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

Summer 2021
EDSE 624 005: Applied Behavior Analysis: Applications
CRN: 44450, 3 – Credits

Instructor: Dr. Kristy Park	**Meeting Dates:** 5/17/21 – 08/07/21
Phone: 703.993.5251	**Meeting Day(s):** Tuesday/Thursday
E-Mail: kparkc@gmu.edu	**Meeting Time(s):** 7:20 pm – 9:05 pm
Office Hours: email to schedule an appointment	**Meeting Location:** Tuesdays, Krug Hall 14 Thursdays, Bb Collaborate
Office Location: GMU Fairfax campus, Finley 1--	**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 XS.

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
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 in a hybrid format using a synchronous or 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 May 14, 2021 at 8:00am EST.

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)

  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)

- 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/) (www.apple.com/quicktime/download/)

Expectations
- Course Week: Our course week will begin on Monday and end on Sunday.
- 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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings on Thursdays from 7:20-9:05pm.
- 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.

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. (2014). Performance management (5th Ed.). Atlanta, GA: Performance Management Publications. ISBN: 978–0937100257

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (Eds.). (2015). Clinical and organizational applications of Applied Behavior Analysis. London, England: Academic Press. ISBN: 978-0124202498

Skinner, B.F. (1968). The technology of teaching. Acton, MA: Copley Publishing Group.

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
No required upload

Assignments and/or Examinations

Self-Assessment
The BACB Task List is organized into three major sections: basic behavior analytic skills, client-centered responsibilities, and foundational knowledge that behavior analysts need to know, practice, and apply. This self-assessment assignment includes a process for students to assess current knowledge and skill sets of task list items based on levels of learning. Students will rate skill areas based on learning stages (Haring, Lovitt, Eaton, & Hansen, 1978) and Bloom's revised taxonomy. Based on areas of strengths and weaknesses, students will write an action plan with specific activities and time-line that you can do to enhance learning of that skill. Students will produce a 3-5 page paper with a summary of self-assessment items and action plan.

Discussion Board
In this individual assignment, you will answer the weekly prompts within Discussion Forums based on the course text, *The Technology of Teaching*, (Skinner, 1968). The Discussion Board (DB) prompts are designed to encourage thinking beyond the text and allow students to make connections in everyday life and professional experiences within education, failures of education, technology, motivation, and other chapter topics. This assignment includes an individual post and two follow up responses to peers' comments.

ABA Topic Paper
As professionals in the field of Applied Behavior Analysis (ABA), we are committed to rely on scientific knowledge and promote use of evidence-based practices. This requires that we keep current with the research and implement practices proven to work. The ABA Topic paper assignment prepares you to search and analyze a specific area of interest within ABA and produce a publication-worthy paper. Task analysis of this assignment is provided as a resource to help you complete this project. This is an individual activity; however, if you and a colleague are interested in the same topic area, contact the instructor to discuss ways to collaborate. See the following activities and assigned week it is due.

> **ABA Topic Presentation**
> You will present your ABA Topic in a 10-minute professional presentation. This presentation will summarize relevant findings, discuss barriers or gaps, and lastly over solutions.

Annotated Bibliography
The purpose of this annotated bibliography is to organize your peer-reviewed articles. You will provide the APA citation for the article, provide a descriptive summary of the findings, then evaluate how the article supports your topic area. You will need to provide a descriptive and evaluative paragraph for 10 peer-reviewed article sources.

See description of activities to keep you on track. Only the Annotated Bibliography and ABA Topic Paper are graded.

Week Due	Assignment	Task
Week 1	Select ABA Topic (instructor check in)	Choose an ABA Topic of interest and follow the scholarly research conducted
Week 3	Identify 8-10 Articles (instructor check in)	Search and identify 8-10 resources
Week 6	Annotated Bibliography (Graded 10 points)	Complete an annotated bibliography to develop an informed view of research articles
Week 10-11	ABA Topic Final Paper (Graded 25 points) and Video Presentation (Graded 15 points)	Compose a well-organized, clear, and concise research paper to expand your knowledge on a subject matter. Present your ABA topic in a 5-8 minute presentation

Discussion Leader Presentation
This ABA application course is designed to expand your knowledge on complex behavioral situations. One way to expand your understanding of ABA is to teach and learn from fellow peers about various applications of behavioral assessment and intervention in the field. In this Discussion Leader assignment, you will all have a chance to be a presenter and all be an active participant for all peer presentations.

As a presenter, you will select a chapter from the Roane, Ringdahl, & Falcomata (2015) clinical applications of ABA text and then summarize the main points in a 10-15 minute presentation. In addition, you will create an activity based on the objectives of the presentation. The presenter-generated activity can be a discussion board, a quiz, or other tasks that assess student knowledge of key concepts and chapter objective(s).

Discussion Leader Activity Participation points
Participation points are based on accurate completion of the Chapter Discussion Leader's summary activity.

