



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

Spring 2022

EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions  
CRN 10929, 3 – Credits

<b>Instructor:</b> Dr. Kristy Park	<b>Meeting Dates:</b> 1/24/22 – 5/18/22
<b>Phone:</b> 703.993.5251	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> kparke@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> email to schedule an appointment <a href="https://gmu.zoom.us/j/8588264500">https://gmu.zoom.us/j/8588264500</a>	<b>Meeting Location:</b> Fairfax; KH 14
<b>Office Location:</b> GMU Fairfax, Finley 100	<b>Other Phone:</b> N/A

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s):**

EDSE 619 with a grade of B- or XS.

**Co-requisite(s):**

None

**Course Description**

Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

**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 [spced@gmu.edu](mailto:spced@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 that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly: <http://masonlive2.gmu.edu/>.

### **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 and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.
5. Interpret functional assessment and functional analysis data.
6. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
7. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
8. Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
9. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
10. Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

### **Professional Standards**

This course is part of the George Mason University, School of Education (SOED), 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 Ethics Code for Behavior Analysts. The Professional and Ethics Code for Behavior Analysts is listed on the following website:

<https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf> . For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

### **Required Texts**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied behavior analysis (3rd Ed)*. Pearson. ISBN: 978-0131421134

Sidman, M. (2001). *Coercion and its fallout (Revised Edition)*. Authors Cooperative. ISBN: 9781888830019

For the Sidman (2001) text, it is best to purchase from Cambridge Center for Behavioral Studies bookstore. See link to the site [www.behavior.org](http://www.behavior.org)

### **Recommended Texts**

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

### **Required Resources**

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)), and download the following resources:

- 5<sup>th</sup> edition Task List
- Professional and Ethical Compliance Code for Behavior Analysts

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, VIA, hard copy).

### **VIA Performance-Based Assessment Submission Requirement**

No required upload.

### ***Assignments and/or Examinations***

**Performance-based Assessment  
(VIA submission required)**

**Functional Behavior Assessment (FBA) Project**

This is a case study providing hands-on experience conducting a Functional Behavior Assessment with simulated data. There are 4 tasks within this project- informed consent, indirect assessment, direct assessment, and functional analysis.

FBA Task	Week Due
Informed Consent	3
Indirect assessment	5
Direct assessment	7
Functional Analysis	8

### **Behavior Support Plan (BSP) Project**

This is a continuation of the FBA project. The BSP will include the competing pathways model to link assessment information into a plan based on a functional behavior logic to teach alternative behaviors that produce the same reinforcing event. Function-based interventions will be matched with descriptions of the environmental events (antecedents and maintaining consequences) to increase desired responses and decreased undesired responses.

### **Coercion Discussion**

#### **Chapter Summary Leader**

This discussion post will require readings from the Coercion and its Fallout text. Each student will be assigned a chapter to summarize and posted onto DB the Monday prior to the week due. This allows classmates to respond to the DB by Thursday, the day of class. In the chapter summary include the main points of the chapter in a professional manner and upload as a video. In 10 minutes or less, please summarize the chapter in your own words and refrain from reading the chapter word for word. **Importantly, post an open-ended discussion question for your classmates.**

Note: This exercise is to help you to coherently summarize the chapter. The expectation isn't for you to pose as an expert on the topic but take this exercise as a practice on summarizing in your own words and leading discussions.

#### **Discussion Posts**

All students will respond to the discussion question by Thursday of the week assigned.

### **Test (1 and 2)**

The Test is designed to assess your knowledge on the content learned within this course. Test 1 will be composed of 40 questions, Test 2 composed of 60 questions. You will have one attempt to take the Final Exam in an untimed format.

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

None

### ***Assignment Summary***

Assignment	Point Value
Coercion Discussion Leader (1 opportunity)	10 points
Discussion Leader Posts (15 opportunities x 5 points)	75 points
Exam (1 and 2)	100 points
FBA project	
- Informed consent	30 points
- Indirect assessments	30 points
- Direct assessments	20 points
- Functional analysis	20 points
BSP project	100 points
Total Points:	385 points

## Course Policies and Expectations

### *Attendance/Participation*

It is expected to arrive on time and stay for the duration of each class session. Please arrive prepared to participate and add to the class discussion.

### *Late Work*

Assignments are due on Thursday at 7:20pm, with the only exception to the Discussion Leader chapter summary which is due Monday the week prior to the due date. Assignments turned in after this time will be deducted 10% of the point value per week.

## Grading

Total Number of Points = 385						
358-385	346-357	334-345	319-333	308-318	269-307	< 268
93-100% = A	90-92% = A-	87-89% = B+	83-86% = B	80-82% = B-	70-79% = C	< 69% = F

**\*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	Topic	Readings	Assignment
1 Jan 27	Syllabus review  Student introductions  Introduction to Functional Assessment	Syllabus	DB 1 Introduction  DB 2 Coercion Discussion Response
2 Feb 3	Informed consent	Sidman, chpt 1	DB 3 Coercion Discussion Leader and Response
3 Feb 10	Operational Definitions and Indirect Assessments	Cooper, chpt 3 Sidman chpt 2	Informed Consent Due DB 4 Coercion Discussion Leader and Response
4 Feb 17	Indirect Assessments continued	Cooper, chpt 4 & 5 Sidman chpt 3	DB 5 Coercion Discussion Leader and Response
5 Feb 24	Direct Assessments	Cooper, chpt 6 Sidman chpt 4	Indirect Assessments Due DB 6 Coercion Discussion Leader and Response
6 Mar 3	Direct assessments continued	Cooper, chpt 7 Sidman chpt 5	DB 7 Coercion Discussion Leader and Response
7 Mar 10	Functional analysis	Cooper, chpt 27 Sidman chpt 6	Direct Assessments Due DB 8 Coercion Discussion Leader and Response
8 Mar 17	Introduction to Behavior Support Planning (BSP)	Cooper, chpt 24 Sidman chpt 7	DB 9 Coercion Discussion Leader and Response
9 Mar 24	GMU Spring Break		
10 Mar 31	Replacement behavior	Cooper, chpt 25 Sidman chpt 8	Functional Analysis Due DB 10 Coercion Discussion Leader and Response
11 Apr 7	<b>VIRTUAL CLASS</b>	Exam Part 1 Sidman chpt 9	DB 11 Coercion Discussion Leader and Response
12 Apr 14	Selecting function-based interventions	Cooper, chpt 26 & 28 Sidman chpt 10	DB 12 Coercion Discussion Leader and Response

13 Apr 21	Treatment Integrity and Interobserver Reliability  Behavior change considerations	Cooper, chpt 30 Sidman chpt 11	DB 13 Coercion Discussion Leader and Response
14 Apr 28	Training and Dissemination of the Plan	Cooper, chpt 31 Sidman chpt 14	DB 14 Coercion Discussion Leader and Response
15 May 5	Collaboration	Sidman chpt 15	Submit BSP Project DB 15 Coercion Discussion Leader and Response
16 May 12	<b>Last Class</b>	Exam Part 2	

### 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <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 “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 [titleix@gmu.edu](mailto:titleix@gmu.edu).

**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)**

The performance assessment will be administered through Blackboard – Test (1 and 2). The raw score on the exam will be analyzed in lieu of a VIA assessment.