



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

Summer 2019

EDSE 624 648: Applied Behavior Analysis: Applications

CRN: 42644, 3 – Credits

<b>Instructor:</b> Dr. Christine Barthold	<b>Meeting Dates:</b> 5/9/2019 – 8/1/2019
<b>Phone:</b> 703-691-6827 (text is best)	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> 5 pm – 8:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> Suite 100 Finley	<b>Other Phone:</b> 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):** 619 B-

**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.

**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

## **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.

## **Professional Standards**

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](http://www.bacb.com).

## **Required Textbooks**

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (2015). *Clinical and Organizational Applications of Applied Behavior Analysis*. New York: Elsevier.

Daniels, A.C., & Bailey, J.S. (2014). *Performance Management: Changing Behavior That Drives Organizational Effectiveness (5th Ed.)* Atlanta, GA: Aubrey Daniels International.

Skinner, B.F. (1968/2003). *The Technology of Teaching*. Acton, MA: Copley.

## **Recommended Textbooks**

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

## **Additional Readings**

Additional Readings may be assigned at the discretion of the instructor. Students are responsible for any resources provided during the course.

## **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 (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)**

No assessment

#### **College Wide Common Assessment (TK20 submission required)**

No assessment

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

### **Review Paper**

Students will choose a unique topic from a list provided by the instructor. Each student will search the peer reviewed, behavior analytic literature for at least 8 articles from a wide time span. Once selected, students will then summarize and synthesize the literature findings, including strengths and limitations.

Each week, students will turn in an abstract (template provided on Google docs) of one of the articles they found. This abstract should be entirely in the students' own words and formatted in APA 6<sup>th</sup> edition. The abstracts will be used to create the final paper and presentation.

A template for this paper will be posted on Google Drive. A draft submission of the paper is due on Google Drive in order to receive a final grade for the paper. All papers must be formatted in APA 6<sup>th</sup> edition. **(100 points)**

### **Review Paper Presentation**

At the end of class, students will create an 8-10 minute presentation on their topic to be delivered to the class. These presentations will be done in the last two weeks of class. Students will be graded on their grasp of the material, application of evidence-based practices, and creativity in presentation.

### **Interteaching Assignments**

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. This will consist of a study sheet posted on Google Drive. 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. Your study guides and review presentations will be the basis for your unit quizzes and final exam.

Interteaching assignments and activity feedback forms are due at the end of each class period by Midnight (Thursday). **(5 points per assignment and 2 points per feedback form).**

## **Other Assignments**

### **Reading Presentations**

The purpose of the reading presentations is to allow you to think and talk about the underpinnings of behavior analysis. During the semester, you will be assigned two chapters from Skinner to present. You will then create a 10-minute presentation summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. **(10 points)**

The floor will then be opened to a 10-minute discussion. All students are expected to contribute at least twice to the discussion. Contribution is defined by making a relevant statement or asking a relevant question of the presenter. Data will be taken that will be used to determine the presentation grade. In the case of two presentations, Q&A will be a combined 10 minutes. **(5 points per class meeting)**

The role of the instructor will be to clarify anything missed by the presenter, answer any questions the class might have, and provide feedback to the presenters.

## **Course Policies and Expectations**

### **Attendance/Participation**

Students are expected to attend all class meetings, logging into Google and 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 (inter-teaching) 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 examination has been submitted.

Students are responsible for following these guidelines for grading:

- Drafts and inter-teaching guides are submitted through Google docs
- 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.

### **Other Requirements**

In the case of inclement weather or other emergencies, students will receive communication via Blackboard announcements delivered to their GMU email address. Students should take steps to make sure that they can access their email in a timely manner.

### **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
Interteaching (8 x 5 points)	40
After Class Feedback Forms (9 x 2 points)	18
Reading Presentations (2 x 10 points)	20
In-Class Discussions (8 x 5)	40
Topic and Bibliography for Final Paper	5
Article Summaries (8 x 10 points)	80
Review Paper	100
Review Paper Presentation	20
<b>Total Points</b>	<b>323</b>

\*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.

Week	Date	Topic	Readings	Assignments
1	5/9	Intro to Class	Skinner, Forewards I and II	Topic Selection and Bibliography for Paper
2	5/16	Intro to Performance Management Autism and Severe EBD	Skinner, 1 D&B, 1-4 Roane, 2-3 Friman, 2014 Slocum, et al., 2014	Abstract #1 Interteach Week 2

3	5/23	Defining Behavior and Results Pediatric Feeding Disorders	Skinner, 2, 3 D&B, 6-7 Roane, 4 Freedman, 2016 Kauffman, 2019	Abstract #2 Interteach Week 3
4	5/30	Models of Analysis in Performance Management School-Based Interventions	Skinner, 4 D&B, 7, 9, 10 Roane, 6 Cameron, 2001 Carr & Briggs, 2010	Abstract #3 Interteach Week 4
5	6/6	Using antecedents and consequences in performance management Pediatrics and AAC	Skinner, 5,6 D&B, 11-13 Roane, 5, 7 Hart & Risley, 1995	Abstract #4 Interteach Week 5
6	6/13	Reinforcement Tic Disorders and ADHD	Skinner, 7 D&B, 14-16 Roane, 9-10 Kaplan, 2018 Kinder & Carnine, 1991	Abstract #5 Interteach Week 6
7	6/20	Other behavior change procedures Gerontology and ACT	Skinner, 8 D&B, 17-18 Roane, 17, 18 Hoffman, 2016	Abstract #6 Interteach Week 7 Complete RFT Tutorial on Foxylearning
8	6/27	Punishment and decreasing responding Sleep Disorders Obesity Treatment	Skinner, 9, 10 D&B, 19-20 Roane, 11, 13 Miller, 2016	Abstract #7 Interteach Week 8
9	7/4	No Class - Holiday		
10	7/11	Behavioral Safety	Skinner, 11 Goodbye, Teacher.... D&B, 23 Roane, 19, 21-23 Brodhead, 2015	Abstract #8 Interteach Week 10
11	7/18	Caregiver training and systems analysis	Roane, 14, 24-25	Topic Presentations Paper Draft Due
12	7/25			Topic Presentations
13	8/1			Final Paper Due

## 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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)

No rubrics for TK20 in this course. All assessment rubrics can be found on Blackboard.