



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

Spring 2023

EDSE 619 001: Principles and Procedures of Behavior Analysis

CRN: 16452, 3– Credits

<b>Instructor:</b> Dr. Joy Engstrom	<b>Meeting Dates:</b> 1/23/23 – 5/17/23
<b>Phone:</b> 804-937-3680	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> jengstr2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; KH 15
<b>Office Location:</b> 21000 Education Court, Ashburn VA 20147, floor 4	<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):**

(Recommended) Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC).

**Co-requisite(s):**

None

**Course Description**

Focuses on basic procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

**Course Overview**

Provides instruction on foundational knowledge of behavior analysis, concepts and principles of behavior analysis, and an introduction to behavior change procedures.

**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 speded@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Students in graduate programs must maintain a 3.00 GPA (B average) for coursework in each program of study. A maximum of 6 credits with grades of C will be allowed for completion of the master's degree and a maximum of 3 credits will be allowed for completion of the ABA certificate. Students earning 2 Fs or 9 credits of Cs/Fs are subject to termination from the program. Life happens -- don't hesitate to reach out if you need support!

### **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 educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic characteristics of applied behavior analysis.
3. Define, describe, and identify respondent behavior and respondent conditioning and how respondent conditioning is used to explain and change behavior.
4. Define, describe, and identify operant behavior and operant conditioning and how operant conditioning is used to explain and change behavior.
5. Describe, identify, and exemplify basic behavior analytic teaching procedures used with a variety of client populations.
6. Describe and identify factors affecting behavioral variables.

### **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 Ethics Code for Behavior Analysts. The 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**

Mayer, G.R., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior Analysis for Lasting Change (4<sup>th</sup> Ed.)*. Cornwall-on-Hudson, NY: Sloan. ISBN: 978-1-59738-085-0 (Note: Please purchase the

5<sup>th</sup>, and try to purchase directly from Sloan. The e-book sold by the bookstore is not recommended.)

Skinner, B.F. (1974). *About Behaviorism*. NY: Knopf.

### **Recommended Texts**

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

### **Required Resources**

Purchase the Science of Behavior Learning Principles tutorial using the instructions located on Blackboard. It is important that these instructions are followed carefully in order to access and complete the tutorials successfully.

Go to the Behavior Analyst Certification Board website ([www.bacb.com](http://www.bacb.com)) and download the 5<sup>th</sup> edition Task List as well as the Professional and Ethical Code. 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**

#### **Interteaching Assignment.**

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given a set of questions, both factual and open-ended, that will extend your knowledge of the readings (BALC, Skinner, any additional readings assigned). You will also be assigned to a group with whom you will complete the interteaching assignment. Your group will be responsible for completing a study guide where you will answer the questions as a group.

#### **Behaviorist Biography.**

This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide you with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. The project will be broken into milestones described in more detail on Blackboard. There are several milestones to the Behaviorist Biography.

*Note that students are required to use the Google template provided on Blackboard to complete this assignment. This will allow for continuity of the assignment across milestones.*

- **Milestone 1: Academic Honestly Tutorial.** This is the same tutorial described above.
- **Milestone 2: Choose Your Author.** You will be provided with a list of seminal behavior analytic researchers and practitioners. They represent a diverse group of individuals with research and practice interests in many different behavior analysis sub-disciplines. Each student will be required to choose a unique author for this project.
- **Milestone 3: Annotated Bibliography.** You will choose 5 articles or books written by the author – newspaper articles, websites, Wikipedia, and articles written about the author do not count towards your 5. Each article will be summarized in your own words (no quotes). This will be a partial basis for writing your final paper.
- **Milestone 4: Paper and Presentation Draft.** This draft is required for your peer review. While it is not expected that your paper or presentation will be in its final form, there should be enough content so that you can receive adequate feedback in your peer review.
- **Milestone 5: Peer Review.** You will be assigned a peer who will read your draft and presentation. During class, you and your peer will discuss the quality of your draft and provide suggestions for improvement.
- **Milestone 6: Final Paper.** For your final paper, you are required to turn in a completed copy based upon the instructions in the template. Papers will be scored for ease of reading, quality of answers to questions in the template, thorough summarization of sources, and adherence to APA 7<sup>th</sup> Edition style.
- **Milestone 7: Paper Presentation.** During the final weeks of class, each student will create an 8-10 minute presentation on their author. The presentation will be graded for content as well as creativity. Students are encouraged to use strong presentation skills, multimedia, and class participation.

### **Pretest/Final Exam**

You will be assigned a pretest on Blackboard that assesses your current knowledge of the principles covered in this course. Complete this assessment and reflection in Module 1 for 10 points. You will receive a grade for completion and reflection, not based upon your score on the assessment. It is encouraged that you take this again at different points in your coursework, but no extra credit points will be offered for doing so. Your final exam will be 50 questions and worth 300 points towards your final grade.

There will also be a quiz on course requirements and the syllabus at the beginning of the term. This quiz is designed to ensure that you understand the course academic and technical requirements as well as where to go for help.

