



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

Fall 2019

EDSE 619 001: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 73246, 3 – Credits

Instructor: Dr. Brandis Ruise	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: 352-359-4092	Meeting Day(s): Monday
E-Mail: Bruise2@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: By Appointment	Meeting Location: Fairfax, KH17
Office Location: TBD	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): Admission to applied behavior analysis graduate certificate program.

Co-requisite(s): None

Course Description

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

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

Are you admitted to the ABA certificate program? Students planning to complete the program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary, certificate program to add ABA. Students in other colleges or non-degree can apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.
5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. Describe and identify factors affecting behavioral variables.

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.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed)*. Upper Saddle River, NJ: Pearson. ISBN: 978-0131421134

Johnston, James. (2013). *Radical Behaviorism for ABA Practitioners*. Cornwall-on-Hudson, NY: Sloan Publishing. ISBN: 978-1-59738-043-0

Skinner, B.F. (1974). *About behaviorism*. New York, NY: Alfred A. Knopf. 978-0394716183.

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 readings may be posted to Blackboard as the semester progresses. Students are responsible for all additional readings posted to Blackboard.

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 619, the required PBA is Final Exam Feedback. 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)

Final Exam – Please see Blackboard. The Final Examination is the Common Assignment for this course. You will take a 50 multiple choice item final exam online. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to complete this exam. You will earn 2 points toward your final grade for each correct response. You will also take this examination in the first week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives were met. It also removes any mystery, for the students, as to what constitutes the final exam. After completing the Final Exam, you'll receive a feedback form by e-mail that you will be required to then submit electronically to TK20. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. This rating will not be applied to your final grade, but failure to upload the feedback form will result in an incomplete for the course. **(100 Points)**

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

Research Profile – Please see Blackboard. This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide individual students with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

Research Profile Presentation. This assignment allows students to present what they learned about their seminal author. Students will present a 10-15 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. A sign-up sheet will be posted for this presentation. **(10 Points)**

Peer Review of Research Profile. Each student will be assigned another student, and will review that student's paper and presentation using a rubric. They will also be responsible for providing constructive comments for the student to

improve their paper and presentation. Students will be graded on the quality of their peer review. **(10 Points)**

Other Assignments

Study Guide Activities. 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. You may choose to complete parts of the assignment independently OR with a partner to discuss the readings and complete the study guide together. You will be responsible for completing a study guide relating to the readings and any class activity. This guide will consist of both factual and open-ended questions. Your study guides and activities will be the basis for your unit quizzes and final exam. Upon completion, each student is expected to submit their work on Blackboard at the scheduled time. **(5 points per assignment)**

Reading Presentations. The purpose of the reading presentations is to allow you to think and talk about the underpinnings of behavior analysis. Students will be broken into groups. During the semester, you will be assigned one chapter from Skinner and one from Johnston to present. You will then create a 15-20 minute presentation summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. Student presenters are also responsible for submitting five, multiple choice questions to the instructor (via email) that will be used as the reading presentation quiz for others in the class. **(10 points for each presentation)**

Reading Presentation Quizzes. After each reading presentation, students are responsible for completing brief quizzes that review the in-class discussions. The quiz questions will be student-developed and based upon the Skinner and Johnston texts. **(5 points per quiz)**

Unit Quizzes. This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Students will have 40 minutes to complete the Unit Quiz. Questions will be randomized from a pool of questions. Students are encouraged to complete all activities and readings and actively participate in study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available at the end of the course syllabus. **(6 quizzes at 20 points per quiz)**

Fluency Quizzes. In order to test fluency on vocabulary, students will be given a quiz each week on key vocabulary. Twenty questions in a multiple choice format will be selected from a random pool. Students will have 5 minutes to answer the questions. Students will have unlimited chances to increase their grade in fluency drills. **(20 points per drill)**

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class meetings and to log onto Blackboard frequently to review course material. It is the student's responsibility to make up all missed work if they are absent for any reason.

Late Work

Reading guides will be released on Sunday of each week and are due to the instructor by Monday evening. Any products required during class are to be submitted by the end of the class session. 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:

- All 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.

*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/>).

