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

Fall 2016  
EDSE 621 001: Applied Behavior Analysis: Empirical Bases  
CRN: 72927, 3 - Credits

<table>
<thead>
<tr>
<th>Instructor: Dr. Theodore Hoch</th>
<th>Meeting Dates: 09/1/16 - 12/15/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 703-987-8928 / 703-993-3670</td>
<td>Meeting Day(s): Thursday</td>
</tr>
<tr>
<td><a href="mailto:thoch@gmu.edu">E-Mail: thoch@gmu.edu</a></td>
<td>Meeting Time(s): 4:30 pm - 7:10 pm</td>
</tr>
<tr>
<td>Skype: drtheodorehoch</td>
<td></td>
</tr>
<tr>
<td>Office: Suite 100, Finely Building, Fairfax Campus</td>
<td>Meeting Location: Fairfax Campus, 15 Krug Hall</td>
</tr>
</tbody>
</table>

**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): B- or higher in EDSE 619 must be completed prior to or concurrently with EDSE 621. Prerequisite(s) enforced by registration system. Corequisite(s): EDSE 619

<table>
<thead>
<tr>
<th>Schedule Type: LEC</th>
<th>Hours of Lecture or Seminar per week: 3</th>
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<tbody>
<tr>
<td>Hours of Lab or Studio per week: 0</td>
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**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
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:
1. Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.
2. Define, describe, identify, exemplify, and use direct measures of behavior.
3. Define, describe, identify, exemplify, and use indirect measures of behavior.
4. Construct and interpret equal interval graphs.
5. Construct and interpret standard celeration charts.
6. Describe, identify, and exemplify single subject experimental design.
7. Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
8. Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
9. 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.
10. Read, interpret, and evaluate articles from the behavior analytic literature.
Required Textbooks


Required Resources
Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students will need to have access to a scanner in order to scan and upload their completed assignments. Each assignment must be scanned into a single document and saved as a pdf file. No photographs will be accepted. Likewise, multiple one page scans (e.g., 5 single page pdf files instead of a single 5-page file) will also not be accepted. Many home printers have scanning capability, and one can also scan at FedEx Office, Staples, or other stores. Finally, one’s employer may be able to make scanning available on request.

Additional Readings
Articles listed below published in the Journal of Applied Behavior Analysis may be downloaded directly from the journal’s website at http://www.ncbi.nlm.nih.gov/pmc/journals/309/. To obtain articles from the list published in other journals:
1. Go to the GMU library website at http://library.gmu.edu/.
2. Click on Databases.
3. Scroll down to, and click on Psych Info.
4. Type in the title or other relevant information in the search term boxes.
5. Hit Search.
6. Locate the reference for the article in the resulting list.
   a. If there is a doi number with the reference, click on it. A pdf of the article will appear shortly.
   b. If there is no doi number, click on MasonLink.
      i. Select the article from the information that pops up next, or
      ii. Request a copy of the article through interlibrary loan if it is not available through our library.
7. Alternatively, you may visit or phone the Fenwick library (703.993.2250) on the GMU Fairfax, Virginia campus and ask a librarian for assistance.
Single subject design methodology:


Automatically reinforced behavior:


College instruction:


**Community applications:**


**Compliance:**


**Driver safety:**


**Education:**


**Functional analysis methodology:**


**Geriatrics:**


**Parenting:**


**Psychiatric issues:**


**Sports applications:**


**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/ProfessionalStanda
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 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. [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/]
Course Policies & Expectations

Attendance.

All class sessions begin at 4:30 pm. All students are expected to be present, in the classroom, and ready to work, at 4:30 pm. Some sessions will include point earning activities. Only those students who are present may participate in those point earning activities; absent students will not have an opportunity to make up point earning opportunities missed due to absence. Should a student be absent, it is that student’s responsibility to secure notes and other materials from the missed session from a classmate.

Late Work.

There is much to be done in this course, and it is very easy for one to become behind if one doesn’t keep up. All work is due by the dates listed in the schedule, below. Late submissions will be assessed a 10% possible point penalty. Late discussion board posts will be assessed a 50% possible point penalty. No work will be accepted after the final exam has been submitted.

