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

Fall 2017
EDSE 621 001: Applied Behavior Analysis: Empirical Bases
CRN: 72517, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 08/31/17 – 12/20/17
Phone: 703-987-8928 (can also text at this number)	**Meeting Day(s)**: Thursday
E-Mail: thoch@gmu.edu	**Meeting Time(s)**:4:30 pm - 7:10 pm
Office Hours: Thursdays, 1:00 – 4:30 pm	**Meeting Location**: Fairfax, KH 15
Office Location: Suite 100, Finley Building, MS 1F2, 4400 University Drive, Fairfax, VA 22030	**Skype: drtheodorehoch**

*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)** EDSE 619

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. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619*B-.
* May be taken concurrently.
B- Requires minimum grade of B-.
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
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/specialeducation/advising/.

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

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 access to a scanner that can produce multiple page PDF files. No assignment submissions consisting of multiple single page files, multiple files, or jpgs or other photographs will be accepted. Multiple page assignments must be scanned into a single, multiple page PDF document. Students who do not own a printer or scanner that permits creation of such documents should check with their employer, or with Office Max, Office Depot, FedEx Office, or similar stores where scanning is available for assistance with creation of such files.
- 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:
    - o Adobe Acrobat Reader: https://get.adobe.com/reader/ o Windows Media Player:

        https://windows.microsoft.com/en-us/windows/downloads/windows-mediaplayer/ o Apple Quick Time Player:
        www.apple.com/quicktime/download/ **Learner Outcomes**

Upon completion of this course, teacher candidates/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.

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/wpcontent/uploads/2016/03/160321compliance-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 (2nd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Foxx, R.M., & Mulick, J.A. (2015). Controversial therapy for autism and intellectual disabilities: Fad, fashion, and science in professional practice (2nd Edition). New York, NY: Routledge. ISBN 978-1-138-80223-0

Recommended Textbooks

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

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.

> Only assignments submitted in Microsoft Word or in PDF files will be accepted. No assignments in any other file format will be accepted.

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:**

Dermer, M.L., & Hoch, T.A. (1999). Improving descriptions of single-subject experiments in research texts written for undergraduates. Psychological Record, 49 (1), 49-66.

McGonigle, J.J., Rojahn, J., Dixon, J., & Strain, P.S. (1987). Multiple treatment interference in the alternating treatments design as a function of the intercomponent interval length. Journal of Applied Behavior Analysis, 20 (2), 171-178.

Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. Education and Treatment of Children, 8 (1), 67-76.

Watson, J.E., Singh, N.N., & Winton, A.S. (1985). Comparing interventions using the alternating treatments design. Behaviour Change, 2 (1), 13-20.

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 621, the required PBA is Make Your Own Experiment and Final Exam Feedback. 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)

There are two assignments for this course that require submission through TK20. They are as follows:

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 emailed 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.

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 both posts on time earns up to 2 points per discussion board forum. Links for discussion board forums will only be available until the week after postings were due; no postings can be made after that time. Missed posts will earn zero points.

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. ALL PROBLEM SETS MUST BE SUBMITTED AS EITHER SINGLE WORD DOCUMENTS OR SINGLE PDF FILES. NO OTHER FORMATS WILL BE ACCEPTED. MULTIPLE FILES WILL NOT BE SUBMITTED – ONLY A SINGLE FILE PER PROBLEM SET. ALL GRAPHS MUST BE HAND DRAWN, ON GRAPH PAPER, AND MUST BE SCANNED FULL SIZE AND INCLUDED IN THE SINGLE DOCUMENT WITH THE REST OF THE PROBLEM SET. JPGS, OR PHOTOGRAPHS DROPPED INTO WORD DOCUMENTS OR OTHER DOCUMENTS WILL NOT BE ACCEPTED.

CITI Training Module. You will access and complete the CITI Human Subjects Protections training module before Week 10, and upload the certificate of completion in the link provided on the panel on the left side of our course's blackboard site. You will earn 10 points for completing this module.

Other Assignments

SAFMEDS Demonstrations. SAFMEDS is an acronym for Say All Fast Every Day for a Minute. What these are, essentially, are flash cards, that we will use to develop fluency with some of the terms that you will learn in this course. To do your SAFMEDS:

   1. Make your cards. To do this:
        a. Click on the SAFMEDS Lists tab on our Bb page.
        b. Download the list.
        c. Find the set assigned for that week.
        d. For each set of terms on that week's set:

> > i. Hand write the words that are in the "Front of Card" column on the lined side of a 3 X 5 card. ii. Hand write the words that are in the "Back of Card" column on the unlined side of a 3 X 5 card.
> > iii. Repeat for the whole set of 15 terms.

