



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

Spring 2022

EDSE 624 004: Applied Behavior Analysis: Applications

CRN: 25703, 3 – Credits

Instructor: Dr. Kristy Park	Meeting Dates: 1/24/22 – 5/18/22
Phone: 7039935251	Meeting Day(s): N/A
E-Mail: kparkc@gmu.edu	Meeting Time(s): N/A
Office Hours: Thursdays 5:30-7:30 pm	Meeting Location: N/A; Online
Office Location: Fairfax Campus, Finley 100A	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 online (76% or more) using 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 1/14/22 at 8am.

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/)

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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 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

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.

Week Due	Assignment	Task
Week 1	Select ABA Topic	Choose an ABA Topic of interest and follow the scholarly research conducted
Week 4	Identify 8-10 Articles	Search and identify 8-10 resources
Week 6	Annotated Bibliography	Complete an annotated bibliography to develop an informed view of research articles
Week 8	Outline	Outline main ideas and supporting detail
Week 10	ABA Topic Final Paper Presentation	Compose a well-organized, clear, and concise research paper to expand your knowledge on a subject matter.

The final product will be a publication-worthy paper organized to answer the following questions:

- What is known?

- The first part of your paper is to summarize past research findings to describe what is known within this topic area.
- What is not known (i.e., barriers, gaps)
 - Identify limitations or barriers within the topic area that needs further investigation and/or research to expand the usefulness or relevance to the field.
- What can we do about it?
 - For the limitations or barriers identified, provide suggestions for future work and research. Discuss ways to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

Chapter Discussion Leader

This ABA application course is designed to expand your knowledge on complex behavioral situations. One way to present information about various applications of behavioral assessment and intervention in the field. Based on the Roane, Ringdahl, & Falcomata (2015) text, you will select a chapter and present a summary of the main ideas in 15 minutes or less.

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 for in-depth discussions about reading materials and personal experiences.

Write up

For the weeks assigned, read the selected articles. Select 3 articles to summarize, answering these questions: What is known, what are the gaps/barriers, and what can be done. The third question can include personal experiences.

Interteaching

We will complete the study prep study guide together and discuss the prep guide questions as a group. Be prepared and engaged to answer the questions in a discussion format. Follow up questions will be answered through a clarifying lecture.

Solving Everyday Problems with Everyday ABA

Within the field we have professional and ethical situations that arise. The best way to learn about these situations are to hear about real-world situations. *Solving Everyday Problems with Everyday ABA* shares several on-the-job experiences.

The BCBA's represent school-based, clinical, and community-based perspectives. Each professional will present an issue and the context in which the problem occurs.

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.

Assignment Summary

	1	2	3	4	5	6	7	8	9	10	Pts	Cum. pts
ToT DB	5	5	5	5	5	5	5	5	5	5	50	50
Activities	5	5 10	10								30	80
Problem Solving		10	10	10	10	10	10	10	10		80	160
DL Chapt Summary				25						25	50	210
Interteaching				20		20		20		20	80	290
Article review			10		10		10		10		40	330
ABA paper	Select 1			Find 10		Sum 10		Outline 10		25	56	386
ABA presentation										10	10	396

Course Policies and Expectations

Attendance/Participation

Given the highly interactive structure of the course, students are expected to be prepared with the necessary materials to fully participate in class activities.

Late Work

Assignments are due on Thursdays at 5pm. Work submitted after this time will be deducted 10% of the value of the assignment.

Grading

93-100% = A	368 – 396 points
90-92% = A-	356 – 367 points
87-89% = B+	344 – 355 points
83-86% = B	329 – 343 points
80-82% = B-	316 – 328 points

70-79% = C 277 – 315 points
 < 69% = F <276 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 \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule

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

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary
1	Course overview and syllabus review	Syllabus	
2	Characteristics and current applications of ABA	Andzik & Kranak (2020) Clinical ABA Chpt 1 ToT 1	<ul style="list-style-type: none"> - ABA Topic Paper: Choose your topic - Choose DL chapter and date to present - DB Create a Presenter profile - ToT DB Post 1
3	Identifying and dispelling myths	Critchfield (2014) ToT: Chpt 2	<ul style="list-style-type: none"> - ToT DB Post 2 - DB Am I doing ABA? - Dispelling myths write up - Solving Everyday ABA 1

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary
4	DL Chapter Summary		<ul style="list-style-type: none"> - DL Chapter Summary
5	Literature Review Assessment procedures: Functional analysis, Addressing barriers to implementation Programmed Instruction	<p>Tot: Chapt 3 (reference)</p> <p>See additional readings (interteaching)</p> <p>PM chpt 4,5</p>	<ul style="list-style-type: none"> - ToT DB Post 3 (Personalized Instruction Activity) - What is ABA video? - Solving Everyday ABA 2 - What is known write up
6	Interteaching Assessment procedures: Functional analysis, Addressing barriers to implementation	<p>ToT chpt 5</p> <p>Clinical ABA Chpt 2, 6</p> <p>See module for additional readings (interteaching)</p> <p>ToT Chpt 6</p>	<ul style="list-style-type: none"> - ToT DB Post 4 - ABA Topic Paper: List of 8-10 articles - ToT DB 5 - Solving Everyday ABA 3 - Interteaching 1 - Annotated bibliography
7	Literature Review Assessment procedures: Structural analysis, Addressing barriers to implementation	<p>ToT chpt 7</p> <p>See module for additional readings (interteaching)</p>	<ul style="list-style-type: none"> - ToT 6 - What is known write up - Solving Everyday ABA 4
8	Interteaching Assessment procedures: Structural analysis, Addressing barriers to implementation	<p>ToT Chpt 8</p> <p>See module for additional readings (interteaching)</p>	<ul style="list-style-type: none"> - ToT 7 - Interteaching 2 - Solving Everyday ABA 5 - Outline

Week	Topics/Objectives	Readings	Class Activities and Assignments *Addtl Clinical ABA Chapter summary
9	- GMU SPRING BREAK		
10	Literature review Training, supervising, and motivating staff	ToT Chpt 8	- Solving Everyday ABA 6 - ToT 8 - What is known write up
11	Interteaching Training, supervising, and motivating staff	Clinical ABA Chpt 14 ToT chpt 9	- ToT 9 - Solving Everyday ABA 7 - Interteaching 3 - Annotated bibliography
12	Literature review Organizational Behavior Management	ToT 10	- Solving Everyday ABA 8 - What is known write up - ToT 10
13	ABA topic writing		ABA topic draft
14	DL Summary 2		DL Summary 2
15	ABA Presentation		- ABA Paper and Presentation 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: 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 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.

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)