



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

Fall 2015

EDSE 621 001: Applied Behavior Analysis: Empirical Bases
CRN: 73448, 3 - Credits

Instructor: Dr. Christine Barthold	Meeting Dates: 08/31/15 - 12/21/15
Phone: 703-993-5450	Meeting Day(s): Thursday
E-Mail: choffner@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax KH 15

***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 content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Prerequisite(s): EDSE 619 be completed prior to or concurrently with EDSE 621 Corequisite(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.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To

make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Nature of Course Delivery

This course will be delivered via a “Flipped” format. That is, students are expected to watch lecture videos during their own time and complete course related activities during class. Class time will be dedicated to learning activities and discussion that further clarifies the concepts presented in class.

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

Every student is required, by the end of the first week of class, to create a Google Account if they do not already have one. This can be done by going to <http://google.com>.

Once an account is created, the student should create a folder for their work in <http://drive.google.com>. This folder should be shared with the instructor (chbpics@gmail.com). All drafts of written work will be completed in Google Drive so that the instructor may look at documents and provide feedback in real time. A portfolio of class work will be the end result of using Google drive. Grades and other protected information, however, will be transmitted through the Blackboard LMS.

In cases of group work, documents should be shared with group members using the same process, but sharing only the documents the students are currently collaborating on. Sharing an entire folder with your group members exposes all of your work.

Your google account will be used to subscribe you to the Course Google Calendar. Blackboard generates due dates that may not be accurate and can lead to confusion. Use the Google Calendar ONLY for information about due dates and assignments.

Attempting to edit a document after grading without the permission of the instructor can be tracked in Google and is considered to be academic dishonesty.

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.

- Define, describe, identify, exemplify, and use direct measures of behavior.
- Define, describe, identify, exemplify, and use indirect measures of behavior.
- Construct and interpret equal interval graphs.
- Construct and interpret standard celeration charts.
- Describe, identify, and exemplify single subject experimental design.
- Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
- Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
- Describe, identify, and exemplify ethical factors regarding data collection, data management, and data based decision making as described by the Guidelines for Responsible Conduct and the Disciplinary Standards.
- Read, interpret, and evaluate articles from the behavior analytic literature.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis for teachers (2nd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-4192-X.

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

None

Required Resources

Students should have access to reliable internet and basic learning technologies such as a scanner, printer, and the ability to send and receive audio and video.

Additional Readings

Readings may be assigned by the instructor throughout the semester and will be posted to Blackboard. Students are responsible for ALL readings.

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.

Due to the interactive nature of the course, 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 will not cover class discussion or in-class activities. Only two unexcused absences may be made up through completing an alternate assignment provided by the instructor **within the week of each scheduled class, unless arrangements are made in advance with the instructor.** Cell phones must be turned off and/or set on vibrate. Students observed to be working on assignments or other activities not related to course objectives will be asked to stop, and may forfeit attendance points for that day.

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 drafts and in-class assignments submitted through Google docs.
- 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 those submitted through Google docs).
- Your Make Your Own Experiment and Research Outlines 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. Due dates for all assignments are available through Google calendar. Failure to review all documents available often results in low performance.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Make Your Own Experiment and Final Exam Feedback* to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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
Make your own experiment Applied	20
Make your own experiment Basic	15
Academic Honesty and Syllabus Quiz	20
Unit Quizzes (4 at 20 points apiece)	80
Final Exam	100
In-Class Assignments (13 at 10 points apiece)	130
Discussion Boards (13 at 15 points apiece)	195
CITI Training	30
Total Points	590

Assignments

Performance-based Assessment (Blackboard submission required).

Make your own experiment

Given two hypothetical scenarios (one basic, one applied), you will define, describe, and exemplify the use of data-based decision making in a single subject research design. As you identify, measure, and assess behaviors, you will incorporate ethical and professional guidelines outlined by the BACB. The components of the assignment are listed in the evaluation rubric. Drafts of components of this assignment will be due on Google docs throughout the semester and will be revisable up to the full points. ***The final submission must be in Word and one Continuous Document (35 Points).***

Final Exam Feedback Form

A final exam will be given to test knowledge of measurement, assessment, and experimental design concepts. Each test item is correlated to the BACB Task List to help the student identify strengths and weaknesses in empirical methods. The instructor will provide written feedback on students' correct and incorrect response. Upload the final exam feedback form onto Blackboard. **(100 Points)**

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

In-class Assignments

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. This will consist of a study sheet. While you may choose to complete parts of the assignment independently, the goal is for you to work with a partner to discuss the readings and complete the study guide together. You will be responsible for completing a study guide relating to the readings and any class activity. This guide will consist of both factual and open-ended questions. Your study guides will be the basis for your unit quizzes and final exam. **(10 points per assignment).**

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)**. An additional quiz on academic honesty and syllabus requirements will be administered at the beginning of the semester and is worth **20 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 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 13 weeks or 195 Points)**

Other Assignments.

CITI Training

You will be responsible for completing the basic human subjects research modules recommended for anyone conducting research at GMU. These modules are available through <https://www.citiprogram.org/>. Please be sure to take the Social and Behavioral Science Research Basic course. Registering for the wrong course will not count towards this class and may result in significant time lost **(30 Points)**.

Schedule

The following schedule, as well as due dates for assignments, are available in the Course Google calendar. Students are encouraged to subscribe to the course calendar when they create their Google account. Due dates generated by Blackboard often do not correspond to due dates in the Google Calendar, and following them can create confusion.

Week	Date	Topic	Readings
1	9/3/2015	Review of syllabus	Syllabus, Academic Honesty
2	9/10/2015	Intro to research and EBP	Cooper, Chapter 1 & 2; Jacobsen, Ch. 1-3; 22-25
3	9/17/2015	Informed Consent	Cooper, Ch. 29; Jacobsen, Ch. 26-28
4	9/24/2015	Research Basics	Cooper, Ch. 4; Jacobsen, Ch. 4-7
5	10/1/2015	Operational Definitions	None
6	10/8/2015	Continuous Data Collection	Cooper, Ch. 4; Jacobsen, Ch. 7-9
7	10/15/2015	Discontinuous Data Collection	Cooper, Ch. 4 & 7; Jacobsen, Ch. 7-9
8	10/22/2015	Graphing and Celeration	Cooper, Ch. 4-7; Jacobsen, Ch. 7-9
9	10/29/2015	Experimental Designs	None
10	11/5/2015	Reversal/Withdrawal	Cooper, Ch 5 & 9; Jacobsen, Ch. 10-12 & 16-18
11	11/12/2015	Multiple Baseline	None
12	11/19/2015	Alternating Treatments	Cooper, Ch 5 & 9; Jacobsen, Ch. 16-18
13	12/3/2015	Changing Criterion, Component and Parametric Analysis	None
14	12/10/2015	Course Wrap-Up and Work on Final Papers	None

Appendix