



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

Fall 2014

EDSE 623 699: Applied Behavior Analysis: Assessments and Interventions
CRN: 81440, 3 - Credits

Instructor: Dr. Christine Hoffner Barthold	Meeting Dates: 9/17/2014 - 12/10/2014
Phone:	Meeting Day(s): Wednesdays
E-Mail: choffner@gmu.edu	Meeting Time(s): 9:00 am-12:30 pm
Office Hours:	Meeting Location: Videoconferencing

***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

Further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Prerequisite(s): EDSE 619. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 619

Co-requisite(s): EDSE 619

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 videoconferencing.

EXPECTATIONS:

- **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.

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:

- Describe and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
- Describe the rationale for conducting a functional analysis and a functional assessment.
- Describe, identify, and demonstrate procedures for conducting a functional assessment.
- Describe and identify procedures for conducting a functional analysis.
- Interpret functional assessment and functional analysis data.
- Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
- Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
- Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
- Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
- Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Pearson-Merrill-Prentice Hall. ISBN: 0-13-142113-1

Sidman, M. (2001). *Coercion and its fallout*. Boston, MA: Authors Cooperative. ISBN 1-888-

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

Additional readings may be posted to Blackboard. Students are responsible for the information posted to Blackboard at the discretion of the instructor.

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: Assessment. (Updated Fall 2014 to align with the revised CEC Standards)

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 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, but additional material may be presented in class. 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. Index Cards will not be graded after one week 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 Discussion Board revisions will be accepted once a grade has been submitted for the week. 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, with the exception of assignments required to be submitted through TaskStream (FBA Assignment).
- 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.
- Your FBA Assignment 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.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Functional Relevant Treatment and Instruction*

Project 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	150
Attendance Index Cards	20
Unit Quizzes	80
Functional Behavior Assessment Project	210
Total Points	460

Assignments

Performance-based Assessment (TaskStream submission required).

For all assignments, you will be assigned a group. Please see guidelines and tips in Blackboard for working and problem solving within groups.

Group Projects: Written FA Interpretation and Intervention Procedures.

You will be provided with a completed functional assessment consisting of a complete Functional Behavior Assessment: You will do the following:

1. Complete the Competing Behavior Model as described by O'Neill et al. (1997),
2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach;
3. determine the normative rate for the competing behavior you've selected;
4. determine the normative rate for the problem behavior;
5. write a behavioral objective for the terminal state of the competing behavior;
6. write a behavioral objective for the terminal state of the problem behavior;
7. name the contingencies currently maintaining the problem behavior;
8. compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior
9. compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked;
10. compose step by step instructions telling the reader how to teach or accelerate the competing behavior;
11. compose step-by-step reactive procedures to enact should the problem behavior happen;
12. compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions.

Three separate packets of assessments will be provided to each group. All students are required to submit their project via TaskStream. A self-evaluation using the rubric must be presented when the assignment is uploaded. Failure to do so will result in a grade of 0 for the assignment. **(70 points apiece for a total of 210 points)**

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

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 experiences. Discussion Board prompts will 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. Posts and responses **MUST** stay in the group assigned, unless arrangements are made with the instructor. Once the discussion board is graded, the student may not edit or add to the post to increase their grade.

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. Discussion boards will not be graded after one week past the due date unless arrangements are made with the instructor in advance. **(15 Points for 10 weeks or 150 Points)**

Unit Quizzes

This course is broken into four units. For each unit, students will be responsible for a 20 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 study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available on the Google Calendar. **(4 quizzes at 20 points apiece – 80 points total)**

Other Assignments.

Attendance Index Cards

Students are expected to complete an index card and return it at the end of 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 if a virtual index card is not completed)
.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

Students who are absent have the opportunity to be excused by viewing the day’s lecture and completing a virtual index card on Blackboard. Virtual Index cards must be completed within ONE WEEK of the absence to be considered. **(2 points apiece for 10 weeks = 20 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.

Wed Sep 17, 2014

Introduction to Course/Intro to Function-Based Intervention

Readings: Cooper, Ch. 2

Wed Sep 24, 2014

Ethics and Informed Consent

Readings: Cooper, Ch. 29, Sidman, Ch 16 & 1

Wed Oct 1, 2014

Problem Identification and Operational Definitions/ Indirect Assessment

Readings: Sidman, Ch 3

Wed Oct 8, 2014

ABC and Scatterplot Assessment

Readings: Cooper, Ch. 4; Sidman, Ch. 4

Wed Oct 15, 2014

Direct Observation

Readings: Cooper, Ch. 5

Wed Oct 22, 2014

Preference Assessments

Readings: Cooper, Ch 11

Wed Oct 29, 2014

Functional and Structural Analysis

Readings: Cooper, Ch. 24

Wed Nov 5, 2014

Writing a Statement of Function/ Evidence-Based Practices

Readings: Skim/Review Cooper Ch 21-23; Read Thoroughly Sidman, Ch. 5

Wed Nov 12, 2014

Replacement Behaviors/ Functional Communication Training

Wed Nov 19, 2014

Writing a Behavior Support Plan

Readings: Skim/Review Cooper Ch 21-23; Read Thoroughly Sidman, Ch. 6

Wed Nov 26, 2014

NO CLASS - THANKSGIVING

Wed Dec 3, 2014

Staff Training and Treatment Integrity

Readings: Cooper, Ch. 28; Sidman, Ch. 17

Wed Dec 10, 2014

In-Class Work on FBA Assignments

Appendix