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

Fall 2017
EDSE 624 DL1: Applied Behavior Analysis: Applications
CRN: 74546, 3 – Credits

Instructor: Dr. Gerianne Gilligan	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: (703) 229-2043 [cell]	**Meeting Day**: Wednesday
E-Mail: ggilliga@gmu.edu	**Meeting Time(s)**:4:30 pm - 7:10 pm
Office Hours: By appointment	**Meeting Location**: Online
Office Location: NET (Bb Collaborate)	**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.

Prerequisite(s) EDSE 619
Co-requisite(s) None

Course Description
Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619 (*B-)
*B- Requires minimum grade of B- in EDSE 619.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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 you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at http://registrar.gmu.edu/students/degree-evaluation/.

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

This course will be delivered online (76% or more) using **fully synchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 28, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone or computer with microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

Learner Outcomes

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

1. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

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

Daniels, A.C., & Bailey, J. (2015). *Performance management* (5th Ed.). Atlanta, GA: Aubrey Daniels International

 Please check to make sure you have purchased the 5th Edition. It is recommended that this book is purchased either through the bookstore or through Aubrey Daniels International, NOT THROUGH AMAZON.

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (Eds.). (2015). *Clinical and Organizational Applications of Applied Behavior Analysis*. London, England: Academic Press.

Skinner, B.F. (2003). *The Technology of Teaching*. Acton, MA: Copley Publishing Group.

Recommended Textbooks

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

Additional Readings
Additional readings will be posted to Blackboard as the semester progresses. Students are responsible for all readings assigned by 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 624, the required PBA is (**<u>NO ASSESSMENT REQUIRED FOR THIS COURSE</u>**). 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 and/or Examinations
> **Performance-based Assessment (Tk20 submission required)**
> None
>
> **Performance-based Common Assignments (No Tk20 submission required.)**
> None
>
> **Other Assignments**

In-class Assignments (Study Guide)
This assignment will allow you to have hands-on access to the reading materials as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. While you may choose to complete parts of the assignment independently, the goal is for you to work with a partner during class to discuss the readings and complete the study guide together. This guide will consist of both factual and open-ended questions. You will also complete an activity feedback form in which you will have an opportunity to discuss what you

learned, what remaining questions you have, and give feedback to the instructor about your experience. Questions will be addressed at the beginning of the next class period.

In-class assignments and activity feedback forms are due at the end of each class period by Midnight (Wednesday). (Up to 10 points per assignment).

Weekly Discussion Boards (Blackboard)
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.

Writing prompts will be posted in Blackboard. 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" [zero] 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. (Up to 10 Points apiece)

Small-Group Discussion Leader/Presenter
Student will present a portion of a day's readings, as indicated in the schedule. 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. Instructions/grading rubric will be provided at first class meeting. (up to 20 points)

Small-Group Discussion Participant
The discussion leader's classmates must also discuss the topic! 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. (1 point per discussion)

Annotated Bibliography
Using the topic area and articles selected for the review paper, students will organize and summarize articles in an annotated bibliography. Students must select 10 articles that supports the ABA topic area chosen for the review paper. Students will produce a written document that outlines the following: intervention, results, impact of the study, and the connection to your ABA topic area. There is no minimum number of pages and APA format is required when listing references only. (Up to 10 points)

Review Paper
As a professional in the field of Applied Behavior Analysis (ABA), one must be able to interpret articles from the behavior analytic literature in order to keep abreast with evidence-based practices. To help develop reliance on scientific knowledge, students will conduct a literature review on an ABA topic of interest. Examples of topic areas have included:

assessment and treatment of pica	specific topics in verbal behavior (various)
assessment and treatment of aggression	positive behavior supports
assessment and treatment of self-injury	direct instruction
assessment and treatment of trichotillomania	precision teaching
assessment and treatment of habit disorders	generalization training (parents, staff, org'ns)
addictions	implementation science
animal behavior	thinking as behavior
stimulus control	social skills
topics in organizational behavior management	prompt dependency
behavioral pharmacology	PECS
pediatric feeding disorders	behavioral cusps
rule-governed behavior	ABA applications for dementia treatment
behavior analysis in corrections (prison)	transfer of stimulus control

*Other topics, with instructor approval.

After you finalize your topic area, you will collect at least 10 peer-reviewed articles. Examples of journal article sources include: *Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Education and Treatment of Children, Behavioral Interventions, Journal of Behavior Therapy and Experimental Psychiatry, Behavior Therapy, Research in Developmental Disabilities, The Analysis of Verbal Behavior, The Behavior Analyst, Journal of Organizational Behavior Management, Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals. The purpose is to summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.

