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

Summer 2014
EDSE 619 613: Applied Behavior Analysis: Principles, Procedures, and
Philosophy
CRN: TBA, 3 - Credits

Instructor: Dr. Christine Hoffner Barthold	**Meeting Dates:** 04/22/14 - 07/08/14
Phone: (703) 993-5450	**Meeting Day(s):** Tuesdays; 4/29, 5/6, 6/24, 7/1, & 7/8
E-Mail: choffner@gmu.edu	**Meeting Time(s):** 9:00am – 10:00am
Office Hours:	**Meeting Location:** NET

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-requisites: 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:
• 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

You will need to go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List , the Guidelines for Responsible Conduct, and the Disciplinary Standards. We will refer to these documents throughout this course and all others in this Program.

Additional Readings
Additional readings and resources may be posted to Blackboard at the discretion of the instructor. Students will be responsible for the information included in any supplemental materials provided.

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/ProfessionalStanda 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 4: Instructional Strategies.

GMU POLICIES AND RESOURES 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. Attendance will be assessed through a virtual index

card (described under "course requirements") and quiz within the week of each scheduled class, unless arrangements are made in advance with the instructor. During synchronous sessions, Cell phones must be turned off and/or set on vibrate.

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.
- With the exception of the index card and the discussion board, all work 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, _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

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
Research Profile	25
Research Profile Presentation	10
Index Cards	20
Discussion Boards	150
Final Exam	100
Total Points	**305**

Assignments

Performance-based Assessment (TaskStream submission required).
Final Exam. The Final Examination is the Taskstream Assignment for this course. You will take a 50 multiple choice item final exam online. 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. After completing the Final Exam, you'll receive a feedback form by e-mail which you will be required to then submit electronically to Taskstream. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. **(100 Points)**

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

will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

Research Profile Presentation. You will report on the findings of your research profile on a class wiki that will be shared with the class. Provide a one-page handout of the researcher's profile which includes primary areas of study and summary of notable themes found in the author's work. **(10 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 10 weeks or 150 Points)**

Other Assignments.
Attendance Index Cards. Students are expected to complete a 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 10 weeks = 20 points)**

Schedule

Please note that all readings, assignments, and due dates are available on Blackboard as a Google Calendar. Students may review the calendar via Blackboard or subscribe to the calendar if they choose.

Tue Apr 22, 2014
Review Syllabus and GMU's ABA Program

Tue Apr 29, 2014
9 a m EDSE 619 Online SYNCHRONOUS
Basic Terminology and Philosophy of ABA Respondent Learning
Readings: Cooper, Ch. 1-2; Skinner, Ch. 1

Tue May 6, 2014
9 a m EDSE 619 Online SYNCHRONOUS
Operant Behavior and Operant Conditioning
Readings: Cooper, Ch. 11-15; Skinner, Ch. 2-3

Tue May 13, 2014
Extinction
Readings: Cooper, Ch. 21; Skinner, Ch. 4

Tue May 20, 2014
Schedules of Reinforcement
Readings: Cooper, Ch 13; Skinner, Ch. 5

Tue May 27, 2014
Differential Reinforcement
Readings: Cooper, Ch. 22; Skinner, Ch. 6

Tue Jun 3, 2014
Antecedents and Motivating Operations
Readings: Cooper, Ch. 16-17, Skinner, Ch. 7-8

Tue Jun 10, 2014
Discrimination and Stimulus Control
Readings: Cooper, Ch. 9, Ch. 18; Skinner, Ch. 10

Tue Jun 17, 2014
Prompting, Fading, Shaping and Chaining
Readings: Cooper, Ch 19-20; Skinner, Ch. 11

Tue Jun 24, 2014
9 a m EDSE 619 Online SYNCHRONOUS
Stimulus Equivalence and RFT

Readings: Cooper, Ch. 13-14, Ch. 26; Skinner, Ch. 12

Tue Jul 1, 2014
9 a m   EDSE 619 Online SYNCHRONOUS
Behavioral Contracting, Tokens, and Group Contingencies

Tue Jul 8, 2014
9 a m   EDSE 619 Online SYNCHRONOUS
Exam Preparation and course wrap-up
Appendix