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 Make Your Own Experiment and Final Exam Feedback 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

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Possible Points per Instance</th>
<th>Number of instances</th>
<th>Points Possible for Assignment Type</th>
<th>Cumulative Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board items</td>
<td>2 points per item</td>
<td>26 items</td>
<td>52 points possible</td>
<td>52 points possible</td>
</tr>
<tr>
<td>SAFMEDS</td>
<td>10 demonstrations</td>
<td>10 opportunities</td>
<td>50 points</td>
<td>102 points</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>10 points per set</td>
<td>8 sets</td>
<td>80 points possible</td>
<td>182 points</td>
</tr>
<tr>
<td>Research Worksheets</td>
<td>10 points per worksheet</td>
<td>5 worksheets</td>
<td>50 points possible</td>
<td>232 points</td>
</tr>
<tr>
<td>CITI Human Subjects Module</td>
<td>10 points</td>
<td>1 module</td>
<td>10 points</td>
<td>242 points</td>
</tr>
<tr>
<td>Make Your Own Experiment</td>
<td>20 points per experiment</td>
<td>2 experiments</td>
<td>40 points possible</td>
<td>282 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points per exam</td>
<td>1 exam</td>
<td>100 points possible</td>
<td>382 points</td>
</tr>
</tbody>
</table>

A = 363 - 382 points
A- = 344 - 362 points
B = 305 - 343 points
C = 267 - 304 points
F < 267 points

Assignments

Performance-based Assessment (Tk20 submission required).
There are two TK20 Assignments for this course. They are:

Final Examination. This test will consist of 50 items (worth 2 points each), and will be given as a pretest on the first night of class, and a parallel form as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class. After you have completed your final exam, you’ll be e-mailed a document that details your performance by content area covered by the exam. You’ll need to upload this document to TK20 after receiving it.

Make Your Own Experiment. You will be provided with 10 scenarios. You will choose two scenarios for which you will complete this project. You will use a different
experimental design and a different data collection method for each of the two scenarios you choose. For each of these scenarios, instructions are as follows:

A- develop a behavioral definition for the identified problem behavior (2 points);
B- select a measure for the behavior of interest (and give the rationale for selecting this measure) (2 points);
C- develop a recording form for collecting data (2 points);
D- write step by step instructions for collecting data, ensuring that these instructions:
   a. are bulleted
   b. use active voice
   c. specify only one implementer behavior per step
   d. instruct the implementer what to do
   e. use only as many words as is necessary
   f. provide steps in linear order
   g. include only necessary steps (necessary)
   h. include all necessary steps (sufficient) (8 points);
E- select a design that will best answer the question asked (and give the rationale for that design) (2 points);
F- describe, step by step, how you will implement that design, indicating:
   a. How you will begin baseline data collection (1 point);
   b. Decision rules for introducing your intervention (1 point)
   c. Decision rules for withdrawing and for reintroducing your intervention (if appropriate) or for introducing your intervention in another setting (or for another therapist, subject, behavior, etc.) (if appropriate) (1 point); and
   d. How you will control for relevant threats to internal validity (1 point)
G- Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose (2 points).
H- Scan all of this into a single document, and submit, in PDF form.

Each group member will submit the written document for both the applied and basic experiments, with each group member’s name atop the first page, through Taskstream for grading.

A total of 40 points (20 for each scenario selected) is possible.

**Performance-based Common Assignments (No Tk20 submission required).**

**Blackboard Discussion Board Items.** For weeks indicated below, in conjunction with your readings from *Controversial therapies for developmental disabilities*, respond to the week’s two Discussion Board items. To respond, first do the assigned reading. Next, go to the week’s Discussion Board items on Blackboard. Read your instructor’s question and respond directly to that question for one point. Then, go back later that day or on another day and read your classmates’ posts. Respond to one or more of those posts for a second point. Making posts on time earns up to 2 points per discussion board forum. Late posts earn only up to 1 point per discussion board forum.
**Problem Sets.** You will complete these per instructions contained on each problem set, and submit them through Blackboard no later than at the end of the dates for which they are indicated as due in the schedule below. A total of 10 points is possible for each correctly completed Problem Set submitted on time; up to 9 points for those submitted late. *Incorrect responses may be corrected and resubmitted once, for up to $\frac{1}{2}$ credit for each corrected response.* Corrected problem sets must be submitted within two weeks of the original due date.

