



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

Summer 2015

EDSE 624 N01: Applied Behavior Analysis: Applications
CRN: 41487, 3 - Credits

Instructor: Dr. Sarah Pinkelman	Meeting Dates: 5/18/2015 - 7/23/2015
Phone: (703) 993-4554	Meeting Day(s): Wednesdays
E-Mail: spinkelm@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm via Blackboard Collaborate
Office Hours: By appointment	Meeting Location: Internet

***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

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 an **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 the first day of class (5/20/15).

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. This includes Blackboard Collaborate (audio and video functions).
- 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.
 - **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

Course sessions will be held via Blackboard Collaborate. Students are responsible for ensuring **video and audio** functions of Blackboard Collaborate are working for all sessions.

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. ISBN 978-1878978349.

Daniels, A.C. & Daniels, J.E. (2004). *Performance Management: Changing Behavior That Drives Organizational Effectiveness*. Performance Management Publications, ISBN 0937100080

Luiselli, J.K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-849-3.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Type Here

Required Resources

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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 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 arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and participate actively throughout the session. It is the student's responsibility to make up all missed work if they are absent for any reason. You may also contact a classmate regarding notes and other activities that took place in your absence.

Late Work.

All assignments must be submitted before class on the day they are due to be considered on time. 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. It is possible that students may encounter internet difficulties. To decrease the impact of such difficulties, students must identify an alternative computer/internet connection (e.g., library, internet cafe, etc.) during the first week of class to ensure they will be able to complete their assignments on time.

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

95-100% = A

90-94% = A-

87-89% = B+

84-86% = B-

80-83% = B-

70-79% = C

60-69% = D

<60% = F

Assignment Type	Points Possible	#Assignments	Total Points
Review Paper Draft	20	1	20
Review Paper	100	1	100
Review Paper Presentation	20	1	20
Discussion Leader	20	1	20
Quizzes	10 per quiz	9 quizzes	90
Attendance and Participation	5 points per class	10 classes	50
Total Points			300

Assignments

Performance-based Assessment (TaskStream submission required).

There are no TaskStream Assessments required for this course.

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

Review Paper

Students will choose a topic from a list that will be provided by the instructor. Students will search the peer-reviewed, behavior analytic literature for at least 10 articles from a wide time-span. Students will then summarize and synthesize the literature findings, including strengths and limitations. A draft of the paper will be submitted prior to submission of the final draft. Feedback on the content will be provided this draft; however, the draft will not be graded for content. Instead, 20 points will be awarded for submission and inclusion of all relevant sections. The final review paper is worth up to 100 points; the draft is worth up to 20 points. The paper will address the following content:

Introduction. Introduce your topic. Explain what it is and why it is noteworthy.
(Up to 15 points.)

Literature Review. If you've been able to get a body of literature that covers a

number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. (Up to 40 points.)

What is known? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. (Up to 15 points.)

What isn't known? Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. (Up to 15 points.)

The paper must be written in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct (Up to 15 points). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer.

Review Paper Presentation

Students will present their review papers using appropriate visual and other aids as though they were presenting at a professional conference. Students may earn up to 10 points for accurately delivering the topic, up to 5 points for functional use of materials, and up to 5 points for involving the audience in the presentation.

Discussion Leader

Students will lead a class session by preparing and presenting a lesson covering that evening's readings and lead the class in discussion. Students will work in groups of 3-4. These lessons should involve lecture, powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Presentation materials should be uploaded to Blackboard as soon as possible after class – all presentation materials will be made available to classmates via Blackboard. Up to 10 points may be earned per instance of being discussion leader for accurately presenting the material; and up to 10 additional points for generating class discussion and student engagement in activities on the topic.

Weekly Quizzes

Students will complete 10 item multiple choice quizzes based on the readings. Each question is worth 1 point each. Quizzes will be delivered online through Blackboard.

Other Assignments.

Attendance and Participation. Students will earn 5 points for attending class and engaging in discussion during class. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Five points per session may be earned for making comments, asking or answering questions,

or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up.

Schedule

Readings are subject to change. D&D refers to the Daniels and Daniels (2004) text, JKL to the Luiselli (2006) text, and A&C to the Austin and Carr (2000) text.

Date	Topics & Readings	Assignments Due
Week 1 5/20	D&D Ch 1-3 JKL Ch 1 A&C Forward & Ch 1	Quiz 1
Week 2 5/27	D&D 4-6 JKL Ch 2 A&C Ch 2	Quiz 2 Discussion leaders:
Week 3 6/3	D&D Ch 7-8 JKL Ch 3 A&C Ch 3-4	Quiz 3 Discussion leaders:
Week 4 6/10	D&D Ch 9-10 JKL Ch 4 A&C Ch 7, 11	Quiz 4 Discussion leaders:
Week 5 6/17	D&D Ch 11-12 JKL Ch 5 A&C Ch 5, 19	Quiz 5 Discussion leaders:
Week 6 6/24	D&D Ch 13-14 JKL Ch 6, 10 A&C Ch 9	Quiz 6 Discussion leaders: Review Paper draft due
Week 7 7/1	D&D Ch 15-17 JKL Ch 7 A&C Ch 6	Quiz 7 Discussion leaders:
Week 8 7/8	D&D Ch 18-19 JKL Ch 12, 8 A&C Ch 10	Quiz 8 Discussion leaders:
Week 9 7/15	D&D Ch 20-21 JKL Ch 9 A&C Ch 8	Quiz 9 Discussion leaders:

Week 10 7/22	D&D Ch 22-23 JKL Ch 11 A&C Ch 20	Review Paper Final Review Paper Presentations
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