Your literature review can be organized in different ways based on the themes or big ideas of your topic area; however, most will be able to describe the literature based on prior research conducted and the gaps, barriers, or controversies within the field. Based on what is known and not known, you will provide suggestions or areas for future research. Provided below is an example of how a paper can be organized.

What is Known? Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic.

What is Not Known? Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.

What Can Be Done About it? Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

This paper will be written in APA (6th ed) style. (up to 30 points)

ABA Topic Presentation

Now that you've summarized the research within a topic area, you will present this information in an oral presentation to the class. Presentations will be no longer than 10 minutes with key points summarized, such as what is known within that area, current gaps or barriers, and solutions or suggestions on how to improve this area. (up to 20 points)

Course Policies and Expectations

Attendance/Participation

Attendance/Participation Students are expected to attend all 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. Due to the hands-on, interactive nature of the course, only two unexcused absences are allowed; all other absences must be discussed with the instructor at least one week prior to the absence. All make-ups must be completed within the week of each scheduled class, unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate. Students are expected to be able to communicate via video and audio.

Late Work

In-Class (interteaching) assignments are due at the end of class. 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 paper has been submitted.

Students are responsible for following these guidelines for grading:
- All other 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.

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. *Please note, the graduate grading scale does not include a "D".*

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	93-96%	A-	90-92%
B+	87-89%	B	83-86%	B-	80-82%
C	72-77%	F	71 and below		

Assignment	Maximum Points
Attendance (2 points x 14 sessions)	28
Study Guide (up to 10 points x 12 sessions)	120
Blackboard Discussion Board (up to 10 points x 10 boards)	100
Small-Group Discussion Leader (1 opportunity per student)	20
Small-Group Discussion Participant (1 point x 8 sessions)	8
Annotated Bibliography	10
Review Paper	30
Topic Presentation	20
Total Possible Points	336

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

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

Class Schedule

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

D&B: Daniels & Bailey (*Performance management*)
RR&F: Roane, Ringdahl & Falcomata (*Clinical and Organizational Applications of ABA*)
S: Skinner (*The Technology of Teaching*)

Week	Date	Topic(s)	Readings	Due
1	8/30	Review Syllabus, assignments Intro to Skinner text	S: Chapters 1 & 2	*Study Guide 1 (due by midnight)
2	9/6	The Technology of Teaching	S: Chapter 4	*Topic selected *Study Guide 2
3	9/13	Teachers & Teaching Pediatric Feeding Disorders	S: Chapter 5 RR&F Chapter 4	*DB#1 *Study Guide 3
4	9/20	Thinking as a behavior School-Based ABA	S: Chapter 6 RR&F Chapter 6	*DB#2 *Study Guide 4
5	9/27	Motivation ADHD	S: Chapter 7 RR&F: Chapter 10	*DB#3 *Reference List due *Study Guide 5
6	10/4	Skinner wrap-up, ethics Augmentative & Alternative Comm.	S: Chapters 9 & 10 RR&F: Chapter 12	*DB#4 *Study Guide 6
7	10/11	Intro to Performance Management Staff & Caregiver Training	D&B: Chapters 1-4 RR&F: Chapter 14	*DB#5 *Study Guide 7
8	10/18	Implementing Performance Mgmt. Gambling Behavior	D&B: Chapters 5-7 RR&F: Chapter 15	*DB#6 *Study Guide 8 *Annotated Bibliography
9	10/25	Implementation of PM (continued) Drug Abstinence	D&B: Chapters 8-11 RR&F: Chapter 16	*DB#7 *Study Guide 9
10	11/1	Reinforcement in the Workplace Safety Skills	D&B: Chapters 12-16 RR&F: Chapter 19	*DB#8 *Study Guide 10
11	11/8	Complex Workplace Issues Sports Performance	D&B: Chapters 17-20 RR&F: Chapter 21	*DB#9 *Study Guide 11
12	11/15	Large Scale Implementation of PM OBM/PM/ABA	D&B: Chapters 21-23 RR&F: Chapter 24	*DB#10 *Study Guide 12
	11/22	NO CLASS (Thanksgiving)		
13	11/29	Presentations		
14	12/6	Presentations		Final Paper due 12/6/17 (midnight)

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 turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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