



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

Spring 2024

EDSE 623 002: Applied Behavior Analysis: Assessments and Interventions

CRN: 15563, 3 – Credits

<b>Instructor:</b> Dr. Kristy Park	<b>Meeting Dates:</b> 3/11/23 – 5/5/23
<b>Phone:</b> 703-993-5251	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> kparkc@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Fairfax campus, GMU, 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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, [mason@support.edu.help](mailto:mason@support.edu.help) for assistance.

**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 or use the instructions at <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm> to forward to an email account you check frequently.

## 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:

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))
- [Screencast-O-Matic](https://screencast-o-matic.com/) (<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](mailto:Mason@support.edu.help)

## Expectations

- Course Week:
 

Our week will start on Thursday and finish on Wednesday. Please note that the specific due dates for assignments and activities will be provided in the course schedule and syllabus. Regular participation and timely submission of coursework are essential for a successful learning experience in this online course.
- 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, please email your instructor to schedule individual meetings to discuss course requirements, content or other course-related issues. Meetings can be scheduled on campus, via telephone, or web conference. Include your 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 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.

### **Course Relationship to Program Goals and Professional Organization**

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 Textbook**

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

Sidman, M. (2001). *Coercion and its fallout (Revised Edition)*. Authors Cooperative. ISBN: 9781888830019 (Best purchased from Cambridge Center for Behavioral Studies bookstore – [www.behavior.org](http://www.behavior.org))

### **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](http://www.bacb.com)), and download the Task List as well as 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**

#### **FBA/BIP Capstone Project**

Examining a behavioral function is critical in applied behavior analysis (ABA). A functional behavior assessment is the process of investigating antecedents and consequences of target problem behavior. The goal of identifying the contingencies of the behavior is to enhance the effectiveness and efficiency of behavioral interventions.

The purpose of this assignment is to conduct a Functional Analysis in a simulated environment through a case scenario. You will then use the assessment information to develop a function-based intervention.

#### **FBA/BIP Capstone Project Milestones**

1. Milestone 1 Informed Consent
2. Milestone 2 Indirect Assessment
3. Milestone 3 ABC
4. Milestone 4 Functional Analysis
5. Milestone 5 Competing Behavior Pathway

6. Milestone 6 Behavior Support Plan
7. Milestone 7 Treatment Fidelity
8. Milestone 8 Reflection

## **Conceptual Issues in Coercion Discussion**

The Conceptual Issues in Coercion Discussion assignment will use the Sidman (2001) text, *Coercion and Its Fallout*. The book provides important contributions toward understanding the causes of coercive environments and potential solutions to problematic behaviors through a perspective on social problems and larger societal issues. Through this text, you will explore the concept of coercion and the relationship with coercive control and countercontrol.

Each week, you should begin by reading the designated chapter and then compose an individualized response to the Discussion prompt. Your individual response should encompass three crucial takeaways, supported by references from the text when necessary. Relate these textual insights to your own personal experiences. In addition, it is expected that you participate in the discussion by responding to the contributions of at least two of your fellow students to foster a deeper exploration of the subject matter. This assignment will consist of a total of eight weekly Discussion Posts.

Alternatively, you may opt to produce a video summarizing the chapter as an alternative to the individualized post.

## **Participation Expectations in Blackboard Discussion Groups**

- Initial posts
  - Participate in the Discussion board thread by posting an initial post (preferably within 3 days of the start of the week) because early participation lead to better discussions on each topic.
  - Your individual post must be clearly written with complete sentences, correct grammar, punctuation, and spelling.
- Response posts
  - Coercion is the main topic of the text and Sidman (2001) discuss the impact of coercion in many areas of life. Given that peers may have strong opinions about topic areas, respectful responses will be enforced. Avoid using derogatory language, personal attacks, or offensive remarks.
  - If you agree with peer responses, provide a statement that support the classmates' viewpoint and expand on the comment.
  - If you do not agree with peer responses, respectfully state the difference and provide an alternate viewpoint that provides information about a different perspective.
- Video Post
  - Create a video summary of the main objectives of the chapter. Post your video link to the assignment link.

