read ABA Ch. 13 & 22, and AB Ch. 6 & 7 • Complete DB 7 & 8 • Complete module test
Module 6 Available beginning June 23, 2014	Motivational Operations	<ul style="list-style-type: none"> • Read ABA Ch. 9 & 16, and AB Ch. 8 & 9 • Complete DB 9 & 10 • Complete module test
Module 7 Available beginning June 30, 2014	Instructions; Prompting and Prompt Fading; Discrimination; Conditional Discrimination	<ul style="list-style-type: none"> • Read ABA Ch. 18 and AB Ch. 10 & 11 • Complete DB 11 & 12 • Complete module test
Module 8 Available beginning July 7, 2014	Instructions; Compliance; Shaping; Chaining	<ul style="list-style-type: none"> • Review ABA Ch. 17, Read ABA Ch. 19 & 20, AB Ch. 12, 13, and 14 • Complete DB 13 & 14 • Complete module test
July 8	Synchronous Discussion on Blackboard Collabrate at 5:30 pm Careers in Applied Behavior Analysis/ Research Profile Presentations	
Module 9 Available beginning July 14, 2014	Discrimination; Conditional Discrimination; Stimulus Equivalence	<ul style="list-style-type: none"> • Complete DB 15 & 16
July 15	Synchronous Discussion on Blackboard Collabrate at 5:30 pm Careers in Applied Behavior Analysis/ Research Profile Presentations	
Module 10 Available beginning July 21, 2014	Final Exam	Complete online no later than midnight on July 22, 2014

July 22	Synchronous Discussion on Blackboard Collabrate at 5:30 pm Careers in Applied Behavior Analysis/ Research Profile Presentations
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