



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

Spring 2016

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 13728, 3 - Credits

Instructor: Dr. Barbara Kaminski	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703-987-0132	Meeting Day(s): Tuesday
E-Mail: bkamins2@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: by appointment	Meeting Location: Fairfax; 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.

Hours of Lecture or Seminar per week: 3

Hours 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

Face to Face format with learning activities which may include the following:

1. Class presentations 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/assessments 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. & Bailey J.S. (2014). *Performance Management: Changing Behavior That Drives Organizational Effectiveness*. Fifth Edition. Performance Management Publications, ISBN 978-0-937100-25-7

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

None

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 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. It is your responsibility to make up all missed work if you are absent for any reason. Course materials will be available on Blackboard for those who either missed class or need additional time with the materials. You may also contact a classmate regarding notes and other activities that took place in your absence. A sign-in sheet will be circulated at the beginning of each session. **Each**

student signing in will receive 2 points for attendance. *Signing in after the sheet has been returned to the instructor (e.g., arriving late) will earn 1 point.*

One excused absence will be allowed per semester. This excused absence will not result in loss of attendance points. To be considered excused, you must contact the instructor as soon as possible and you must have a valid excuse.

Perfect Attendance will be awarded 2 extra credit points at the end of the semester.

Other than the one excused attendance, missed attendance points may not be made up. 15 opportunities to earn up to 2 points, for a total of 30 points possible.

Inclement Weather Procedures.

If GMU is closed due to weather conditions, class will be canceled. If GMU is not closed but, in your judgment, travel poses a substantial risk, you may choose to skip class as an excused absence. If class is canceled, scheduled presentations will be rescheduled over several upcoming class periods. The instructor will be in contact individually to reschedule the presentations.

Electronics.

Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

Late Work.

Quizzes are due before the start of the class period (technically, by 7:19 pm on the date of the class). Other work is considered on-time if it is submitted by 11:59pm on the due date. Work submitted after the assigned due date will be assessed a 10% possible point penalty.

Assignment Submission.

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.
- Written assignments, whenever possible, should be in Word format and in one continuous file. Preferred presentation style is Powerpoint, although other formats are acceptable
- 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 is posted on Blackboard.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Point values are assigned to quizzes 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
Attendance	30
Review & Analysis Paper - Draft	20
Review & Analysis Paper - Final	100
Discussion Leader	100
Quizzes	140
Performance Management Group Project Written submission	30
Performance Management Group Project Presentation	50
Discussion Participant	30
Total Points	500

Assignments

Performance-based Assessment (TK20 submission required).

No TK20 Assessment required for this course

Performance-based Common Assignments (No TK20 submission required).

****Review & Analysis Paper.** Each student will prepare a review and analysis paper. This paper will be an analysis of a behavior “problem” and will include a search of the peer-reviewed, behavior analytic literature for at least 10 articles relevant to problem. All papers must be formatted in APA 6th edition style. A draft of the paper must be submitted prior to submission of the final draft (see schedule below). 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 Review & Analysis Paper is an individually prepared assignment – collaboration between students is not acceptable. All papers will be analyzed (via online tools) for originality. **The final review paper is worth up to 100 points; the draft is worth up to 20 points.**

Details/rubric will be distributed during the 2nd week of class.

****Discussion Leader.** Student will present a portion of an day’s readings, as indicated in the schedule, below, during two class sessions. Presenters must prepare a lesson based on the portion of the day’s readings assigned that teaches their classmates the content of that reading. These lessons may 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 (each student must upload presentation materials) – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. Sign up for weeks and instructions/grading rubric will be provided at first class meeting. **2 opportunities at up to 50 points per opportunity for up to 100 possible points.**

****Weekly Quizzes.** Each week, students will be responsible for a 10 item Multiple Choice quiz based on the readings and class presentations. Quizzes will be delivered online through Blackboard. **(14 Quizzes at 10 points each for up to 140 possible points)**

****Performance Management Group Project.** Assigned groups of students will prepare a Performance Management Group Project. This project will be an application of the material presented in the textbook “Performance Management” as it relates to a selected scenario. It must include an analysis of the performance problem (including a PIC/NIC

analysis, etc), propose an intervention, and described how it would be implemented. Although a group project, each student will be expected to upload an individual submission to BlackBoard. **The final written submission is worth up to 30 points.**

****Performance Management Group Project presentation.** During the final session, each group will present their Performance Management project as though they were presenting at a professional conference or workshop. Groups must use appropriate visual and other aids, and must lead the class through their project as though they were conducting a training session on the topic of the project. All students must participate in the group presentation to receive credit. These presentations are expected to be approximately 30 minutes in length – presentations falling short or exceeding this timeframe (by 5 or more minutes) will be penalized 2 points. **1 opportunity at 50 possible points.**

Other Assignments.

****Discussion participant.** Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Two 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. **15 opportunities at 2 points each for a total of 30 possible points.**

****Extra Credit.** Periodically throughout the semester, the instructor will randomly provide opportunities that may include extra quiz questions. Attendance at the Virginia Association of Behavior Analysis conference (April) and attendance at GMU sponsored ABA continuing education workshops will also be worth 5 extra credit points each.

Schedule

Class Date	Readings Due / Presentation on:	Quiz Due by 7:19 PM	Other assessments
1/19/16	No readings. Introduction to class; Syllabus review; Review Academic Honest	Quiz 1 on Syllabus, IN CLASS.	Attendance Discussion participant
1/26/16	Conceptual and Assessment Issues Luiselli Chapters 1 – 3 Austin & Carr Forward	Quiz 2	Attendance Discussion participant
2/2/16	Assessment Luiselli Chapter 4 Austin & Carr Chapters 1, 3	Quiz 3	Attendance Discussion participant
2/9/16	Decreasing Problem Behaviors Luiselli Chapters 5, 6 Austin & Carr Chapter 4	Quiz 4	Attendance Discussion participant
2/16/16	At-risk Populations Austin & Carr Chapters 7, 8, 9	Quiz 5	Attendance Discussion participant

2/23/16	Developmental Disabilities/Autism Luiselli Chapter 9 Austin & Carr Chapters 2, 11	Quiz 6	Attendance Discussion participant
3/1/16	Clinical Applications Luiselli Chapter 8 Austin & Carr Chapters 6, 10	Quiz 7	Attendance Discussion participant
3/8/16	NO CLASS – SPRING BREAK		
3/15/16	School/Teaching/Coaching Austin & Carr Chapters 5, 17, 19	Quiz 8	Attendance Discussion participant Review Paper Draft Due
3/22/15	Conclusions and Future Directions Luiselli Chapters 11, 12, 14 Austin & Carr Chapter 20	Quiz 9	Attendance Discussion participant
3/29/15	Performance Management Chapters 1 - 5	Quiz 10	Attendance Discussion participant Review Paper Due

4/5/16	Performance Management Chapters 6 - 9	Quiz 11	Attendance Discussion participant
4/12/16	Performance Management Chapters 10 - 13	Quiz 12	Attendance Discussion participant
4/19/16	Performance Management Chapters 14 - 17	Quiz 13	Attendance Discussion participant
4/26/16	Performance Management Chapters 18 - 22	Quiz 14	Attendance Discussion participant
5/3/16	NO CLASS – READING “WEEK”		
5/10/16	No readings – Performance Management Group Presentations	NO QUIZ	Attendance Discussion participant PM group Project written submission due

**Appendix
None**