### **Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and

confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

## Course Policies and Expectations

### Attendance/Participation

While attendance will not be tracked, participation in the course is essential to master the material. Not only are you learning the basics of behavior analysis, but you are also learning dispositions that are critical to success as a behavior analyst. This class will be mostly hands-on and discussion, with very little lecture. Therefore, students are expected to have done the reading before class, completed preparation guides for discussion, and to engage fully with their classmates. Reading guide drafts submitted after class begins will not be accepted. Texting for non-emergencies and using computers for purposes other than note taking is discouraged. The classroom will be place where collaborative skills are practiced throughout the semester.

### Late Work

While it is understood that life can get in the way of classwork sometimes, being on time with assignments is another critical disposition in the behavior analysis world. It can mean the difference between getting paid and not getting paid. Therefore, all students are allowed 1 late assignment. After that, unless arrangements are made with me 48 hours before the due date, 2 points will be deducted for each day the assignment is late. With the exception of the preparation guides, which are due at the beginning of class, all other assignments are due at 11:59pm. ***No work will be accepted after the closing of the final exam unless arrangements are made with me well in advance.***

### Other Requirements

- The instructor will return emails within 48 hours during the week, but there is no guarantee of a prompt response on weekends or during University holidays.
- It is critical that you activate your GMU email as this is the official method of communication in this course.
- Please use appropriate business email etiquette when emailing the instructor, as unprofessional communication will be returned to the student for edits.
- Be sure to check the syllabus, presentations, and post on the general student message board before emailing a question to the instructor.
- If a meeting is necessary, an appointment can be made. Meetings can be held in-person, through Blackboard Collaborate, by Phone, or by Google Hangout.

### Grading

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

< 69% = F

Assignments	Points
Interteaching Assignment	325
Pretest and reflection	10
Course Requirements (Syllabus) Quiz	20
Academic Honesty Quiz	20
Behaviorist Bio	100
Module Quizzes	160
Final Exam	300
	Total 935

**\*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.

*Assignments are due the week they are listed in the syllabus. For example, the Syllabus Quiz is due 8/30 at 11:59pm.*

Module	Week	Date	Topic	Reading*	Assignments
1	1	1/23	Introduction to class	Purchase Textbooks	Familiarize yourself with BB and the syllabus
	2	1/30	Intro to Behavior analysis Building Blocks of Behavior	Baer, Wolf and Risley 1968 Skinner, Chapter 1 BALC 1, 2, 31	Syllabus Quiz Pretest Interteaching 1 Module 1 Quiz Behaviorist Bio Milestone 1 -Academic Honesty Module

<b>Module</b>	<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading*</b>	<b>Assignments</b>
2	3	2/6	Environments that prompt behavior change and reinforcement	Skinner, Chapter 2 BALC 3-4	Interteaching 2
	4	2/13	Reinforcement	Skinner, Chapter 3 BALC 5-6, 10, 11	Interteaching 3 Behaviorist Bio Mileston 2 -choose your author Module Quiz 2
3	5	2/20	Schedules of Reinforcement	Skinner, Chapter 4 BALC 22,23	Interteaching 4 Behaviorist Bio Milestone 3 -annotated bibliography
	6	2/27	Differential Reinforcement	Skinner, Chapter 5 BALC 28	Interteaching 5 Module Quiz 3
4	7	3/6	Extinction	Skinner, Chapter 8 BALC 26	Interteaching 6
	8	3/13- Spring Break			
	9	3/20	Punishment	BALC 29, 30	Interteaching 7 Module Quiz 4
5	10	3/27	Stimulus Control, Shaping, chaining, task analysis	Skinner, Chapter 7,9,10 BALC 13, 14, 16,17	Interteaching 8 Behaviorist Bio Milestone 4 -Draft paper and presentation
	11	4/3	Antecedent Interventions and prompting	BALC 15,18,27	Interteaching 9 Module Quiz 5
6	12	4/10	Generalization and Expansion of Stimulus Control	Skinner, Chapter 11, 14 BALC 20, 21	Behaviorist Bio Milestone 5 -peer review workshop
	13	4/17	Support and Supervision of behavior change agents	BALC 24	Interteaching 10 Module Quiz 6
7	14	4/24	Group Contingencies,	Skinner, Chapter 12 & 13	Interteaching 11 Module Quiz 7

Module	Week	Date	Topic	Reading*	Assignments
			Peer mediated Strategies, Token Systems	BALC 12	
8	15	5/1	Verbal Behavior	Skinner, Chapter 6 BALC 19	Interteaching 13 Behaviorist Bio Milestone 6-paper due
	16	5/8	Relational Frame Theory	Readings on RFT will be assigned	Behaviorist Bio Presentations (milestone 7)
	17	5/15	Final Exam	No Class Meeting	Final Exam

### 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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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)

Assessment will be the final exam for this class. The grade on the final exam will serve as program evaluation.