

SYLLABUS
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION
EDSE 462 (5S1)
Applying Behavior Analysis in School and Community Settings
Fall 2011
Mondays from 7:20 pm – 10:00 pm
113 Kellar Annex II / 10396 Democracy Lane / Fairfax, VA 22030
3 Credits

PROFESSOR

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COURSE DESCRIPTION

- A Prerequisite / Corequisite.** Prior completion of, or simultaneous registration in EDSE 460 (Introduction to Applied Behavior Analysis).
- B Course description.** Teaches a variety of procedural topics in applied behavior analysis pertaining to developing effective instruction and interventions for a variety of content areas, skills, and adaptive and problem behaviors. Additionally, it provides instruction on gaining collaboration of those around the student in assuring the student's success, and ethical concerns in meaningfully applying behavior analysis. This course is developed to satisfy part of the educational requirement to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, and in-class presentations.

STUDENT OUTCOMES

Upon completion of this course, students will be able to behave in accordance with the following objectives, each of which is taken from or based on the Behavior Analyst Certification Board's (www.bacb.com) *Task List*:

- Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals, as is necessary.
- Describe professional development activities required of BCABAs for ensuring maintenance of competence.
- Describe steps to obtain informed consent within applicable ethical and legal standards.
- Describe appropriate conditions for initiating, continuing, or terminating behavior analysis services.
- Describe appropriate termination procedures.
- Identify and reconcile contingencies that compromise the practitioner – client/student covenant, including relationships among the practitioner, client / student, and others.
- Protect confidentiality.

- Give preference to assessment and intervention methods that have been scientifically validated, and describe how one would use scientific methods to evaluate those that have not yet been scientifically validated.
- Conduct a task analysis.
- Determine environmental changes that reduce the need for behavior analysis services.
- Identify contingencies governing the behavior of those responsible for carrying out behavior change procedures.
- Describe antecedent-based interventions.
- Describe and identify correct use of positive and negative reinforcement procedures and of positive and negative punishment procedures.
- Describe and identify correct use of respondent and operant extinction procedures.
- Describe and identify uses of various schedules of reinforcement, including response independent schedules.
- Describe and identify correct use of various differential reinforcement procedures; modeling and imitation; and shaping, chaining, and incidental teaching.
- Describe and identify correct use of discrete trial instruction, contingency contracting, and token economies.
- Describe and identify correct use of behavioral momentum / high p treatment / interspersal training procedures
- Describe and identify correct use of procedures to promote stimulus and response generalization and maintenance.
- Describe use of competency based training and performance management procedures for those responsible for carrying out behavior change procedures.

RELATIONSHIP OF THIS COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of a sequence of courses (that has been approved by the Behavior Analyst Certification Board as meeting the educational requirements necessary to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination, when part of a completed, relevant Bachelor's Degree program, or taken after completion of a Bachelor's degree program.

In addition to complying with the Behavior Analyst Certification Board's standards for educational content, this course addresses educational content standards set forth by the Council for Exceptional Children (CEC), and, in particular, addresses Standard 4 (Instructional Strategies), which is described by the CEC as:

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to **modify learning environments** appropriately for individuals with exceptional learning needs. They enhance the **learning of critical thinking, problem-solving, and performance skills** of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

REQUIRED TEXTS

Bailey, J.S., & Burch, M.R. (2011). *Ethics for behavior analysts: Second expanded edition*. Mahwah, NJ: Erlbaum. ISBN: 987-0-415-88030-5.

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1. (Note: You will likely have already purchased this for EDSE 460, and so will not need to purchase this book again.)

ADDITIONAL TEXT MATERIAL

You will need a copy of the Behavior Analyst Certification Board's *Task List and Guidelines for Responsible Conduct*. Download these from the Board's website at www.bacb.com.

ONLINE VIDEO MATERIALS

These are available only to students taking these courses, and may be viewed online, but may not be copied or duplicated in any way. Seven videos are available, and may be viewed for weeks assigned at <http://torrent.gmu.edu>. Your PIN is 8059. To get to the videos, select ABA in the dropdown box.

RECOMMENDED SOFTWARE

Behavior Development Solutions (BDS) has developed software to help candidates for the BCABA exam to study for that examination. This company offers students in this course a \$20 discount on the software if purchased with the code provided by BDS while the student is taking this course. If you are interested in purchasing this software and receiving this discount, you will need to give your instructor written consent to disclose your name, e-mail address, and status as a student in this course at this university to Behavior Development Solutions. Your instructor will give you the opportunity to do this at the first class session.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements and Performance-Based Assessment

Attendance and Class Discussion. You are expected to participate in each class discussion. If you have questions, ask them. If you have a response to another student's question, offer it. If you have a comment, make it. You will only learn by behaving, and the more do in class, the more opportunities you'll have for your behavior to be shaped. A sign in sheet will be circulated at the beginning of each class session. Each student signing in before the sign-in sheet returns to the instructor will receive 2 points for attendance and participation. Students signing afterward will receive 1 point. Students not signing in will receive zero points. Attendance and Class Discussion points cannot be made up. A total of 28 points are possible through reliable attendance.

Quizzes. Prior to class sessions in weeks so noted in the course schedule (below), you will complete a 10 item quiz on Blackboard that covers material from the previous weeks in this course. As the goal is to promote mastery of the material, you are permitted two attempts to answer each question correctly prior to the class session for which it was assigned as due. Material pertaining to most frequently missed items will be discussed in that class session, after which you may take the quiz again until you have mastered the material. Quiz questions will cover material read for the prior class session(s), discussed in those sessions, and viewed in the assigned videos. A total of 10 points is possible for each quiz.

