



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

Spring 2017

EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions

CRN: 12943, 3 – Credits

EDSE 592 009: Applied Behavior Analysis: Assessments and Interventions

CRN: 21737, 3 – Credits

Instructor: Dr. Christine Barthold	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-993-5450	Meeting Day(s): Wednesday
E-Mail: choffner@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax, KH-17
Office Location: Finley 100 Suite	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

Prerequisite(s): B- or higher in EDSE 619.

Prerequisite(s) enforced by registration system.

Schedule Type: LEC

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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm> to forward to an email account you check frequently.

Course Delivery Method

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, teacher candidates/students will be able to:

1. Describe and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.
5. Interpret functional assessment and functional analysis data.
6. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
7. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
8. Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
9. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
10. Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

Course Relationship 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. 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 Professional and Ethical Compliance Code

for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks

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

Sidman, M. (2001). *Coercion and its fallout*. Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Students are required to create a Google account and send the username and email to the instructor by the second class meeting. Google accounts are needed to access the course calendar and collaborative documents.

Additional Readings

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for any additional readings posted at the discretion of the instructor.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 623, the required PBA Functional Relevant Treatment and Instruction Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior

to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Group Projects: Written FA Interpretation and Intervention Procedures.

You will be provided with a completed functional assessment consisting of a complete Functional Behavior Assessment: You will do the following:

- 1.** Complete the Competing Behavior Model as described by O’Neill et al. (1997),
- 2.** Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach;
- 3.** determine the normative rate for the competing behavior you’ve selected;
- 4.** determine the normative rate for the problem behavior;
- 5.** write a behavioral objective for the terminal state of the competing behavior;
- 6.** write a behavioral objective for the terminal state of the problem behavior;
- 7.** name the contingencies currently maintaining the problem behavior;
- 8.** compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior
- 9.** compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked;
- 10.** compose step by step instructions telling the reader how to teach or accelerate the competing behavior;
- 11.** compose step-by-step reactive procedures to enact should the problem behavior happen;
- 12.** compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions.

Three separate packets of assessments will be provided to each group. All students are required to submit their project via TaskStream. A self-evaluation using the rubric must be presented when the assignment is uploaded. Failure to do so will result in a grade of 0 for the assignment. **(70 points)**

College Wide Common Assessment (Tk20 submission required)

No Common Assignment

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

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 10 weeks or 150 Points)**

Unit Quizzes

This course is broken into three units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. Quizzes will be delivered online through Blackboard. Questions will be randomized from a pool of questions. 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. There is an additional Quiz on the Syllabus and Academic Honesty. Due dates for quizzes are available on the Google Calendar. **(4 quizzes at 20 points apiece – 80 points total)**

Other Assignments

Activity Feedback Forms.

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 lecture. You will also receive guided notes to help you follow along with key points in the lecture. Your guided notes, readings, and activities will be the basis for your unit quizzes and final project. You are required to turn in an activity feedback form that delineates questions you may have, at least two things you learned in your own words, and suggestions for the improvement of the activity **(2 points per assignment).**

Course Policies and Expectations

Attendance/Participation

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 additional material may be presented in class. Those who do miss class are expected to complete any assignments within the week of the missed class, unless arrangements are made in advance with the instructor. Assignments will not be graded after one week unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

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 assignments required to be submitted through TaskStream (FBA Assignment).
- 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.
- Your FBA Assignment 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 o.
- 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.

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	Percentag
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 Possible
Discussion Board	180
Activity Feedback Form	26
Unit Quizzes and Syllabus/Academic Honesty Quiz	80
Functional Behavior Assessment Project	70
Total Points	356

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu

or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Schedule, due dates, and readings are available as a separate document available on Blackboard as a Google Calendar or PDF. Students have the opportunity to subscribe to the Google Calendar and can set reminders as necessary to keep them on track.

Week	Date	Topic	Readings	Due
1	1/25	Intro to Class	Syllabus	AFF 1 Pretest
2	2/1	Function-Based Interventions	Cooper, Ch 2	AFF 2 DB 1 Syllabus/Academic Honesty Quiz
3	2/8	Ethics and Informed Consent	Cooper Ch 24 Sidman, 16 & 1	AFF 3 DB 2 ICA 1
4	2/15	Problem Identification and Operational Definitions	Sidman, Ch. 3	AFF 4 DB 3 ICA 2 Quiz 1

