GEORGE MASON UNIVERSITY

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

Fall 2024
EDSE 619 001: Principles and Procedures of Behavior Analysis
CRN: 70905; 3 – Credits

Instructor: Dr. Lisa Tullo	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: 703-993-6589	**Meeting Day(s):** Monday
E-Mail: ltullo@gmu.edu	**Meeting Time(s):** 7:20 pm – 10 pm
Office Hours: By appointment	**Meeting Location:** Fairfax; KH 14
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 their LMS (Learning Management System).**

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.

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

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

This course will be delivered using a lecture format.
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 your LMS

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.

Required Texts

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 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) 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., LMS, 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. 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). This assignment will be completed partially in class.

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.

Students will create and deliver 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.

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.

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.

ABA Infographic
At the end of the term you will create an infographic that highlights ways behavior analysis can be applied outside of clients with disabilities, and share the infographic with your peers.

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

Assignment Summary

Assignment Title	Points per Assignment	Total Points
Introductory Video	5	5
Interteaching	25 x 8	200

Syllabus Quiz	20	20
Module Quizzes	40 x 8	320
Behaviorist Bio	100	100
ABA Infographic	15	15
Final Exam	300	300
Total		**960 points**

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 LMS 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
On campus class attendance is **required.** Classes will not be recorded, and video attendance will not be permitted to replace on campus attendance. You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Some course materials will be available on Blackboard for those who either missed class or need additional time with the materials. If you do miss class, you may also contact a classmate regarding notes and other activities that took place in your absence.
The ability to use technology is key to this course. Students are expected to create and upload documents, complete interactive activities, and navigate the online platform. In group work, students are expected to delegate work evenly.

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.

93-100% = A
90-92% = A
87-89% = B+
83-86% = B
80 – 82% = B-
70 – 79% = C
0-69% F

*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.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide).

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

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 1/31.

Module	Week	Date	Topic	Readings	Assignments due
1	1	8/26	Introduction to Class	• Purchase Textbooks	• Familiarize yourself with BB and the syllabus
	2	9/2	Labor Day- No Classes		
	3	9/9	Intro to ABA, Building Blocks of Behavior Change	• BALC, Ch. 1, 2, 26 (p. 605-609), 27 (p. 622-624) • Skinner, Ch. 1 • Other readings on BB	• Syllabus Quiz • Video Introduction • Interteaching 1
2	4	9/16	Environments that promote behavior change and reinforcement	• BALC, Ch. 3- 6, 31 • Other readings on BB	• Module 1 Quiz • Behaviorist Bio Milestone 2 – Choose the Author
	5	9/23	Reinforcement	• Skinner, Ch. 2 & 3	• Interteaching 2
3	6	9/30	Schedules of Reinforcement	• BALC, Ch. 22, 23, 28	• Module 2 Quiz
	7	10/7	Differential Reinforcement	• Skinner Ch. 4&5	• Interteaching 3 • Behaviorist Biography: Milestone 3
	8	10/14	Fall Break- No Classes		
4	9	10/21	Extinction	• BALC 26, 29	• Module 3 Quiz
	10	10/28	Punishment	• Skinner Ch. 8	• Interteaching 4
5	11	11/4	Stimulus Control,	• BALC 13-18	• Module 4 Quiz

Module	Week	Date	Topic	Readings	Assignments due
			Shaping, Chaining, Task analysis		• Behaviorist Biography Milestone 4
	12	11/11	Antecedent Interventions, Prompting	• Skinner Ch. 7, 9 10	• Interteaching 5
6	13	11/18	Generalization and Expanding of Stimulus Control	• BALC 20, 21	• Module 5 Quiz • Behaviorist Biography: Milestone 5
	14	11/25	Support and Supervision of Behavior Change Agents	• BALC 24 • Skinner Ch 11, 14	• Interteaching 6
7	15	12/2	Group Contingencies, Peer Mediated Strategies, Token Systems	• BALC 12 • Skinner, Ch. 12 & 13	• Module 6 Quiz • Interteaching 7
8	16	12/9	Verbal Behavior + RFT	• BALC 19 • Skinner, Ch. 6	• Module 7 Quiz • Behaviorist Biography: Milestone 6 • Interteaching 8
	17	5/9		• None	• Behaviorist Biography: Milestone 7 • ABA Infographic
	18	5/16	Final exam due	• N/A	• Final Exam due

*BALC – Behavior Analysis for Lasting Change

CEHD Commitments
The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/)

- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:

    o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

    o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

    O Timely Care: https://caps.gmu.edu/timelycare-services/

    o Writing Center: https://writingcenter.gmu.edu/

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.

