



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

Spring 2021

EDSE 624 DL1: Applied Behavior Analysis: Applications

CRN: 23444, 3 – Credits

Instructor: Robin Moyer	Meeting Dates: 1/25/21 – 5/10/21
Phone: 703.403.9746	Meeting Day(s): Wednesday
E-Mail: rmoyher1@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: as needed	Meeting Location: N/A; Online
Office Location: online	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 with a grade of B- or better.

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.

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).

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

Online

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 synchronous and/or 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 Wednesday, January 25, 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:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **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 insure accessibility must be registered with George Mason University Disability Services.

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, School of Education, 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 Texts

Daniels, A.C., & Bailey, J.S. (2014). *Performance management: Changing behavior that drives organizational effectiveness. 5th Edition*. Performance Management Publications. ISBN: 978-09371100257

Roane, H., Ringdahl, J., & Falcomata, T. (2015). *Clinical and Organizational Applications of Applied Behavior Analysis (Practical Resources for the Mental Health Professional)*. Academic Press. ISBN: 978-0124202498

Skinner, B.F. (1968). *Technology of Teaching*. PDF version by The BF Skinner Foundation. www.bfskinner.org/wp-content/uploads/2016/04/ToT.pdf

Recommended Texts

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

Additional Readings

Supplemental materials will be posted on Blackboard as the semester progresses. Students will be responsible for all materials 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, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments and/or Examinations

- ****Review & Analysis Paper.** Students will choose a unique topic from the list in the Appendix. Each student will search the peer-reviewed, behavior analytic literature for at least 10 articles. Once selected, students will then summarize and synthesize the literature findings, including strengths and limitations. All papers must be formatted in APA 6th edition style. A draft of the paper must be submitted prior to submission of the final draft (see schedule below). Feedback on the content will be provided this draft; however, the draft will not be graded for content. Instead, 20 points will be awarded for submission and inclusion of all relevant sections. **The final review paper is worth up to 100 points; the draft is worth up to 20 points.** See the Syllabus Appendix for assignment details.

The final review paper will be graded on both content (including the inclusion of all relevant sections) and preparation according to APA standards.

The Review & Analysis Paper is an individually prepared assignment – collaboration between students is not acceptable. All papers should also be unique to this course (i.e., have not been previously submitted). All papers will be analyzed (via online tools) for originality.

The final review paper is worth up to 100 points; the draft is worth up to 20 points.

Details/rubric will be distributed in class.

- ****Special Topic Group Presentation.** During special topic weeks, assigned groups will lead a portion of the class. The instructor will provide the groups with “starter” resources and, in some cases, contact info for area experts, to facilitate preparation of instructional materials. Each special topic presentation should include, at a minimum, an introduction to the topic (what it is, how ABA can be applied in the field, etc.), discussion about the possibilities and pitfalls/barriers/concerns, and an application activity (for example, present a scenario related to the topic and facilitate generation of potential interventions). Presentation materials should be uploaded to Blackboard as soon as possible after class (each student must upload presentation materials) – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. The sign-up for weeks and instructions/grading rubric will be provided at first class meeting. **1 opportunity for up to 50 points.**

- ****Weekly Quizzes.** On weeks with assigned readings, prior to the class meeting, students will be responsible for a quiz based on the readings. Quizzes will be delivered online through Blackboard (except Quiz 1, which will be administered in class. **(11 Quizzes at 10 points each for up to 110 possible points)**)
- ****Performance Management Group Project.** Assigned groups of students will prepare a Performance Management Group Project. This project will be an application of the material presented in the textbook “Performance Management” as it relates to a selected scenario (from provided scenarios). It must include an analysis of the performance problem (including a PIC/NIC analysis, etc), propose an intervention, and describe how it would be implemented. Although a group project, each student will be expected to upload an individual submission to BlackBoard. **The final written submission is worth up to 30 points.**
- ****Performance Management Group Project presentation.** Each group will present their Performance Management project as though they were proposing it to the organization management/CEO. Groups must use appropriate visual and other aids, and must lead the class through their project as though they were conducting a training session on the topic of the project. All students must participate in the group presentation to receive credit. These presentations are expected to be approximately 30 minutes in length – presentations falling short or exceeding this timeframe (by 5 or more minutes) will be penalized 2 points. **1 opportunity at 30 possible points.**
- ****Technology of Teaching Group Project.** As a part of the Special Education curriculum, it is essential to demonstrate application of ABA to effective education. Assigned groups of students will prepare a Technology of Teaching Group Project. Each group will develop a “teaching machine program” for a single task (for example, to teaching a simple math concept, as in the book). Although a group project, each student will be expected to upload an individual submission to BlackBoard. **The final written submission is worth up to 30 points.**

