



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

Summer 2016

EDSE 619 636: Applied Behavior Analysis: Principles, Procedures, and  
Philosophy

CRN: TBD, 3 - Credits

<b>Instructor:</b> Dr. Christine Barthold	<b>Meeting Dates:</b> 08/29/16 – 12/05/16
<b>Phone:</b> (703) 993-5450	<b>Meeting Day(s):</b> Mondays; 8/29, 9/19, 11/14, 11/21, & 11/28 ONLY
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> 10:00am – 12:30pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> 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**

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

**Prerequisite(s):** Admission to applied behavior analysis graduate certificate program

**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**

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

### **DELIVERY METHOD:**

This course will be delivered online using an Asynchronously with Synchronous Sessions 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 8/29/2016.

### **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
- 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/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Video software such as Screencast-O-Matic (available for Mac and PC at <https://screencast-o-matic.com/home>)

### **EXPECTATIONS:**

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
  - **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](mailto: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.

### **Learner Outcomes**

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

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.

5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. Describe and identify factors affecting behavioral variables.

### **Required Textbooks**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd Ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Skinner, B.F. (1974). *About behaviorism*. New York, NY: Knopf.

### **Recommended Textbooks**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: APA.

### **Required Resources**

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)), and download the Task List as well as Disciplinary Standards. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures

### **Additional Readings**

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for all additional readings 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](http://www.bacb.com). The CEC standard that will be addressed in this class is Standard 5: Instructional Planning and Strategies. (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/>]

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 synchronous class meetings, logging into Blackboard Collaborate at the beginning of class and staying for the entire duration of the class. It is the student's responsibility to make up all missed work if they are absent for any reason. Students are expected to be able to communicate via video and audio.

Asynchronous sessions are paced so that a large amount of material can be covered during the semester. Therefore, it is expected that students complete each week's assignments promptly. Failure to do so may result in a reduced grade (see *Late Work*).

#### *Late Work.*

Reading guides will be released on Monday of each week and are due to the instructor by Sunday evening. Any products required during synchronous sessions are to be submitted by the end of the class session. Other 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. 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, including final drafts of assignments.
- 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.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

### **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 *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**

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	77-72%	F	71% and below		

Assignment	Points
Weekly Study Guides (2 points apiece + 5 points per synchronous session activity)	53
Discussion Boards (15 points apiece)	195
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (5 at 20 points apiece)	100
Final Exam	100
Fluency Quizzes (12 at 20 points apiece)	240
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
<b>Total Points</b>	<b>753</b>

### Assignments

#### **Performance-based Assessment (Tk20 submission required).**

**Final Exam.** The Final Examination is the Common Assignment for this course. You will take a 50 multiple choice item final exam online. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to complete this exam. You will earn 2 point toward your final grade for each correct response. You will also take this examination in the first week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives were met. It also removes any mystery, for the students, as to what constitutes the final exam. After completing the Final Exam, you'll receive a feedback form by e-mail which you will be required to then submit electronically to TK20. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. This rating will not be applied to your final grade, but failure to upload the feedback form will result in an incomplete for the course. **(100 Points)**

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

**Research Profile.** This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide individual students with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed

description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

**Research Profile Presentation.** This assignment allows students to present what they learned about their seminal author. Using a video program such as Screencast-O-Matic, students will upload a 5-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. This presentation will be uploaded to YouTube and a link to the presentation will be available for students to see. **(10 Points)**

**Peer Review of Research Profile.** Each student will be assigned another student, and will review that student's presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review. **(10 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 placement. Discussion Board prompts 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. 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. **(15 Points per week).**

### **Other Assignments.**

**Weekly Study Guides.** This assignment will allow you to have hands-on access to the reading materials as well as insure progress with the course. Each week, you will be given an activity that will extend your knowledge of the readings as well as video lecture. This will consist of a study sheet with closed ended questions, open ended questions, and key vocabulary. Information on the study sheet will come from your readings as well as video lecture. Synchronous sessions will consist of activities worth 5 points per session. Your study guides and activities will be the basis for your



unit quizzes and final exam. **(2 points per assignment + 5 points per synchronous session activity).**

**Unit Quizzes.** This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Students will have 40 minutes to complete the Unit Quiz. Questions will be randomized from a pool of questions. Students are encouraged to complete 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. **(6 quizzes at 20 points apiece)**

**Fluency Quizzes.** In order to test fluency on vocabulary, students will be given a quiz each week on key vocabulary. 20 questions in a multiple choice format will be selected from a random pool. Students will have 5 minutes to answer the questions. Students will have unlimited chances to increase their grade in fluency drills. **(20 points per drill)**

## Schedule

For the most current due dates and readings, please subscribe to the Google calendar. The Blackboard calendar often transmits inaccurate information and may cause confusion to students throughout the semester. Please see the GMU Academic calendar for University Holidays.

Items due are listed by week, but be advised that actual dates for items may be due at different times during the week, and delineated on the Google Calendar. There is a lot to cover in this course and it is easy to fall behind. Synchronous sessions are marked with a (S).

Week	Date	Topic	Readings	Items Due
1	8/29 (S)	Introduction to Class, Professionalism, and Policies	APBA Website BACB Website GMU Website ABAI Website	Pre-Test
2	9/5	APA Style, Academic Honesty	To be assigned	Academic Honesty and Syllabus Quiz Discussion Board
3	9/12 (S)	Behavior Analytic Philosophies, Contingencies, and Language	Baer, Wolf, & Risley (1968) Cooper Ch 1 & 2 Skinner Ch. 1 & 2	Discussion Board Fluency Drill
4	9/19	Positive and Negative Reinforcement	Cooper Ch. 11 & 12 Skinner 4 & 5	Discussion Board Unit Quiz Due Fluency Drill

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Items Due</b>
5	9/26	Schedules of Reinforcement	Cooper Ch 13 & 22 Skinner Ch. 6	Discussion Board Fluency Drill
6	10/3	Punishment and Schedules of Punishment	Cooper Ch. 14 & 15, Skinner 7	Discussion Board Fluency Drill
7	10/10	Extinction	Cooper, Ch. 21 Skinner, Ch. 8	Discussion Board Fluency Drill
8	10/17	Antecedents and Stimulus Control	Cooper, Ch. 17 Skinner, Ch. 9	Discussion Board Unit Quiz Due Fluency Drill
9	10/24	Motivating Operations Rules and Rule Governed Behavior	Cooper, Ch. 16, Skinner Ch. 10	Discussion Board Fluency Drill
10	10/31	Equivalence Relations	Skinner, Ch. 11	Discussion Board Fluency Drill
11	11/7	Behavioral Contrast and Matching Law	Skinner, Ch. 12	Discussion Board Fluency Drill
12	11/14 (S)	Modeling and Imitation, Shaping, Task analysis and chaining	Cooper Ch. 18.19. 20 Skinner Ch. 13	Discussion Board Unit Quiz Due Fluency Drill Research Profile and Presentation Draft Due
13	11/21 (S)	Contracting, Group Contingencies, Momentum, Premack, and Natural Language Teaching	Cooper, Ch. 23 & 26 Skinner Ch. 14	Discussion Board Peer Review of Research Profile Presentation Due Fluency Drill
14	11/28 (S)	Generalization, Induction, and Maintenance	Skinner, Ch. 28	Discussion Board Fluency Drill Revisions to Research Profile Due
15	12/5	Final Exam Posted Due NO LATER THAN 12/12 at 11:59 PM		Final Unit Quiz