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
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Assignment	Points
Pre-Test	5
Study Guide Assignments (twelve at 5 points apiece)	60
Reading Presentations (10 points for each of 2 presentations)	20
Reading Presentation Quizzes (ten at 5 points per quiz)	50
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (four at 20 points per quiz)	80
Final Exam	100
Fluency Quizzes (eleven at 20 points apiece)	220
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
Total Points	600

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

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

Items due are listed by week. There is a lot to cover in this course and it is easy to fall behind. On the course schedule, a total number of instructional hours for each week is in the column located on the right side of the table.

Week	Date	Topic	Readings	Due	Instructional Hours
1	8/26	Intro to Class and Certification		Pre-test due no later than 8/31	3.5
2	9/2	Labor Day; NO CLASS MEETING		Study Guide Activity 1 Syllabus and Academic Honesty Assignment	2.5
3	9/09	The Behavioral Model	Cooper, 1 & 2 Skinner, 1 & 2 Johnston, Preface	Presentation 1 (quiz due 9/20) Study Guide Activity 2	5

4	9/16	Reinforcement	Cooper, 11 & 12 Skinner, 4 & 5 Johnston, Ch1	Fluency 1 Presentation 2 (quiz due 9/27) Study Guide Activity 3 Research Profile Researcher Choice Due	3.5
5	9/23	Reinforcement Schedules	Cooper, 13 & 22 Skinner, 7 Johnston, 3	Fluency 2 Presentation 3 (quiz due 10/4) Study Guide Activity 4 Unit Quiz 1 (F)	3.5
6	9/30	Differential Reinforcement and Punishment	Cooper 14 & 15 Skinner 8 Johnston, 5	Fluency 3 Presentation 4 (quiz due 10/11) Study Guide Activity 5	3.5
7	10/7	Extinction (per GMU schedule, Mon classes meet Tues)	Cooper 21 Skinner 8 Johnston, 7	Fluency 4 Presentation 5 (quiz due 10/18) Study Guide Activity 6	3.5
8	10/14	Stimulus Control	Cooper 17 Skinner, 8 Johnston, 4	Fluency 5 Presentation 6 (quiz due 10/25) Study Guide Activity 7	4
9	10/21	Motivating Operations and Rule Governed Behavior	Cooper 16 Skinner 10 Johnston, 6	Fluency 6 Presentation 7 (quiz due 11/1) Study Guide Activity 8 Unit Quiz 2 (F)	5
10	10/28	Equivalence	Skinner 11 Johnston, 8	Fluency 7 Presentation 8 (quiz due 11/8)	3.5

				Study Guide Activity 9	
11	11/4	Modeling, Task Analysis, Shaping and Chaining	Skinner 13 Cooper, 18-20 Johnston, 9	Fluency 8 Presentation 9 (quiz due 11/15) Study Guide Activity 10 Unit Quiz 3 Research Profile Draft (F)	5
12	11/11	Behavioral Contracts, Tokens, Groups, Momentum, and NET (S)	Skinner 14 Cooper 23 & 26 Johnston, 10	Fluency 9 Presentation 10 (quiz due 11/22) Study Guide Activity 11 Peer Review (F)	5
13	11/18	Generalization, Induction, Maintenance (S)	Cooper 18	Study Guide Activity 12 Fluency 10	3
14	11/25	All will present their research profiles to the class		Fluency 11 Unit Quiz 4 Research Profile DUE ON BLACKBOARD (F)	1
15	12/2	NO CLASS		Final Exam Due	51.5 total hours

*(F) – indicates the assignment is due by 11:59pm on the Friday of the week it is 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 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)
EDSE 619 Final Exam (Rev. 5.13)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by answering fewer than 80% of items correctly pertaining to: ♣ Use interventions based on	Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to: ♣ Use interventions based on	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Use interventions based on	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	<p>manipulation of antecedents, such as motivating operations and discriminative stimuli.</p> <ul style="list-style-type: none"> ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request 	<p>manipulation of antecedents, such as motivating operations and discriminative stimuli.</p> <ul style="list-style-type: none"> ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request 	<p>manipulation of antecedents, such as motivating operations and discriminative stimuli.</p> <ul style="list-style-type: none"> ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request 	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	
Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	<p>between radical and methodological behaviorism.</p> <ul style="list-style-type: none"> ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: <ul style="list-style-type: none"> o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned 	<p>and methodological behaviorism.</p> <ul style="list-style-type: none"> ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: <ul style="list-style-type: none"> o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement 	<p>and methodological behaviorism.</p> <ul style="list-style-type: none"> ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: <ul style="list-style-type: none"> o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement 	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral	o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies	o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	