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

Spring 2015
EDSE 624 001: Applied Behavior Analysis: Applications
CRN: 14880, 3 - Credits

Instructor: Dr. Kristy Park	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone: 703 993 5251	**Meeting Day(s):** Tuesdays
E-Mail: kparkc@gmu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: Schedule a time Tuesdays 12:30 – 3:30 pm or Thursdays 4:30 – 7:00 pm	**Meeting Location:** Fairfax GMU campus Krug Hall #17

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
Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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.

Daniels, A.C., & Daniels, J. E. (2006). *Performance management: Changing behavior that drives organizational effectiveness.* Atlanta, GA: Performance Management Publications.

Luiselli, J.K. (2006). *Antecedent assessment and intervention*. Baltimore, MD: Brookes Publishing.

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
Publication Manual of the American Psychological Association (6th ed.). 2010. Washington, DC: American Psychological Association.

Required Resources
Download the following resources from the Behavior Analyst Certification Board's website (www.bacb.com):
- Task List (4thEd.)
- Disciplinary Standards
- Guidelines for Responsible Conduct (2010 Ed.)

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 3: Curricular Content Knowledge. (Updated Fall 2014 to align with the revised CEC Standards)

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/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, however; in the case of emergencies and sickness, it is the student's responsibility to make up all missed work. Participation points can only be earned in class for the in-class assignments. Please respect the

learning environment by silencing cell phones and lap tops for course-related tasks and note-taking.

Late Work.
Assignments are defined as on time when the work task is submitted onto the correct assignment link on Blackboard at the start of the class session on the date due. Work that is submitted after the start of class on the assigned date is late and late work will be graded with a 2 point penalty from the total number of points earned for the assignment for each week that the assignment is past due. Assignments will not be accepted after the final exam on the last week of class.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) 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
Final grades will be evaluated from the following scale:

A	96-100	B+	87-89	C+	77-79
A-	90-95	B	83-86	C	73-76
69 points and below is an F		B-	80-82	C-	70-72

Description	Possible Points	Points earned
Task List Self-Assessment	10 points	
Active Student Participation Activities - CITI Module - Video Introduction - Assignment Task Analysis Checks - Inter-teaching prep guide (1pt) and record sheet (2pt), 6 opportunities	2 points 1 point 3 points 18 points (6 interteaching guides, 3 points each)	
Self-directed Behavior Change Project	15 points	
Instructional Project	25 points	
Annotated Bibliography	10 points	
ABA Review Paper	25 points	
Total	109	/ 109 points

Assignments

> **Performance-based Assessment (TaskStream submission required).**
> *No Taskstream assignment is required for this course.*

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

Review Paper

As a professional in the field of Applied Behavior Analysi (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. Examples of topic areas have included:

> behavioral cusps,
> stimulus equivalence,
> transfer of stimulus control,
> assessment and treatment of pica/aggression/self-injury/
> pediatric feeding disorders,
> rule-governed behavior,
> verbal behavior,
> positive behavior supports,
> direct instructionp; recision teaching
> generalization training (i.e., parents, staff, organizations)

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *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. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

What is Known?
Determine what your topic area has aleady discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

What is Not Known?
Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

What Can Be Done About it?
Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style.

Annotated Bibliography
Using the ABA topic area identified for the Taskstream assignment, the purpose of this annotated bibliography is to organize your peer-reviewed articles. You will provide the APA citation for the article, provide a descriptive summary of the findings, then evaluate how the article supports your topic area. You will need to provide a descriptive and evaluative paragraph for 10 peer-reviewed article sources.

Other Assignments.

Self-Assessment
The BACB Task List is organized into three major sections: basic behavior analytic skills, client-centered responsibilities, and foundational knowledge that behavior analysts need to know, practice, and apply. This self-assessment assignment includes a process for students to assess current knowledge and skill sets of task list items based on levels of learning. Students will rate

skill areas based on learning stages (Haring, Lovitt, Eaton, & Hansen, 1978) and Bloom's revised taxonomy. Based on areas of strengths and weaknesses, students will write an action plan with specific activities and time-line that you can do to enhance learning of that skill. Students will produce a 3-5 page paper with a summary of self-assessment items and action plan.

