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

Spring 2018
EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions
CRN: 11915, 3 – Credits

Instructor: Dr. Clara Kenny	**Meeting Dates**: 01/22/18 – 05/16/18
Phone: 202.841.9332	**Meeting Day(s)**: Tuesday
E-Mail: ckenny4@gmu.edu	**Meeting Time(s)**: 7:20 pm - 10:00 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, KH 17
Office Location: N/A	**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): EDSE 619

Course Description
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.
Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619B-.
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
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
This course will be delivered face to face, with assignment submissions and asynchronous activities 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.

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

Storey, K., & Haymes, L. (2016). *Case Studies in Applied Behavior Analysis for Students and Adults with Disabilities*. Charles C Thomas Publisher.

Recommended Textbooks

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

Required Resources

Go to the Behavior Analyst Certification Board website (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 Resources will be posted to Blackboard as the semester progresses.

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 is 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 and/or Examinations
    Performance-based Assessment (Tk20 submission required)

<u>**Group Projects: Written FA Interpretation and Intervention Procedures.**</u>
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.
    Separate packets of assessments will be provided to each group. All students are required to submit their project via TK20. 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)
N/A

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

Weekly Partner Activities.

For 7 weeks out of the semester, students will be broken into groups and will be based upon case studies 15-21 of the Storey text. Each week, students will be required to design a component of a functional assessment that corresponds to their assigned case study. This differs from the behavior support plan in that students will be DESIGNING the assessment procedures, not implementing them. Groups are responsible for engaging in a discussion within their group to create the documents. (10 points per activity – 70 points)

Article Selection & Article Discussion Questions:

Each week 1-2 students will be assigned a behavior function and/or intervention (e.g., attention, escape, access to tangibles, automatic reinforcement). Students are required to identify 1 peer-reviewed article that describes an intervention for problem behavior maintained by the assigned function. The article needs to be uploaded to Blackboard along with 3 discussion questions regarding the intervention used in the investigation. The student will present a brief summary of the article and lead a class-wide discussion of their selected article. **30 Points for the week you select an article and lead the discussion.**

Article Discussion Questions Responses:

All students will be required to download and read the articles that have been uploaded by their student colleagues for the "Article Discussion" assignment. Students are asked to contribute in a substantive way in the class discussion led by their peers. **5 Points for 12 weeks or 60 Points**

In-Class projects/Participation:

Students will be asked to participate in group work, discussions, and hands-on activities during scheduled class meetings. **5 Points for 14 weeks or 140 Points**

Reading Checks

Students will be given a short "reading check" to complete at the start of each class period. Questions will be based on the assigned readings for that day, and additionally may include questions about material covered in the class the previous week. **5 Points for 14 weeks or 70 Points**

Course Policies and Expectations
> **Attendance/Participation**
> Students are expected to attend all class meetings, as graded assignments will be completed within the class meeting time frame. It is the student's responsibility to make

up all missed work if they are absent for any reason. Those who do miss class with prior notification to the instructor have the option to complete an assignment to make up for missed attendance and reading check points within a week of the missed class, unless otherwise arranged with the course instructor.

Late Work

Work is considered on-time if it is submitted by 11:59pm EST on the date that it is due, unless the syllabus specifies a class meeting due date, then the assignment is due at the start of class (7:20pm EST). No assignments will be accepted late and receive full credit unless negotiated with the instructor at least 24 hours before the assignment is due. The assignment grade may be reduced up to 10%. The decision rests with the professor.

Other Requirements

Cell phones must be turned off or on vibrate during the course of the class period. If you have an emergency where you need access to your phone, please communicate this to the instructor prior to the commencement of class. Computers are allowed for note taking and course-related work ONLY.

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 Possible
Article Selection and Discussion Lead	30
Article Discussion Participation	60
Partner Activities	70
Reading Checks	70
In-Class Projects/Participation	70
Functional Behavior Assessment Project	70
Total Points	370

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

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

	Date	Topic	Readings and Assignments
1	1/23/18	Introduction to Class; Review Syllabus, Assignments, Assignment Checklists. Review Presentation on Academic Honesty Article Discussion Assignment Sign Ups	Readings: Sidman, Introduction, Syllabus
2	1/30/18	Overview of Assessment, Operational Definitions.	Readings: Cooper, Chapter 2. Discussion Article Posted by: Wednesday: 1/31
3	2/6/18	Informed Consent, Q&A	Readings: Cooper, Chapter 29, Sidman, Chapters 16 & 1 Discussion Article Posted by: Wednesday: 2/7
4	2/13/18	Preference Assessments	Readings: Cooper, Chapter 11 Discussion Article Posted by: Wednesday: 2/14
5	2/20	Indirect Assessment Procedures	Readings: Sidman, Chapter 3 Discussion Article Posted by: Wednesday: 2/21

			Partner Activity 1 Posted by: Sunday 2/25
6	**2/27**	ABC Data Collection	Readings: Cooper, Chapter 4; Sidman, Chapter 4. Discussion Article Posted by: Wednesday: 2/28 Partner Activity 2 Posted by: Sunday 3/4
7	**3/6**	Additional Data Collection Procedures - scatterplots, interval sampling	Readings: Cooper, Chapter 5 Discussion Article Posted by: Wednesday: 3/7 Partner Activity 3 Posted by: Sunday 3/11 *Due: Indirect Summary Draft (FBA)*
	3/13	SPRING BREAK ☺	
8	**3/20**	Graphing Data and Apps for Data Collection	Readings: Cooper, Ch. 6 & 7 Discussion Article Posted by: Wednesday: 3/21 Partner Activity 4 Posted by: Sunday 3/25 *Due: Data Collection Summary Draft (FBA)*
9	**3/27**	Functional Analysis and Structural Analysis	Readings: Cooper, Ch. 24. Discussion Article Posted by: Wednesday: 3/28 Partner Activity 5 Posted by: Sunday 4/1
10	**4/3**	Writing a Statement of Function and Selecting Interventions	Readings: Skim/Review Cooper Ch. 21-23; Read thoroughly Sidman, Ch. 5 Discussion Article Posted by: Wednesday: 4/4 Partner Activity 6 Posted by: Sunday 4/8

			Due: Competing Behavior Pathway Draft (FBA)
11	4/10	Writing a Behavior Support Plan	Readings: Skim/Review Cooper Ch. 21-23; Read thoroughly Sidman, Ch. 6 Discussion Article Posted by: Wednesday: 4/11 Partner Activity 7 Posted by: Sunday 4/15
12	4/17	Using Functional Skills Assessments	Readings: Sidman, Ch. 9 & 11 Discussion Article Posted by: Wednesday: 4/18 Due: Behavior Support Plan Draft (FBA)
13	4/24	Group Contingencies and Contingency Contracting	Readings: Cooper, Ch. 26 & Skim/Review Ch. 2 Discussion Article Posted by: Wednesday: 4/25 Due: Staff Training and Treatment Integrity Draft (FBA)
14	5/1	Training and Supervision of Interventionists	Readings: Cooper, Ch. 28; Sidman Ch. 17 Due: ALL FBA REVISIONS DUE ON TK20

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

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	Candidate demonstrates competence by writing step-by-step instructions for practical procedures to implement under	Candidate demonstrates mastery by writing step-by-step instructions for practical procedures to implement under

	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.	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.	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.
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	Candidate demonstrates competence by: 1)	Candidate demonstrates mastery by: 1) correctly

	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.	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.	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.
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 competing three or fewer of these	Candidate demonstrates competence by correctly competing four out of these five tasks: 1)	Candidate demonstrates mastery by: 1) developing a procedural integrity checklist that addresses

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.	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.	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.