



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

Spring 2021

EDSE 597 DL1: ABA Bridge Course

CRN: 24657, 1 – 6 Credits

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| Instructor: Dr. Theodore Hoch | Meeting Dates: 01/25/21 – 05/10/21 |
| Phone: 703-987-8928 (can text here, as well) | Meeting Day(s): N/A |
| E-Mail: thoch@gmu.edu | Meeting Time(s): N/A |
| Office Hours: by appointment | Meeting Location: Online; Asynchronous |
| Office Location: off campus | Other Phone: NA |

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):

Recommended: Admission to program in Graduate School of Education

Co-requisite(s):

None

Course Description

Provides advanced study on selected topic or emerging issue in Special Education.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 21 January 2021.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
 - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Professional Standards

Not applicable

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
(The 2018 edition may be substituted)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 597, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Common Assignments.

Interteaching Discussion Guides. Each week, you will be assigned to a Discussion Group. (You will be in a different group each week.) Your group will meet through Blackboard Collaborate at some point during the week, and will have a discussion that will last at least 90 minutes. This discussion will center around the items presented on that week's Discussion Guide. To have a discussion through Blackboard Collaborate:

1. Log into Blackboard.
2. Click on Tools.
3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
 - a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
 - b. Click on Record.
7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.

9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.

After the discussion,

1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
 - a. List names of all participants.
 - b. List the Week number for that discussion.
 - c. Submit that set of notes (each group member, individually), through Blackboard.

Each discussion is worth 5 points. Submitted notes are worth 2 points for each person submitting the notes.

Missed discussions cannot be made up.

Points missed for failing to submit notes on time cannot be made up.

To access content through BAO Online:

1. Go to <https://bao.unt.edu/>
2. Create an account
3. Log in
4. Search Continuing Education to find the specified videos.

All other content is available in the weekly folders.

Course Policies and Expectations

Attendance/Participation

One session will be scheduled with Dr. Hoch at the beginning of the course. It will be scheduled at a time that is mutually acceptable to all students. All students will be required to attend this session. Students must schedule their weekly group interteaching discussions with their group members, and must keep each interteaching meeting appointment. Missed points due to missed interteaching appointments cannot be made up.

Late Work

All work is due by the dates indicated at in the calendar (below). Late work is not accepted.

Grading Scale

| Assignment | Number of Opportunities | Points Possible per Opportunity | Points Possible by Type | Cumulative Points Possible |
|--------------------------------|-------------------------|---------------------------------|-------------------------|----------------------------|
| Group Interteaching Discussion | 21 opportunities | 5 points | 105 points | 105 points |
| | 21 opportunities | 2 points | 42 points | 147 points |

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| A = 140 – 147 points | A- = 132 – 139 points | B = 118 – 131 points | C = 103 – 117 points | F < 103 points |
|-------------------------|--------------------------|-------------------------|-------------------------|----------------|

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

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

Class Schedule

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

| Week | Read / View | Do |
|--------|--|--|
| Week 1 | Read: Cooper et al. pp. 398 – 400, and Ch. 15 and 16 View: <ul style="list-style-type: none"> • Dorothea Learman – Punishment – BAO Online (37 minutes) • BAO Online – Marr, M. Jackson – Where There’s the Most Light – Motivation and Behavior Analysis – (36 minutes) • BAO Online – Sidman, Murray – Equivalence Relations – 46 min • BAO Online – Pilgrim, Carol – Stimulus Equivalence 101 (54 min) | <ul style="list-style-type: none"> • Meet with your group. • Participate in discussions. • Complete discussion guides. • Submit discussion guides. |
| Week 2 | Read: Cooper et al. Ch. 26 View: <ul style="list-style-type: none"> • BAO Online – Johnson, Kent – The Morningside Model of Generative Instruction (47 min) • Hoch, T.A. – Two views of operant reinforcement, | <ul style="list-style-type: none"> • Meet with your group. • Participate in discussions. |

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| | <p>and some applications (47 min)</p> <ul style="list-style-type: none"> • BAO Online – Sidman, Murray: Errorless Learning and Programmed Instruction (45 min) • Skinner, B.F. Token Economy (Behaviorism Applied) – 21 min - • Keller, F.S. About Personalized Systems of Instruction. 15 min | <ul style="list-style-type: none"> • Complete discussion guides. • Submit discussion guides. |
| Week 3 | <p>Read: Cooper et al. Ch. 25</p> <p>View:</p> <ul style="list-style-type: none"> • How to successfully implement direct instruction – 71 min - • Kubina, R.M. 3 Surprising Ways we Changed Lives with Precision Teaching. (54 min) • BAO Online – McGee, Gail G. – Walden Incidental Teaching Model (74 min) • Fisher, W.W. Treatment of problem behavior using functional communication training: Clinical Applications – 65 min - • Courtney, T. ABAI 2014 Workshop – AAC from a verbal behavior perspective - 18 min | <ul style="list-style-type: none"> • Meet with your group. • Participate in discussions. • Complete discussion guides. • Submit discussion guides. |
| Week 4 | <p>Read: Cooper et al. Ch. 27</p> <p>View:</p> <ul style="list-style-type: none"> • DiNovi, B. and Rodriguez, M. Organizational Behavior Management in Staff Training and Management. 19 min • DiNovi, B. The fastest way to lose respect as a behavior analyst or leader - 6 min | <ul style="list-style-type: none"> • Meet with your group. • Participate in discussions. • Complete discussion guides. |

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| | <ul style="list-style-type: none"> • DiNovi, B. Why great employees quit in 2018 and how applied behavior analysis helps – 6 min • OBM Network Presentation by Dennis H. Reid - - 51 min | <ul style="list-style-type: none"> • Submit discussion guides. |
| Week 5 | <p>Read: Cooper et al. Chapter 5.</p> <p>View:</p> <ul style="list-style-type: none"> • Ross, R.K. Behavioral indicators of effective ABA program implementation (SWABA presentation) - 59 min • BAO Online – Reid, Dennis H. – Training, Supervising, Motivating Human Service Staff (57 min) • Reid, D.H., & Parsons, M. A positive approach to consulting in schools: Evidence based practices for promoting effectiveness and acceptance. (174 min) | <ul style="list-style-type: none"> • Meet with your group. • Participate in discussions. • Complete discussion guides. • Submit discussion guides. |

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

There is no rubric for this course.