Other Assignments

- ****Extra Credit.** Periodically throughout the semester, the instructor will randomly provide opportunities that may include extra quiz questions.

Course Policies and Expectations

Attendance/Participation

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Course materials will be available on Blackboard for those who either missed class or need additional time with the materials. You may also contact a classmate regarding notes and other activities that took place in your absence. Each student signing in will receive 2 points for attendance.

Arriving late or leaving early will earn 1 point.

One excused absence will be allowed per semester. This excused absence will not result in loss of attendance points. To be considered excused, you must

contact the instructor as soon as possible and you must have a valid excuse. Discussion participant points are not excused.

Perfect Attendance will be awarded 2 extra credit points at the end of the semester. **Other than the one excused attendance, missed attendance points may not be made up. 14 opportunities to earn up to 2 points, for a total of 28 points possible.**

Late Work

Quizzes are due before the start of the class period (technically, by 7:19 pm on the date of the class). Other work is considered on-time if it is submitted by 11:59pm on the due date. Work submitted after the assigned due date will be assessed a 10% possible point penalty.

Assignment Submission.

Students are responsible for following these guidelines for grading.

- All assignments must be submitted through Blackboard. 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.
- Written assignments, whenever possible, should be in Word format and in one continuous file. Preferred presentation style is Powerpoint, although other formats are acceptable. The instructor is not responsible for converting any unreadable submissions and resubmission in a readable format may be assessed a late penalty.
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment will be posted on Blackboard.

Grading Scale

Point values are assigned to quizzes, attendance, and all 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	70-79%	F	69% and below		

Please note, the graduate grading scale does not include a “D”.

Assignment	Points Possible
Attendance	28
Review & Analysis Paper – Draft	20
Review & Analysis Paper – Final	100
Special Topic Group Presentation	50
Quizzes	110
Performance Management Group Project Written submission	30
Performance Management Group Project Presentation	30
Technology of Teaching Group Project	30
Total Points	398

***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 \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule

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

Class Date	Reading Due	In Class	Quiz Due by 7:19PM	Other assessments
1/27	No reading	Intro to class and overview Syllabus review		Attendance
2/3	Performance Management Ch 1-7	Performance Management topics	Quiz 2	Attendance
2/10	Performance Management	Performance Management topics	Quiz 3	Attendance

	Ch 8-14			
2/17	Performance Management Ch 15-22	Performance Management topics	Quiz 4	Attendance
2/24	Technology of Teaching Ch 1-5	Design Thinking **Asynchronous Class		Attendance
3/3	Technology of Teaching Ch 6-10	Performance Management Project Presentations		Attendance Performance Management Written Submission Due
3/10	Clinical & Organizational Applications of Applied Behavior Analysis Ch 1, 3, 14, 18	Special Topic Presentation **Asynchronous Class	Quiz 5	Attendance
3/17	Clinical & Organizational Applications of Applied Behavior Analysis Ch 4, 9, 10	Special Topic Presentation	Quiz 6	Attendance
3/24	Clinical & Organizational Applications of Applied Behavior Analysis Ch 5, 7, 8	Special Topic Presentation	Quiz 7	Attendance Technology of Teaching project due
3/31	Clinical & Organizational Applications of Applied Behavior Analysis Ch 11, 15, 16	Special Topic Presentation	Quiz 8	Attendance
4/7	Clinical & Organizational Applications of Applied Behavior Analysis Ch 17, 21, 22	Special Topic Presentation	Quiz 9	Attendance
4/14	Clinical & Organizational Applications of Applied Behavior Analysis	Special Topic Presentation	Quiz 10	Attendance