Behavior Change Project

Students will select a socially relevant behavior to change for oneself by measuring the behavior to determine change prior to and after the implementation of an evidence-based treatment. This project will include the following components: goal selection and operationalization of behaviors, record and measure the behavior, identification and rationale for intervention, and evaluation of change. Examples of self-direct behaviors include:

Increasing exercise	Decreasing negative vocalizations
Increasing healthy eating habits	Decreasing late arrivals
Increasing use of daily organizer	Decreasing text messaging while driving

Goal Selection and Rationale

1. Measurable Goals
a) Write an overall behavioral goal you want to achieve by changing a behavior this semester.
b) Operational Definition: Select one behavior (target behavior) you are going to change that will help you reach your overall goal and write a behavioral objective to include an operational definition that is specific and measurable.
c) Explain how and why you selected this goal and behavioral objective.

Baseline Data Observation, Recording, and Graphing Methods

2. Baseline data collection:
  a) Present for instructor approval of your assessment procedures for baseline measurement of behavior to include observation and self-recording. Your assessment must include direct assessments, such as:
        a. a scatterplot of occurrences
        b. ABC analysis of occurrences and non-occurrences (behavior column should include frequency, duration, or latency)
  b) Collection of baseline data with a frequency/duration/latency count for at least 7 days.
  c) Develop a line or bar graph representing your baseline data.
  d) Describe results of baseline (i.e., level, trend, variability)
  e) Develop a hypothesis as to why the targeted behavior is or is not occurring at the level you are seeking.

Literature Review

3. Conduct a literature review related to your behavioral change goal
  a) Select 2 articles related to the behavioral intervention you will use to change your behavior

b) briefly summarize the article and how you will integrate into your self-change project

Behavior Intervention Plan
4. Describe the steps and procedures you will implement to change the behavior (i.e., reinforcements, extinction, punishment)
   a) How will you manage contingencies? (i.e., neutralize motivational/abolishing operations, prevent antecedents, rearrange consequences)
   b) Implement the intervention
   c) Continue data collection procedures and graph data

Results and Follow Up
   a) Describe results of the interventions and evaluate if it was effective
   b) Determine if functional control was established
   c) What are possible obstacles to your goal and ways of overcoming these obstacles?
   d) How will you commit to changes in your behavior?

Students will submit each of these components onto the BB Behavior Change Project tab on the dates due (see syllabus) by adding their section onto the class WIKI. Directions are included in each component tab. For this assignment, students will combine the sections and submit as a 3-5 page paper. Students will also be sharing their data during the Behavior Change Showcase.

Instructional Unit
Students will develop an instructional unit with the purpose of teaching a socially relevant skill related to academics, social, leisure, or recreation. Students will use a backwards design model to plan instruction through the following stages:

Stage 1: Identify the desired results
The Big Ideas need to be connected to an area of social importance to the learner. The goals, objectives, and outcomes must be relevant to the learner. Objectives must be operationalized with behaviors that are observable and measurable.

Stage 2: Determine acceptable evidence
Student performance of a skill objective needs to be defined as an acceptable evidence of learning. Students will provide data sheet(s) of the skill to monitor performance and progress toward criterion levels.

Stage 3: Plan learning experience and instruction
Students will be using a backwards design model to plan for instruction and direct instruction to teach the skills. In order to teach a skill, students will need to conduct a task analysis of the steps

to identify all the prerequisite skills. Students will show or model the skill and provide practice opportunities. A minimum of 3 practice activities must be provided.

Video Production
Evidence of teaching will be provided through a video clip (3-5 minutes) that models the skill and the task analysis of skill sequence. In class instruction will be provided on how to create and edit videos.

Active Student Participation Activities
Students will be earning points for in class and out of class activities related to course concepts. There are 6 activities designed to measure engagement and productivity. Interteaching includes a prep guide based on the assigned readings and must be completed prior to the start of class. At the end of class, students will complete an interteaching record sheet and submit it to the professor. The other assignments (i.e., CITI module, video instruction, tasks analysis of assignment) will be completed in class. Description of each assignment is posted on the BB course site.