2. Shuffle the cards.
3. Start your timer.
4. Look at the front of the first card.
   a. If you know (or are pretty sure you know) what is on the back of that card, say what is on the back out loud (without looking at it).
   b. Flip the card.
      > i. If what you said matches what was on the back, put the card in a "correct" pile. ii. If what you said doesn't match what was on the back, put it in the "incorrect" pile.
5. Repeat for each card.
6. Stop the timer after the last card.
7. Count number of correct cards and number of incorrect cards.
8. Record number correct, number incorrect, and amount of time elapsed.
   a. Keep this list of corrects, incorrects, and durations – we're going to need them later in class.
9. Practice as many times as is needed, throughout the week, until you are responding to all cards correctly in 30 sec or less at least five consecutive times.
10. In class, at your SAFMEDS demonstration, Repeat steps 4 and 5.
11. Saying all cards correctly in 3o sec or less earns 5 points.
12. Saying all cards correctly in more than 30 sec but less than 45 sec earns 4 points.
13. Saying all cards correctly in more than 45 sec or making one or more errors earns 3 points.
14.

Weekly Quizzes. Beginning with Week 1, you will have a 10 item, multiple choice quiz each week, covering content presented during that week. (Week 1's quiz will cover the syllabus.) Each question will be worth 1 point toward your final grade. You will be provided with 15 minutes in which to complete each quiz. Once you answer a quiz question, you will not be able to return to it.

Reaction Papers. During the weeks indicated on the syllabus, you will either access a recording through that week's blackboard folder, or will follow the instructions in that folder to access one or more recordings. You will watch / listen two these recordings in their entirety, and will then write a 1 – 2 page paper in which you:
1. Summarize the presentation.
2. Explain what was new to you in the presentation.

3. Explain how you can incorporate what you learned in that presentation into your work.

You will upload these papers through the links in the weeks' respective Graded Activities folders. Each paper will be worth up to 10 points.

EDSE 619 Final Exam. You will already completed EDSE 619, or you will be taking it at the same time you are taking this course. During the first week of this course, you will complete the final exam for EDSE 619 that this instructor gives as a final exam when he teaches EDSE 619. Your instructor will provide you with written feedback regarding your performance by the end of the fourth week of the course. The purpose of this assignment is to promote maintenance and retention of content learned during EDSE 619, and / or to help each student identify areas of weakness needing attention that may impact the student's performance in EDSE 621. This final exam must be completed during the first week 0f the course. It is no longer available after 11:59 pm on 4 September 2017. You will receive 0.2 points for each correct response on this final exam.

Course Policies and Expectations

Attendance/Participation. All students are expected to be present, in Blackboard Collaborate, and ready to work, at 5:30 pm on Synchronous Discussion days. Your instructor will take a screen shot of the listing of those present at the beginning of each session. All whose names are listed at in that screen shot will earn 1 point for being present on time. All students are expected to remain for the entire Synchronous Discussion session, each session. Your instructor will likewise take a screen shot of the listing of names at the end of each Synchronous Discussion session, and all students whose names are on the list at that time will earn 1 point for being present at that time. Arriving late, leaving early, or absence from a Synchronous Discussion will preclude opportunity for earning attendance points. Each student is expected to contribute to each Synchronous Discussion by speaking. This means that each student's microphone must work; participating from a computer without a working microphone will preclude opportunity to participate. Likewise, typing one's comments or questions will not count toward contribution points. Contributing to a synchronous discussion by speaking will earn 2 points per synchronous discussion. Absence form a discussion precludes opportunity to earn participation points.

Late Work. All assignments are due no later than the due dates indicated on the syllabus. Late assignments will not be accepted.

