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

Summer 2015
EDSE 624 695: Applied Behavior Analysis: Applications
CRN: 42664, 3 - Credits

Instructor: Dr. Susan Mason-Gauvreau	**Meeting Dates:** 4/22/2015 – 7/8/2015
Phone: 443-271-3183	**Meeting Day(s):** Wednesdays
E-Mail: smason12@gmu.edu	**Meeting Time(s):** 5:00 pm-8:30 pm
Office Hours: by arrangement	**Meeting Location:** Stone Bridge HS, 43100 Hay Road, Ashburn, VA 20147/room 601

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

- This course will meet weekly. Students will meet with the instructor in an off-campus location once per week for a total of 3.5 hours per class. Information for each class also will be posted to Blackboard.
- **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.

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

Workload: Expect to log in to this course **at least three times a week** to read announcements, 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

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.

Daniels, A.C. & Daniels, J. E. (2006). *Performance Management: Changing Behavior that Drives Organizational Effectiveness.* Atlanta, GA: Performance Management Publications;   ISBN-13: 978-0937100080

Luiselli, James K. (2006). *Antecedent Assessment & Intervention*. Baltimore: Brookes Publishing; ISBN-13: 978-1557668493

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

American Psychologica Association (2009). *Publication Manual of the American Psychological Association, 6th Edition*. Washington, D.C. : American Psychological Association.

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 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. 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 clas 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%
F			69% and below		

Assignment	Points Possible
Discussions based on prompts	180
Attendance Index Cards –posted on Blackboard	24
Review Paper Presentation	20
Quizzes	120
Review	100
Paper	
Total	**444**

Assignments

      Performance-based Assessment (TaskStream submission required).
<mark>No TaskStream Assessment required for this course.</mark>

      Performance-based Common Assignments (No TaskStream submission required).
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 discussions
Prior to each weeks class, I will post a discussion board question on Blackboard. Each of you will be responsible for reading the question in advance and preparing a response to be shared in class. These initial responses are intended to create an opportunity for you to share with one another and comment on one another's responses. You will be expected to share your responses orally during class and to make a comment to at least one of your classmate's responses. You may bring in information from class, readings and your personal experience in the field; however, when relating personal experience, do not name anyone by their actual names (staffs or students alike). You must be respectful of one another's comments; disrespect or inflammatory comments will not be tolerated and will result in a zero for the assignment. In preparing your comments, type a brief summary that you will refer to in class. You will also be writing down any comments/connections you had to a peer's comments. At the end of class, you will hand these summaries in to the instructor who will grade them according to the rubric posted on blackboard and will return them to you at the next class. (**15 Points for 12 weeks or 180 Points**)

      Other Assignments.
Attendance Index Cards. Students are expected to complete a virtual index card (posted on Blackboard) 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) 0.5 point –points written verbatim from lecture
1 point--one point --statement **or** question in the student's own words
2 points—two points or two questions in the student's own words (**2 points apiece for 12 weeks = 24 points**)

Schedule

Date Due	What is Due	Topic	Reading Assignment for next class
April 22, 2015 (Class 1)	**Quiz 1** **Attendance card**	Review of Syllabus, Academic Honesty, Class expectations GMU Policy Handouts from GMU Role call	Austin and Carr Ch. Forward and Chapter 1 &2 Luiselli Chapter 1 &2 Daniels and Daniels Chapters 11 & 17, 20
April 29, 2015 (Class 2)	First ½ of class: Antecedent based interventions Second ½ of class: Motivating Operations and Behavioral Acquisition **Quiz 2** **Attendance card**	Roll Call Antecedent based Interventions: Stimulus Preference & Reinforcer Assessment Motivating Operations and Behavioral Acquisition	Daniels and Daniels Ch. 12 & 14 Luiselli, Ch 3 Austin and Carr, Ch 3 & 4
May 6, 2015 (Class 3)	**Quiz 3** **Attendance card**	Role Call Functional Analysis and Function Based Interventions	Daniels & Daniels Ch 1-3; Luiselli Ch 4: Austin & Carr, Ch 5. Luiselli, Ch 6; Austin & Carr, Ch 4
May 13 (class 4)	**Quiz 4** **Attendance card**	Health Considerations & working within Schools Stereotypy and working with residential treatment providers	Austin Carr Ch 6 Luiselli, Ch 5
May 20 (class 5)	**Quiz 5** **Attendance card**	Antecedent Interventions & Habit Disorders	Austin & Carr Ch 14 and Luiselli, Ch 11 Daniels and Daniels Ch 21
May 27 (class 6)	**Quiz 7** **Attendance card**	Combining Antecedent and Consequence Procedures Performance based Analysis and Behavioral Safety	Daniels and Daniels Ch 9 & 19; Luiselli, Ch 7; Austin & Carr, Ch 10
June 3 (class 7)	**Quiz 8** **Attendance card**	Time Based Schedules of Reinforcement	Luiselli, Ch 8 & 9; Austin & Carr, Ch. 7 & 11
June 10 (class 8)	**Quiz 9** **Attendance card**	Behavior Analysis and Pediatrics Communication and Social Skills Interventions	Daniels & Daniels Ch 1, 2, 3 & 15 Austin & Carr Ch 12, 13 & 18
<mark>July 11</mark>	<mark>**First Draft of Review Paper Due by 11:59 PM**</mark>	<mark>**Submit by email through Black board**</mark>	<mark>**THIS IS NOT A MEETING NIGHT**</mark>
June 17 (class 9)	First ½ of class review paper presentations **Quiz 10** **Attendance card**	Person Centered Planning and ABA	Luiselli, Ch 12
June 24 (class 10)	**Final draft of review papers are due by midnight tonight and must be submitted via blackboard** **Quiz 11** **Attendance card**	Organizational Behavior Management	*Bailey and Burch Chapters 8, 9, 10, & 11 *These readings are posted on Blackboard please do your class evaluations on line.
July 1 (class 11)	1st half of class is lesson 2nd half of class is Presentations **Quiz 12** **Attendance Card**	Behavioral Consultation	please do your class evaluations on line.
July 8 (class 12)	Presentations **Attendance Card**	Wrapping up	please do your class evaluations on line.