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [she/her/hers] for myself and you may address me as "Dr. Tullo or Professor Tullo" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded

these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

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)

Interteaching Rubric (25 points)

Criteria	Novice	Competent	Proficient
Answers Questions Thoroughly/ Teamwork	**0-3 points** 50% or more of questions do not have answers or have answers with 1-2 sentences or sentence fragments. Each team member clearly answered their part separately and there is no documentation of meeting or discussing (beyond discussing which questions to take)	**4-8 points** Questions are answered with full sentences or paragraphs. 10-20% of answers are not in enough detail to satisfy the assignment. Any questions are missing answers completely. It seems as if the team members answered the question together, but no documentation was used to confirm this.	**9-10 points** Questions are answered with full sentences or paragraphs. All questions are answered completely. Detail is sufficient for each question presented. Evidence is provided of equal contribution of team members through some sort of documentation (reference to video meeting, discussion board, texts shared among group members)
Errors in Terminology and Behavioral Principles	**0 to 1 points** Errors include: 1. Ones made on at least two previous interteaching submissions 2. Completely mentalistic explanations for at least 20% of questions 3. Any answers that are cut and pasted from the text	**2 to 3 points** Errors include: More than 2 Errors in basic terminology such as reinforcement, punishment, or mentalistic explanations. Errors are repeated throughout the submission.	**4 to 5 points** 1-2 isolated errors in basic terminology May include small references to mentalism or explanatory fiction

		Explanatory Fictions are used to explain any concepts.	
Answers Relate Back to Class Materials	**0 to 3 points** There is no relation to the course materials and the question answers. Almost all answers seem to come from "common sense," the opinion of the team, or non-behavioral literature/learning. Conversely, every question is answered primarily with quotes from the text. No analysis or synthesis of the question is provided. A combination of the two might be observed. Not required, but no additional materials are used or cited to help clarify positions that might be nuanced or controversial.	**4 to 8 points** Some references are provided to the course material, but this is inconsistent. 1-4 quotes of the material are used instead of analysis and synthesis of materials. Some answers seem to be merely the opinion of the team or taken from a non-behavioral viewpoint. If additional materials are used, they are not behavior analytic in nature nor relate directly to behavioral principles.	**9 to 10 points** Either through formal or informal references, it is clear that the team used the course assignments, readings, and supplemental material provided by the instructor to answer the question. Question answers provide analysis and synthesis of the materials – no quotes are used. Additional materials found by the students may or may not have been added and are behavior analytic in nature (or relate directly to behavioral principles)

Behaviorist Biography Paper Rubric (15 points total)

Criteria	Novice	Competent	Proficient
Paper Content	**0-2.9 points** Missing more than one element. Articles are just described, not summarized thematically. Interview questions are very inappropriate or intrusive. It is not clear from the paper what is the researcher's	**3-6.9 points** Missing one element from the list for full points, excluding interview. Interview questions seem intrusive or inappropriate. Describes partially the area of study. Partial summary of articles selected.	**7-10 points** Describes thoroughly the researcher's area of study. Describes common themes of the researcher's career. Includes interview questions and answers if interview conducted. Discusses the applications of the researcher's work to the

	contribution to behavior analysis.		field of behavior analysis
APA Style	**0 to 1.9 points** Any part of the paper is cut and pasted or "recycled" (note that the instructor will take action re: academic honesty if this is observed) No citations in-text No bibliography	**2 to 3.9 points** Title page is missing Citation style other than APA 7th edition are used More than 2 quotes are used	**4 to 5 points** Title page is formatted in APA Style (7th ed.) In-text citations are used (APA 7th ed.) Bibliography is formatted in APA 7th Ed. No more than 2 quotes are used from the 5 books and articles. Paper is summarized in the student's own words.

Behaviorist Biography Presentation Rubric (10 points total)

Criteria	Novice	Competent	Proficient
Delivery of materials- content	**0 to 0.89999 points** Student does not describe the researcher and assumes prior knowledge. Presentation is missing more than 2 elements. Presentation does not relate to the paper topic. Information is cut and pasted from any article without proper citation or student reads directly from a paper (This is considered an Honor Code Violation and will be referred)	**1 to 2.9 points** Student identifies researcher. Reviews work but not in detail. Does not include any contributions to the field. 1-2 elements are not thoroughly described. Presentation relates to the paper topic. No rationale as to why this work is important to the field. More than two quotes from the author in the presentation, properly cited	**3 to 5 points** Student identifies researcher. Student briefly reviews found articles and their work Student describes the contribution of the researcher. Student provides a rationale why this researcher's work is important to the field. Student discusses interview, if applicable. Two quotes, properly cited, are used in the presentation
Delivery of materials- presentation style	**0 to 0.89999 points** Presentation is unreadable. Graphics are not used or student does not have	**1 to 2.9 points** Some unreadable colors and background in Presentation.	**3 to 5 points** Font, Colors and Background of PowerPoint/Prezi/Keynote are readable and

permission to use the graphics. Presentation is under 5 minutes. Presentation style is unprofessional and inappropriate for a class audience	Graphics are either over-used or under-used. Pacing is either too fast or too slow. Presentation is either 7-5 or over 10 minutes in length.	professional. Graphics are used to emphasize points Pacing is appropriate to the presentation. Presentation is 8-10 minutes in length. Can see the presenter and the media in the video