Grading Scale

Assignment Type	Number of Opportunities	Points Possible per Opportunity	Points Possible by Type	Cumulative Points Possible
EDSE 619 Final Exam	1 test	10 points	10 points	10 points
Weekly Quizzes	13 quizzes	10 points	130 points	140 points
EDSE 621 Final Exam	1 test	100 points	100 points	240 points
Make Your Own Experiment Project	2 projects	20 points	40 points	280 points
Discussion Board Posting	24 forums	2 points	48 points	322 points
Problem Sets	8 problem sets	10 points	80 points	402 points
CITI Training Module	1 module	10 points	10 points	412 points
Reaction Papers	3 papers	10 points	30 points	442 points
SAFMEDS	13 Demonstrations	5 points	65 points	507 points
A 479 – 507 points	A- 456 – 478 points	B 405 - 455 points	C 354 - 404 points	F Fewer than 354 points

*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.

	Topics	Assignments / Activities
Week 1 **Thurs 31 Aug 17**	**Review Syllabus** **Review Honor Code**	☐ **Complete Week 1 Quiz (covering the syllabus) by 4:30 pm on Thurs 7 Sept 17** ☐ **Complete EDSE 619 Final Exam by 4:30 pm on Thurs 7 Sept 17** ☐ **Complete pretest online by4:30 pm on Thurs 7 Sept 17**
Week 2 **Thurs 7 Sept 17**	**Introduction to Singlesubject design – Pinpointing and Defining Behavior**	☐ **Prepare SAFMEDS Set 1 and Demonstrate in Class** ☐ **Read CT Ch 1 and 2** ☐ **Read ABA Ch 1, pp. 65 – 69** ☐ **Complete Week 2 Quiz by 4:30 pm on 14 Sept 17** ☐ **Complete DB 1 and 2 by 4:30 pm on 14 Sept 17**
Week 3 **Week of 14 Sept 17**	**Measurement – Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity**	☐ **Prepare SAFMEDS Set 2 and Demonstrate in Class** ☐ **Read CT Ch 3 and 4** ☐ **Read ABA pp. 73 – 80, 83 – 90** ☐ **Complete Week 3 Quiz by 4:30 pm on 21 Sept 17** ☐ **Complete DB 3 and 4 by 4:30 pm on 21 Sept 17** ☐ **Submit Problem Set 1 by 4:30 pm on 21 Sept 17**

	Topics	Assignments / Activities

Week 4 Thurs 21 Sept 17	Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage intervals occurrence, permanent products, and other	☐ Prepare SAFMEDS Set 3 and Demonstrate in Class ☐ Read CT Ch 5 and 6 ☐ Read ABA pp. 81 – 82, 85 – 87, 90 – 100 ☐ Complete Week 4 Quiz by 4:30 pm on 28 Sept 17 ☐ Complete DB 5 and 6 by 4:30 pm on 28 Sept 17 ☐ Submit Problem Set 2 by 4:30 pm on 28 Sept 17
	estimates; Selecting appropriate measures; General data collection issues	
Week 5 Thurs 28 Sept 17	Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs	☐ Prepare SAFMEDS Set 4 and Demonstrate in Class ☐ Read CT Ch 7 and 8 ☐ Read ABA Ch 6 ☐ Complete Week 5 Quiz by 4:30 pm on 5 Oct 17 ☐ Complete DB 7 and 8 by 4:30 pm on 5 Oct 17 ☐ Submit Problem Set 3 by 4:30 pm on 5 Oct 17

Week 6 **Thurs 5 Oct 17**	Standard Behavior Charts	☐ **Prepare SAFMEDS Set 5 and Demonstrate in Class** ☐ **Read CT Ch 9 and 10** ☐ **Read ABA Ch 7** ☐ **Complete Week 6 Quiz by 4:30 pm on 12 Oct 17** ☐ **Complete DB 9 and 10 by 4:30 pm on 12 Oct 17** ☐ **Submit Problem Set 4 by 4:30 pm on 12 Oct 17**
Week 7 **Thurs 12 Oct 17**	**Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis**	☐ **Prepare SAFMEDS Set 6 and Demonstrate in Class** ☐ **Read CT Ch 11 and 12** ☐ **Read ABA pp. 177 – 186** ☐ **Complete Week 7 Quiz by 4:30 pm on 19 Oct 17** ☐ **Complete DB 11 and 12 by 4:30 pm on 19 Oct 17** ☐ **Submit Problem Set 5 by 4:30 pm on 19 Oct 17**