Interteaching Assignment Description

Interteaching is a method of instruction that includes guided preparation study guides, peer-to-peer interactions, and instructor feedback. This assignment will allow you to collaborate with peers and access in-depth discussions about reading materials and personal experiences. You will be assigned to a small group to complete the interteaching assignment.

For the weeks assigned, read the selected articles, complete the study prep study guide independently, and then discuss the prep guide questions as a group. Be prepared and engaged, group performance will be rated. Use the survey to identify confusing concepts and your instructor will provide a clarifying lecture.

There will be 4 interteaching sessions, weeks 3, 4, 5, and 6.

Performance Management Activities

Students will complete class activities related to the Daniels Performance Management text. There will be 7 activities to practice concepts within performance management, each activity is worth 10 points. See Bb for information about the activities.

Assignment Summary

Description	Possible Points	Points earned
Task List Self-Assessment	10 points	
Discussion Board Responses (10 opportunities)	60 points	
Annotated Bibliography	10 points	
Interteaching (4 opportunities)	64 points	
Discussion Leader Presentation	25 points	
Discussion Leader Points (5 points per presenter)	35 points*	
ABA Review Paper	25 points	
ABA Topic Presentation	15 points	
Performance Management activities (9 opportunities)	90 points	
Total		/ 334 points

* This is an estimated number of points based on number of students enrolled in course

Week due	1	2	3	4	5	6	7	8	9	10	11
DB	x	x	x	x	x	x	x	x	x	x	
Tasklist		x									
Interteaching			x	x	x	x					
Performance Management		x	x	x	x	x	x	x	x	x	
Discussion Leader & DL participation						x	x	x	x		

Annotated Bibliography			Articles Check			X						
ABA topic paper												X
ABA presentation												X

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class meetings, however; in the case of emergencies and sickness, it is the student's responsibility to make up all missed work. Participation points can only be earned in class for the in-class assignments. Please respect the learning environment by silencing cell phones and lap tops for course-related tasks and note-taking.

Late Work

Assignments are defined as on time when the work task is submitted onto the correct assignment link on Blackboard at the start of the class session on the date due. Work that is submitted after the start of class on the assigned date is late and late work will be graded with a 5-point penalty from the total number of points earned for the assignment for each week that the assignment is past due. Assignments will not be accepted after the final exam on the last week of class.

Grading

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/).

Class Schedule

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

Date	Concepts	Assignments Due *Italics=graded assignment*
Week 1 5/18	- Review course requirements - Foundations of ABA	- Discussion Leader Sign up - ABA topic sign up
5/20	- Conceptual analysis of ABA - Misconceptions of ABA	- DB
Week 2 5/25	- "Lazy is not a behavior" refining goals and objectives	
5/27	- ABA and Assessments: Functional analysis - Optimizing use of FBA assessments	- DB - Task List Self Assessment - Performance Mgmt
Week 3 6/8	- ABA and Assessments: Structural analysis	
6/10	- Precision prompts - Environmental supports for behavior change	- DB - Interteaching - Performance Mgmt - Article selection check
Week 4 6/15	- Fundamental elements of behavior change - Instructional practices: teaching clients - Selecting powerful reinforcers	
6/17	- Reinforcement schedules - Preference Assessments	- DB - Interteaching

		- Performance Mgmt
Week 5 6/22	- Behavior Change Procedures - Instructional practices: teaching clients	
6/24	- Teaching complex behaviors - Expanding repertoires - Differential reinforcement	- DB - Interteaching - Performance Mgmt
Week 6 6/29	- Behavior change systems - Maintaining behavior: promoting independence	
7/1	- Fading and self-management	- DB - Interteaching - Performance Mgmt - DL presentations/participation - Annotated Bibliography
Week 7 7/6	- Training Behavior Change Agents	
7/8	- Behavior Skills Training - Treatment Integrity	- DB - Interteaching - Performance Mgmt - DL presentations/participation
Week 8 7/13	- Organizational performance management - Supervision practices	
7/15	- Systems change	- DB - Interteaching - Performance Mgmt - DL presentations/participation
Week 9	- ABA and Culture	

7/20		
7/22	- ABA and Diversity	- DB - Interteaching - Performance Mgmt - DL presentations/participation
Week 10 7/27	- Acceptance and Commitment training	
7/29	- ABA and lasting change ethically	- DB - Performance Mgmt
Week 11 8/3	ABA topic paper presentation	- Presenter Feedback Card - ABA Topic paper - ABA Presentation
8/5	ABA topic paper presentation	- Presenter Feedback Card - ABA Topic paper - ABA Presentation - Course evaluations

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/).

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/).

- 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/).

- 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/).

- 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/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "non-confidential 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).

- **For information on student support resources on campus, see 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/).

Appendix
Assessment Rubric(s)

Type Here – If there is a Performance-based Assessment and/or College Wide Assessment, one applicable rubric must be inserted here.