**Research Worksheets.** The Research Worksheet outline will be available on Blackboard, in Course Documents. You will select one set of articles from the list appearing earlier in this syllabus (other than the Single Subject Design Methodology articles) and complete a research worksheet for each article in that set (completing five research worksheets in all). Research worksheets are due no later than at the beginning of the course sessions indicated below. Worksheets turned in on time or early can earn a total of 10 possible points each; those turned in late can earn up to 9 points each.

**CITI Training Module.** You will access and complete the CITI Human Subjects Protections training module during Week 12, and upload the certificate of completion in the link provided in that module. You will earn 10 points for completing this module.

**Other Assignments.**

**SAFMEDS Demonstrations.** At the beginning of class sessions 2 - 11, you will privately demonstrate fluency with the SAFMEDS terms assigned for that week by responding correctly to each card within the specified time limit. Five points are earned for responding correctly to all cards within the specified time limit; four points for responding correctly to each card in more than the specified amount of time.

**Extra Credit – Research Worksheets.** Alternatively, one may complete research worksheets for an additional content area from the content areas listed earlier in this syllabus, submitting them through Blackboard (Extra Credit tab) no later than midnight on 15 December 2016, for up to 4 points per worksheet. No more than 5 extra credit Research Worksheets may be submitted.

**Schedule**
In the table below, ABA refers to the Cooper, Heron, and Heward text (Applied Behavior Analysis), and CT refers to the Controversial Therapies text. NLT means No Later Than, RBNR means Recommended But Not Required, and EC means Extra Credit. Note: All extra credit assignments are optional, and not participating or completing them will have no impact on your final grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Activities</th>
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<tbody>
<tr>
<td>1 Sept 16</td>
<td>Review Syllabus</td>
<td>☐ Complete pretest online NLT 4:30 pm 9/8/16</td>
</tr>
<tr>
<td>Week 1</td>
<td>Review Honor Code</td>
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<tr>
<td>8 Sept 16</td>
<td>Introduction to Single-subject design</td>
<td>☐ Read CT Ch 1 and 2</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>☐ Read ABA Ch 1, pp. 65 – 69</td>
</tr>
<tr>
<td>15 Sept 16</td>
<td>Measurement – Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity</td>
<td>☐ Complete DB 3 and 4 NLT 4:30 pm 9/22/16</td>
</tr>
<tr>
<td>Week 3</td>
<td>Entire online this week – no class meeting</td>
<td>☐ Complete Problem Set 1 NLT 4:30 pm 9/22/16</td>
</tr>
<tr>
<td>22 Sept 16</td>
<td>Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage intervals occurrence, permanent products, and other estimates; Selecting appropriate measures; General data collection issues</td>
<td>☐ SAFMEDS Set 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs</td>
<td>☐ Read CT Ch 5 and 6</td>
</tr>
<tr>
<td>29 Sept 16</td>
<td>Standard Behavior Charts</td>
<td>☐ Read ABA pp. 81 – 82, 85 – 87, 90 – 100</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>☐ Complete DB 5 and 6 NLT 4:30 pm 9/29/16</td>
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<tr>
<td>6 Oct 16</td>
<td>Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis</td>
<td>☐ Complete Problem Set 2 NLT 4:30 pm 9/29/16</td>
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<tr>
<td>Week 6</td>
<td></td>
<td>☐ SAFMEDS Set 3</td>
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<tr>
<td>13 Oct 16</td>
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<td>☐ Read CT Ch 9 and 10</td>
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<tr>
<td>Week 7</td>
<td></td>
<td>☐ Read ABA Ch 7</td>
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<td></td>
<td></td>
<td>☐ Complete DB 9 and 10 NLT 4:30 pm 10/13/16</td>
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<td></td>
<td></td>
<td>☐ Complete Problem Set 4 4:30 pm NLT 10/13/16</td>