Week	Date	Topic	Readings	Due
5	2/22	Indirect Assessment		AFF 5 DB 4 ICA 3
6	3/1	ABC and Scatterplot Assessment	Cooper, Ch. 4 Sidman, Ch. 4	AFF 6 DB 5 ICA 4 Indirect Summary Draft (FBA)
7	3/8	Direct Observation	Cooper, Ch. 5	AFF 7 DB 6 ICA 5
8	3/22	Preference Assessment	Cooper, Ch. 11	AFF 8 DB 7 ICA6 Data Collection Summary Draft (FBA)
9	3/29	Functional Analysis	Cooper, Ch. 24	AFF 9 DB 8 ICA 7
10	4/5	Writing a Statement of Function/Evidence-Based Practice	Cooper, Ch 21-23 Sidman, Ch 5	AFF 10 DB 9 ICA 8 Quiz 2
11	4/12	Replacement Responses		AFF 11 DB 10 ICA 9 Competing Behavior Pathway Draft (FBA)
12	4/19	Writing a Behavior Support Plan	Sidman, Ch. 6	AFF 12 DB 11 ICA 10
13	4/26	Staff Training and Treatment Integrity	Cooper, Ch. 28 Sidman, Ch. 17	AFF 13 DB 12 ICA 11 Behavior Support Plan Draft (FBA)
14	5/3	In-Class work on FBA project revisions		Quiz 3 Staff Training and Treatment Integrity Draft (FBA)
15		ALL FBA REVISIONS DUE ON TK20		

AFF = Activity Feedback Form (due at the end of class)

DB = Discussion Board (post due Monday; Response due Friday)

ICA = In-Class Assignment (done in class and submitted)

FBA = Functional Behavior Assessment Project (done both in class and with the group on their own)

Assessment Rubric(s)

THIS RUBRIC REFLECTS ACCREDITATION ASSESSMENTS AND WILL NOT BE USED TO CALCULATE YOUR FINAL GRADE.

ASSESSMENT # 4: EDSE 623 – Function Relevant Treatment Project

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Behavior Change Considerations	Candidate demonstrates further learning needed by writing step-by-step instructions for practical procedures to implement under unfavorable conditions, meeting only one of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates competence by writing step-by-step instructions for practical procedures to implement under unfavorable conditions, meeting at least two of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates mastery by writing step-by-step instructions for practical procedures to implement under unfavorable conditions: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.
Fundamental Elements of Change	Candidate demonstrates further learning needed by writing step-by-step instructions for making environmental modifications, meeting only one of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates competence by writing step-by-step instructions for making environmental modifications, meeting at least two of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates mastery by writing step-by-step instructions for making environmental modifications: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by writing step-by-step instructions: 1) to teach the replacement behavior; or 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and / or 4) with no errors in spelling, punctuation, or grammar; and 5) and / or which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates competence by writing step-by-step instructions: 1) to teach the replacement behavior; or 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and 4) with no errors in spelling, punctuation, or grammar; and 5) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates mastery by writing step-by-step instructions: 1) to teach the replacement behavior; and 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and 4) with no errors in spelling, punctuation, or grammar; and 5) and which are functionally relevant to the behaviors specified in the functional assessment provided.
Identification of the Problem	Candidate demonstrates further learning needed by: 1) correctly completing a competing behavior model based on the functional assessment provided; or 2) correctly naming at least one of the contingencies currently maintaining the problem behavior.	Candidate demonstrates competence by: 1) correctly completing a competing behavior model based on the functional assessment provided; and 2) correctly naming at least one of the contingencies currently maintaining the problem behavior.	Candidate demonstrates mastery by: 1) correctly completing a competing behavior model based on the functional assessment provided; and 2) correctly naming at least two of the contingencies currently maintaining the problem behavior.
Assessment	Candidate demonstrates further learning needed by: 1) inaccurately writing step by step instructions for conducting a normative rate study; and / or 2) conducting the normative rate study; and / or 3) accurately writing where and when the study was conducted; and / or 4) inaccurately reporting the data; for the identified alternative behavior or for the identified competing behavior.	Candidate demonstrates competence by: 1) correctly writing step by step instructions for conducting a normative rate study; and 2) conducting the normative rate study; and 3) accurately writing where and when the study was conducted; and 4) accurately reporting the data; for the identified alternative behavior or for the identified competing behavior.	Candidate demonstrates mastery by: 1) correctly writing step by step instructions for conducting a normative rate study; and 2) conducting the normative rate study; and 3) accurately writing where and when the study was conducted; and 4) accurately reporting the data; for the identified alternative behavior and for the identified competing behavior.

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Implementation	Candidate demonstrates additional learning needed by correctly completing two or fewer of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for the behavior to be decelerated.	Candidate demonstrates competence by correctly completing three of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for the behavior to be decelerated.	Candidate demonstrates mastery by correctly completing each of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for the behavior to be decelerated.
Implementation, Management, and Supervision	Candidate demonstrates further learning needed by correctly completing three or fewer of these five tasks: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; 2) composing step by step instructions for implementing this checklist; 3) specifying a schedule for integrity checking; 4) specifying criteria for acceptable and unacceptable performance; 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.	Candidate demonstrates competence by correctly competing four out of these five tasks: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; 2) composing step by step instructions for implementing this checklist; 3) specifying a schedule for integrity checking; 4) specifying criteria for acceptable and unacceptable performance; 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.	Candidate demonstrates mastery by: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; and 2) composing step by step instructions for implementing this checklist; and 3) specifying a schedule for integrity checking; and 4) specifying criteria for acceptable and unacceptable performance; and 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.