	Topics	Assignments / Activities
Week 8 **Thurs 19 Oct 17**	**Alternating Treatments Designs and Pairwise Comparison Designs**	☐ **Prepare SAFMEDS Set 7 and Demonstrate in Class** ☐ **Read CT Ch 13 and 14** ☐ **Read ABA pp. 187 – 194** ☐ **Read Watson et al. (1985), Sindelar et al. (1985), & McGonigle et al. (1987)** ☐ **Complete Week 8 Quiz by 4:30 pm on 26 Oct 17** ☐ **Complete DB 13 and 14 by 4:30 pm on 26 Oct 17** ☐ **Submit Problem Set 6 by 4:30 pm on 26 Oct 17**

Week 9 Thurs 26 Oct 17	**Multiple Baseline Designs**	☐ **Prepare SAFMEDS Set 8 and Demonstrate in Class** ☐ **Read CT Ch 15 and 16** ☐ **Read ABA Ch 9** ☐ **Complete Week 9 Quiz by 4:30 pm on Thurs 2 Nov 17** ☐ **Complete DB 15 and 16 by 4:30 pm on Thurs 2 Nov** ☐ **Submit Problem Set 7 by 4:30 pm on Thurs 2 Nov t 17**
Week 10 Thurs 2 Nov 17	Review of Single Subject Design and Functional Control; Human Subjects Protection	☐ Prepare SAFMEDS Set 9 and Demonstrate in Class ☐ Read CT Ch 17 and 18 ☐ Read ABA Ch 5, 10 ☐ Complete Week 10 Quiz by 4:30 pm on 9 Nov 17 ☐ Complete DB 17 and 18 by 4:30 pm on 9 Nov 17 ☐ Complete PS 8 by 4:30 pm on 9 Nov 17 ☐ **Submit CITI Training Certificate by** 4:30 pm on 9 **Nov 17**

Week 11 Thurs 9 Nov 17	Talking with Nonbehavior analysts about data collection and databased decision making; Begin Make Your Own Experiment Projects	☐ **Prepare SAFMEDS Set 10 and Demonstrate in Class** ☐ **Read CT Ch 19 and 20** ☐ **Complete Week 11 Quiz by 4:30 pm on 16 Nov 17** ☐ **Complete DB 19 and 20 by by 4:30 pm on 16 Nov 17**
	Topics	**Assignments / Activities**

Week 12 Thurs 16 Nov 17	Fluency, Agility, and Data Collection with Individuals with Autism MYEO Project Practice	☐ **Prepare SAFMEDS Set 11 and Demonstrate in Class** ☐ **Read <u>CT</u> Ch 21 and 22** ☐ **Complete Week 12 Quiz by 4:30 pm on 30 Nov 17** ☐ **Submit Reaction Papers for Johnston and Morrison recordings by 4:30 pm on 30 Nov 17** ☐ **Complete DB 21 and 22 by 4:30 pm on 30 Nov 17**
Week 13 Week of 27 Nov 17	Measuring Signs and Symptoms of Psychiatric Disorders, and issues in behavioral pharmacology MYOE Project Practice	☐ **Prepare SAFMEDS Set 11 and Demonstrate in Class** ☐ **Read <u>CT</u> chapters 23 and 24** ☐ **Complete Week 13 Quiz by 4:30 pm on 7 Dec 17** ☐ **Complete DB 23 and 24 by 4:30 pm on 7 Dec 17**
Week 14 Thurs 7 Dec 17	**Radical Behaviorism and measurement of overt and covert behavior** Semester Review	☐ **Prepare SAFMEDS Set 12 and Demonstrate in Class** ☐ **Read <u>CT</u> Chapters 25 and 26 (and 27 and 28, if you wish)** ☐ Extra Credit: Complete DB 25, 26, 27, and 28 by 11:59 pm on 14 Dec 17 ☐ Listen to *Whatever happened to psychology as the science of behavior* (Skinner, 1986). ☐ Submit Skinner reaction paper no later than 11:59 pm on 14 Dec 17
Week 15 Thurs 14 Dec 17	**Final Exam** **Final Exam and Make Your own Experiment Project Due No Later than 14 Dec at 11:59 pm!**	☐ **EXTRA CREDIT Read <u>CT</u> Ch 27 and 28 and Respond to DB Items 27 and 28 on Blackboard before 11:59 pm on 5/12/17** ☐ **Submit Make Your own Experiments documents to TK20 no later than 11:59 pm on 12/14/17** ☐ **Complete your final exam online by 12/14/17**

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/.