Active Student Participation Activities	
- CITI Module	2 points
- Video Introduction	1 point
- Assignment Task Analysis Checks	3 points
- Inter-teaching prep guide (1pt) and record sheet (2pt), 6 opportunities	18 points (6 interteaching guides, 3 points each)

Schedule

Date	Concepts	Readings prior to the class	Assignments Due *Italics=graded assignment*
Week 1 1/20	- Review course requirements - BB course tour - How to log into BB Collaborate - Explore topic areas ABAI SIG	- Course Syllabus on Blackboard	**End of Class:** - Task analysis of course assignments - Complete wiki of ABA topic areas
Week 2 1/27	**The Behavior Analyst and Research** - Responsible Conduct of Research - Introduction to CITI	GRC 10: The Behavior Analyst and Research.	**Beginning of Class:** -none **End of Class:** - Review Paper: identify

	module *Guest Speaker: Jackie Peterson, Librarian- How to research behavioral literature*		ABA topic - Bx Change: identify behavior change area and upload to WIKI - Submit CITI module product of completion
Week 3 2/3	**The Behavior Analyst and Culture** *Guest Speaker: Laura Horvath, CRC School of Champions* ***Applied*** behavior analysis worldwide: Helping kids in Sierra Leone Lesson Planning and Virginia Common Core standards	Adams, Rogers, & Fisk (2013) Skarr, Ruwe, Sharp, & McLaughlin (2014)	**Beginning of Class:** - Complete CITI Module **End of Class:** - Select teaching objectives for lesson plan
Week 4 2/10	*Guest Speaker: Jered Borup, Asst Professor Learning Technologies* Multi-media production: Screen casting and video editing	-L&C chpts 1 & 2 D&D 20	**Beginning of Class:** - *Task List Self-Assessment Due* **End of Class:** - Create and edit self-introduction video - Post Video on DB
Week 5 2/17	Changing behavior Issues of Assessment: methods, experimental analysis, and experimental designs Stimulus Preference and Reinforcer Assessment Applications Interteaching Guide	A&C chpt 1 L&C chpt 3 D&D chpt 20, 21	**Beginning of Class:** - DB response: student videos -Interteaching Prep Guide **End of Class:** - Bx Change: Baseline data collection on WIKI - Interteaching Record Sheet 1
Week 6	Issues of Intervention:	L&C chpt 6,7	**Beginning of Class:**

2/24	Physical and medical influences Interteaching Guide	A&C chpt 7	-*Annotated Bibliography Due* - Bx Change: Literature review on WIKI -Interteaching Prep Guide **End of Class:** - Interteaching Record Sheet 2
Week 7 3/3	Issues of Intervention: Choice-making and verbal mediation Interteaching Guide	L&C chpt 9, 10 D&D chpt 12,13,14,	-**Beginning of Class:** -Review paper- outline -Bx Change: behavior intervention plan on WIKI -Interteaching Prep Guide **End of Class:** Interteaching Record Sheet **3**
Week 8 3/17	**GMU Spring Break**		
Week 9 3/24	Behavior Change Showcase		**Beginning of Class:** - *Bx Change: Poster of Behavior Change project and paper due* - Bx Change: Results section on WIKI **End of Class:** - Peer Feedback Form
Week 10 3/31	Experimental analysis and design; Functional Analysis Interteaching Guide	D&D chpt 15,16,23, L&C chpt 4, 5 A&C chpt 3, 4	**Beginning of Class:** - Interteaching Prep Guide **End of Class:** - completion of DI module - Interteaching Record 4
Week 11 4/7	Lesson Plan and Activities Check		**Beginning of Class:** -Rough draft of review paper

	- Peer Editing of review paper		**End of Class:** **-** Complete self-evaluation of Review Paper rubric
Week 12 4/14	Organizational Behavior Management Interteaching Guide	D&D chpt 17,18,22,	**Beginning of Class:** - None **End of Class:** **-** Interteaching Record 5
Week 13 4/21	Behavior analysis and cultural competence; Diversity; ethics Interteaching Guide	Fong (2013) Poling (2010) Malagodi (1989) Ruiz (2007)	**Beginning of Class:** **-** Interteaching Prep Guide **End of Class:** Interteaching Record 6
Week 14 4/28	The future of ABA	Morris (2001) A&C chpt 20 L&C chpt 17	**Beginning of Class:** *-Instructional Project Due* **End of Class:** **-**None
Week 15 5/5	ABA Research Fair of Literature Review -Course evaluations		**Beginning of Class:** *-Review Paper* **End of Class:** **-**Course Evaluation

Appendix