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<td>☐ SAFMEDS Set 5</td>
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Oct 16</td>
<td>Alternating Treatments Designs and Pairwise Comparison Designs</td>
<td>□ Read CT Ch 13 and 14</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>□ Read ABA pp. 187 – 194</td>
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<td>□ Read Watson et al. (1985), Sindelar et al. (1985), &amp;</td>
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<td>McGonigle et al. (1987)</td>
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<td>□ Complete DB 13 and 14 NLT 4:30 pm 10/27/16</td>
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<td></td>
<td></td>
<td>□ Complete Problem Set 6 NLT 4:30 pm 10/27/16</td>
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<td>□ SAFMEDS Set 7</td>
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<tr>
<td>27 Oct 16</td>
<td>Multiple Baseline Designs</td>
<td>□ Read CT Ch 15 and 16</td>
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<tr>
<td>Week 9</td>
<td></td>
<td>□ Read ABA Ch 9</td>
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<td></td>
<td></td>
<td>□ Complete DB 15 and 16 NLT 4:30 pm 11/3/16</td>
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<td></td>
<td></td>
<td>□ Complete Problem Set 7 NLT 4:30 pm 11/3/16</td>
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<td>□ SAFMEDS Set 8</td>
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<tr>
<td>3 Nov 16</td>
<td>Measuring choice, preference, and other phenomena; Combining</td>
<td>□ Read CT Ch 17 and 18</td>
</tr>
<tr>
<td>Week 10</td>
<td>measurement and design elements to solve complex problems</td>
<td>□ Read ABA Ch 5, 10</td>
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<td></td>
<td>□ Complete DB 17 and 18 NLT 4:30 pm 11/10/16</td>
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<tr>
<td></td>
<td></td>
<td>□ Complete DB 8 NLT 4:30 pm 11/10/16</td>
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<tr>
<td></td>
<td></td>
<td>□ SAFMEDS Set 9</td>
</tr>
<tr>
<td>10 Nov 16</td>
<td>General Issues in Measurement and Experimental Design – Review of</td>
<td>□ Read CT Ch 19 and 20</td>
</tr>
<tr>
<td>Week 11</td>
<td>Designs and Functional Control</td>
<td>□ Complete DB 19 and 20 NLT 4:30 pm 11/17/16</td>
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<tr>
<td></td>
<td></td>
<td>□ SAFMEDS Set 10</td>
</tr>
<tr>
<td></td>
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<td>□ RW 1 Due NLT 4:30 pm today</td>
</tr>
<tr>
<td>17 Nov 16</td>
<td>Make Your Own Experiment Week!</td>
<td>□ Read CT Ch 21 and 22</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discussion and peer review</td>
<td>□ Complete DB 21 and 22 NLT 12/1/16</td>
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<td>□ CITI Training Certificate due by 4:30 pm today</td>
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<td></td>
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<td>□ RW 2 and 3 due by 4:30 pm today</td>
</tr>
<tr>
<td>1 Dec 16</td>
<td>Make Your Own Experiment Week!</td>
<td>□ Read CT Chapters 23 and 24</td>
</tr>
<tr>
<td>Week 13</td>
<td>Discussion and peer review</td>
<td>□ Complete DB 23 and 24 NLT 4:30 pm 12/8/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ RW 4 and 5 due by 4:30 pm today</td>
</tr>
<tr>
<td>8 Dec 16</td>
<td>Measuring psychiatric symptoms and medication effects</td>
<td>□ Read CT Chapters 25 and 26</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Make Your Own Experiment discussion and peer review</td>
<td>□ EXTRA CREDIT: Complete DB 25 and 26 NLT 4:30 pm 12/15/16</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments / Activities</td>
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<tr>
<td>15 Dec 15</td>
<td>Final Exam</td>
<td>□ <strong>EXTRA CREDIT</strong> Read CT Ch 27 and 28 and Respond to DB Items 27 and 28 on Blackboard before 7:30 pm today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Submit Make Your own Experiments documents to TK20 no later than 4:30 pm today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Complete your final exam online by 7:30 pm today</td>
</tr>
</tbody>
</table>