## Intervention Article Summary

The article selection and summary will have you explore and critically evaluate an evidence-based practice within applied behavior analysis. By engaging in research literature, students will identify and analyze a specific intervention backed by scientific evidence in consideration to client preferences and the context in which the intervention will be taught. Complete the article summary using the template provided. Use the intervention selected for the Behavior Support Plan of the Capstone Project.

## Unit Quizzes

Unit quizzes are based on readings and course topics. There are three scheduled unit quizzes, each comprising of twenty multiple-choice questions drawn from a randomized pool. You will have a total of forty minutes to complete these quizzes. Please note that everyone has only one opportunity to take each quiz.

## 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.
- 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). 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**

#### **Communication with the Instructor**

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.

<b>Assignments</b>	<b>Points</b>
Conceptual Issues in Coercion Discussion Discussion Posts (8 opportunities x 10 points = 80 points)	80
Unit Quizzes 20 Item Multiple Choice Quiz (3 opportunities x 80 points)	240
Intervention Article Summary	20
FBA/BIP Capstone Project 1. Milestone 1 Informed Consent 2. Indirect Assessment 3. ABC 4. Functional Analysis 5. Competing Behavior Pathway 6. Behavior Support Plan 7. Treatment Fidelity 8. Reflection	160
<b>Total:</b>	<b>500</b>

#### **Grading** (traditional rounding principles apply)

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.

**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.

**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.

Module/ Week	Topic	Readings	Assignments
1	Introduction to Function-Based Treatments	<ul style="list-style-type: none"> <li>• Cooper, Ch. 27</li> <li>• Sidman, Ch. 1 &amp; 16</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• Meeting Availability</li> <li>• CIC Discussion</li> <li>• Capstone Project M1</li> <li>• Unit Quiz</li> </ul>
2	Functional Assessment – Operational Definitions and Indirect Assessments	<ul style="list-style-type: none"> <li>• Cooper, Ch. 3-5</li> <li>• Sidman, Ch. 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M2</li> </ul>
3	Direct Observation – ABC, Task Analysis, and Other Tools	<ul style="list-style-type: none"> <li>• Cooper, Ch. 6 &amp; 7</li> <li>• Sidman, Ch. 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M3</li> </ul>
4	Functional Analysis	<ul style="list-style-type: none"> <li>• Cooper, Ch. 8</li> <li>• Sidman, Ch. 6 &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M4 (Part 2)</li> </ul>

Module/ Week	Topic	Readings	Assignments
			<ul style="list-style-type: none"> <li>• Unit Quiz</li> </ul>
5	Developing a Hypothesis of Function, Selecting Treatments, and Writing a Behavior Support Plan	<ul style="list-style-type: none"> <li>• Cooper, Ch. 24-26</li> <li>• Sidman, Ch. 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M5</li> <li>• Intervention Article Summary</li> </ul>
6	Data Collection and Generalization	<ul style="list-style-type: none"> <li>• Cooper, Ch. 30</li> <li>• Sidman, Ch. 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M6</li> </ul>
7	Training and Dissemination of the Plan	<ul style="list-style-type: none"> <li>• Sidman, Ch 12 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M7</li> </ul>
8	Summary (Collaboration)	<ul style="list-style-type: none"> <li>• Sidman, Ch. 17 &amp; 18</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M8</li> <li>• Unit Quiz</li> </ul>

### 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 either Tk20 or VIA should be directed to [Assessment support \(https://cehd.gmu.edu/aero/assessments/\)](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, 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 information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

## **Appendix**

### **Assessment Rubric(s)**

The performance assessment will be administered through Blackboard – Final Exam. The raw score on the exam will be analyzed in lieu of a VIA assessment.