	Ch 19, 23 Performance Management Ch 23			
4/21	Clinical & Organizational Applications of Applied Behavior Analysis Ch 12, 13, 20	Special Topic Presentation	Quiz 11	Attendance Review Paper Draft Due
4/28	No readings	<i>Breaking the barrier: How to go beyond autism and special education</i>		Attendance
5/5	Final Exam Week			Review Paper Due NLT 5/7/19

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)

Points	0-1	2-3	4-5
Introduction (3 points)	Missing or incorrect items of the following: define the topic, the problem, and relevance of the topic (0 points)	Missing one of the following: define the topic, the problem, and relevance of the topic (1 point)	Accurately defines the topic, the problem, and relevance of the topic (3 points)
Summary of what is known within topic area (5 points)	Missing or incorrectly identifies and summarizes seminal work within field	Error in correctly identifying and/or summarizing seminal work within field	Identifies and summarizes seminal work within field

Current literature of barriers and gaps (5 points)	Fails to provide a clear summary of the gaps/barriers, or controversies established in the literature	More clarification is needed to summarize the gaps/barriers, or controversies established in the literature	Provides a clear summary of the gaps/barriers, or controversies established in the literature
Implications for the field (5 points)	Identifies 0-1 actions or tasks to improve the field of ABA based on the gaps/barriers identified in topic paper	Identifies 2 actions or tasks to improve the field of ABA based on the gaps/barriers identified in topic paper	Identifies 3+ actions or tasks to improve the field of ABA based on the gaps/barriers identified in topic paper
Implications to self (5 points)	Missing description of the relevance of the topic area to self and/or to professional field	Description lacks clear relevance of the topic area to self and/or to professional field	Clear description of the relevance of the topic area to self and to professional field
APA style and form (2 points)	4+ errors in APA style and form (points)	2-3 errors in APA style and form (1 points)	0-1 errors in APA style and form (2 points)
			_____/ 25 Points

Review Paper Details:

To do this assignment, first choose one topic from the list below.

- Behavioral cusps
- Behavior analysis in geriatrics
- Behavioral pharmacology
- Distinguishing between science and pseudoscience
- Transfer of stimulus control
- Similarities and differences between applied behavior analysis and positive behavior support
- Thinking as behavior
- Assessment and treatment of self-injury
- Assessment and treatment of aggression
- Assessment and treatment of pica
- Assessment and treatment of pediatric feeding disorders
- Incidental teaching
- Precision teaching
- Direct Instruction
- Organizational behavior management

- Analysis and treatment of aerophagia
- Analysis and treatment of hand mouthing
- Delayed reinforcement
- Contributions of behavior analysis to head trauma rehabilitation
- Behavior analysis in education
- Behavior analysis in corrections
- Mand Training
- Translational research
- Animal applications
- Stimulus Equivalence

Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. **Note: at least 80% of the references you use for your paper must be from behavior analytic journals or books.** Recommended journals include the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals. Please note that because this is a **review**, that your topic and articles **MUST** be sourced from ABA journals. Your review should resemble a shorter version of the textbook chapters. Get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books, pertaining to your topic. Whenever possible, try to get literature that spans a number of years so that you can read about and experience (very vicariously) the development of behavior analytic work on your topic.

Write your paper. Use this outline (BUT DO NOT USE THESE HEADINGS IN THE TEXT – you will be provided a template to use):

Introduction. Introduce your topic. Explain what it is and why it is noteworthy. (Up to 15 points.)

Literature Review. If you've been able to get a body of literature that covers a number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. (Up to 40 points.)

What is known? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. (Up to 15 points.)

What isn't known? Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. (Up to 15 points.)

Write your paper in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct (Up to 15 points). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer. This assignment is worth a total of 100 possible points, is due BY

***SUBMISSION TO BLACKBOARD* no later than the May 7, 2021 at 11:59pm, although papers will be accepted early. Late papers will be accepted, with a 10% penalty on total points earned for the paper.**