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

Summer 2023
EDSE 619 004: Principles and Procedures of Behavior Analysis
CRN 43857; 3 – Credits

Instructor: Lisa Tullo	**Meeting Dates**: 5/18/23 – 7/5/23
Phone: 703-993-6589	**Meeting Day(s)**: Online
E-Mail: ltullo@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Finley 100 D	**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):
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.

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Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

Advising Tip
Are you admitted to the ABA certificate program? Students planning to complete the program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary, certificate program to add ABA. Students in other colleges or non-degree can apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
Learning activities include the following:
1. 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 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 Patriot Pass password. The course site will be available in accordance with the posted start date.

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:
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> • Access to a computer (desktop or laptop) is required for this course, as well as the other ABA courses. Other devices (phones, netbooks, chromebooks, tablets) are not compatible with many of the assignments and activities so cannot be used.
> • 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/)

  - Screencast-O-Matic (https://screencast-o-matic.com/)

- Technical Support 24/7
  - chat: https://support.edu.help
  - call: 1-844-306-1785
  - e-mail: Mason@support.edu.help

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday.
  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 5 – 6 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. 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

Course Relationship to Program Goals and Professional Organizations
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 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.

Required Textbooks

Mayer, G.R., Sulzer-Azaroff, B., & Wallace, M. (2022). *Behavior Analysis for Lasting Change (5th Ed.).* Cornwall-on-Hudson, NY: Sloan. ISBN: 9781597381000

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

Recommended Textbooks

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) and download the Task List as well as the Ethics 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).

Assignments and/or Examinations

Interteaching Assignment.
This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Students will sign up for groups of 2-3 based upon their availability. 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. While you may choose to complete parts of the assignment independently, you MUST log in to Blackboard Collaborate or Zoom for at least one hour per week to work with a partner to discuss the readings and complete the study guide together. 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 individual students   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

Academic Honesty Module. Each student must complete the Academic Honesty Module located in Blackboard. It reviews the GMU honor code as well as how to Avoid academic dishonesty. Students will be held strictly to the GMU Honor Code and must complete this assignment in Module 1.

Research Paper and Presentation. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create an annotated bibliography then a paper that describes the person's contribution to behavior analysis.

Using a video program such as Screencast-O-Matic, students will upload an 8-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. This presentation will be uploaded to the discussion board using either YouTube or Kaltura for other students to view.

Peer Review. Each student will be assigned another student, and will review that students' paper and presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their paper and presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review.

A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. A template used to create your paper draft for peer review will be posted on Google docs.

Module Quizzes
For each module, there will be a 40-point multiple choice quiz based on the content of the module. Students will have unlimited opportunities to take the quiz, and the highest grade will be accepted. The questions for each attempt will be fully randomized.

Final Exam
This final exam is a culmination of all your weekly quizzes. 6-7 questions will be selected at random from each of the quiz pools for a total of 50 questions. You will have 50 minutes to complete the exam. The exam is worth 300 points.

Course Policies and Expectations

Attendance/Participation

The ability to use technology is key to this course. Students are expected to present via video and audio, create and upload documents, complete interactive activities, and navigate the online environment. In group work, students are expected to delegate work evenly, log in to Blackboard Collaborate at the time designated by the group, and participate via video and audio for the entire session. Group sessions should be recorded or otherwise documented. Optional synchronous sessions will be held at the discretion of the instructor for students needing additional support.

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Drafts of assignments must be completed within the Google template provided by the instructor. Word documents and documents not submitted within the template will not be graded. **A link to the Google doc must be provided with "edit access" enabled, or it will not be graded.**
- 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.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

Late Work

This class is NOT self-paced. All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Students have the opportunity to work ahead one module if they successfully complete the weekly quiz. Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made. No work will be accepted after the final exam has closed.

Other Requirements

Please check the "About Your Instructor" section on Blackboard regarding communication policies and procedures. 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 (traditional rounding principles apply)

Students can expect feedback on assignments within 3-4 days of the due date. Any delays in grading will be announced via Blackboard. Immediate grading of assignments turned in early is not guaranteed. Questions about quiz answers will not be answered until the quiz has closed. Due to the large number of points allocated to various assignments, no extra credit is available in this course.

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

Assignments	Points
Introductory Video	5
Interteaching Assignments	200
Course Requirements Quiz	20
Academic Honesty Tutorial	20
Module Quizzes	320
Behaviorist Bio	85
Final Exam	300
Total	**950**

*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.

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/

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.

Use the weekly checklist available on Blackboard to keep you on track, since the term moves quickly.

BALC = Behavior Analysis for Lasting Change

Module/Week	Topic	Readings	Assignments
1	Introduction to Class, Intro to ABA, Building Blocks of Behavior Change	• BALC, Ch. 1, 2, 26 (p. 605-609), 27 (p. 622-624) • Skinner, Ch. 1 • Baer, Wolf and Risley, 1968	• Behaviorist Bio Milestone 1 - Academic Honesty Module • Syllabus Quiz • Video Introduction • Interteaching 1 • Module 1 Quiz
2	Environments that promote behavior change and reinforcement	• BALC, Ch. 3-6, 31 • Skinner, Ch. 2 & 3	• Behaviorist Bio Milestone 2 – Choose the Author • Module 2 Quiz • Interteaching 2
3	Schedules of Reinforcement, Differential Reinforcement	• BALC, Ch. 22, 23, 28 • Skinner, Ch. 4 & 5	• Interteaching 3 • Behaviorist Biography: Milestone 3 – Annotated Bibliography • Module 3 Quiz
4	Punishment and Extinction	• BALC 26, 29, 30 • Skinner, Ch. 8	• Interteaching 4 • Module 4 Quiz
5	Stimulus Control, Antecedent Interventions, Shaping, Chaining, Task analysis, and Prompting	• BALC 13-18, 27 • Skinner, Ch. 7,9, & 10	• Interteaching 5 • Module 5 Quiz • Behaviorist Biography: Milestone 4 – paper and video draft

Module/Week	Topic	Readings	Assignments
6	Generalization and Expanding of Stimulus Control, Support and Supervision of Behavior Change Agents	• BALC 20, 21, 24 • Skinner, Ch. 11, 14	• Interteaching 6 • Module 6 Quiz • Behaviorist Biography: Milestone 5 – peer review
7	Group Contingencies, Peer Mediated Strategies, Token Systems	• BALC 12 • Skinner, Ch. 12 & 13	• Interteaching 7 • Module 7 Quiz • Behaviorist Biography: Milestone 6 - Presentation
8	Verbal Behavior and RFT	• BALC 19 • Skinner, Ch. 6 • Additional Readings on RFT	• Interteaching 8 • Behaviorist Biography: Milestone 7 -Final Paper • Module 8 Quiz • 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/).

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, 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.

- 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
VIA Assessment: The questions on the final exam correspond to the Behavior Analyst Certification Board's 5th Edition Task list. The raw data will be analyzed for reports. There is no rubric for this assignment.