Signature Assignment – Review Paper. The transcendent field of Applied Behavior Analysis is very large. The review paper assignment is developed to provide each

student with in-depth exposure to one topic in applied behavior analysis (through researching, writing, and presenting the review paper), while providing all students with exposure to a breadth of topics (through review paper presentations by others). Each student will choose one of the following topics on which to write her or his paper:

- Assessment and treatment of pediatric feeding disorders
- Toilet training
- Assessment and treatment of aggression
- Assessment and treatment of self-injury
- Assessment and treatment of pica
- Direct Instruction
- Precision teaching
- Incidental teaching
- Parent training
- Organizational behavior management
- Animal Training
- Gerontology
- Health, Sport, and Fitness
- Verbal Behavior Training
- Functional Communication Training
- Assessment and Treatment of Pediatric Feeding Problems

Once the student has selected a topic and it has been approved by the instructor, the student will:

1. Locate at least five articles from the applied behavior analysis literature on that topic. Recommended journals include: *Journal of Applied Behavior Analysis*, *Behavior Modification*, *Behavioral Interventions*, *Journal of Behavioral Education*, *Journal of Organizational Behavior Management*, *The Behavior Analyst*, *Behavior Analysis Today*, *The Analysis of Verbal Behavior*, and *Education and Treatment of Children*, although other appropriate journals may be located through PsychInfo (available through the GMU library website).
2. Visit the Association for Behavior Analysis International website (www.abainternational.org), click on Special Interests, and determine whether there is a special interest group pertinent to the topic of one's paper. If there is a special interest group, the student will e-mail the group's Chair, explain that she or he is writing a paper on the topic for this class, and ask for the opportunity to interview the Chair by telephone or by e-mail. Should the chair consent, the student will interview the Chair, asking about the history of the field (topic), current status of the field (topic), and advice for one studying the field (topic).
3. Read the articles located.
4. Write a paper, using this format:
 - a. *Introduction*. Introduce your topic. Explain what it is and why it is noteworthy. **(Up to 5 points.)**
 - b. *Literature Review*. If you've been able to get a body of literature that covers a number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. **(Up to 20 points.)**

Task List (TL), Guidelines for Responsible Conduct (GRC), and are listed in this table by TL or GRC objective number.

Date	Topic / Objectives / Read before class	Assignments Due / Activities
8.29.11 Week 1	Orientation to Course / Review Syllabus	Select Review Paper Topics
9.12.11 Week 2	Review of basic contingencies and procedures / TL 9.1 – 9.9 / Read TL 9.1 – 9.9 Watch Video Module 1: Introduction to Applied Behavior Analysis and Verbal Behavior	Individual and group review activities
9.19.11 Week 3	Motor and Vocal Imitation Training / TL 9.8, 9.9, 9.10, 9.17, 9.26 / Read ABA Ch 18 Watch Video Module 2: Teaching Cooperation Part I	Complete Quiz 1 prior to class Lecture, Discussion, and Practice
9.26.11 Week 4	Differential Reinforcement / TL 3.12, 9.6, 9.24 / Read ABA Ch 22 Watch Video Module 3: Teaching Learner Cooperation, Part II	Complete Quiz 2 prior to class Lecture, Discussion, and Practice
10.3.11 Week 5	Shaping and Chaining / TL 9.6, 9.7, 9.11, 9.12 / Read ABA Ch. 19 and 20 Watch Video Module 4: Instructional Variables and Teaching Procedures	Complete Quiz 3 prior to class Lecture, Discussion, and Practice
10.11.11 Tuesday Week 6	Antecedent Interventions / TL 8.7, 9.1, 9.5 / Read ABA Ch. 23 Watch Video Module 5: BF Skinner's Analysis of Verbal Behavior	Complete Quiz 4 prior to class Lecture, Discussion, and Practice
10.17.11 Week 7	Behavioral Contracting, Token Economies, and Group Contingencies / TL 9.18, 9.19 / Read ABA Ch. 26 Watch Video Module 6: Selecting an Augmentative / Alternative Method of Communication	Complete Quiz 5 prior to class Lecture, Discussion, and Practice
10.24.11 Week 8	Self-management / TL 9.9, 9.27 / Read ABA Ch. 27 Watch Video Module 7: Teaching Non-vocal Learners to Talk	Complete Quiz 6 prior to class Lecture, Discussion, and Practice
10.31.11 Week 9	Applying Behavior Analysis to work Collaboratively with Others who Serve Your Student / TL 10.1 – 10.6 / No Reading	Complete Quiz 7 prior to class Lecture, Discussion, and Practice
11.7.11 Week 10	Ethical Background and Responsible Conduct of Behavior Analysts / GRC Sections 1 and 2 / Read Ethics Ch 1 – 5	Complete Quiz 8 prior to class Lecture, Discussion, and Group Practice
11.14.11 Week 11	Ethical Considerations in Assessment, Intervention Design and Implementation, Professional Conduct, and Research / GRC Sections 3 – 7 / Read Ethics Ch 6 – 10	Complete Quiz 9 prior to class Lecture, Discussion, and Group Practice
11.21.11 Week 12	Ethical Obligations to one's Colleagues, Field, and Society / GRC Sections 8 – 10 / Read Ethics Ch 11 - 14	Complete Quiz 10 prior to class Lecture, Discussion, and Group Practice
11.28.11 Week 13	Review Paper Presentations	Submit your review paper today if you would like opportunity to edit and revise prior to submitting for final scoring
12.5.11	Review Paper Presentations / Course	Participate in discussion of your colleagues'

Week 14	Review	papers and course review
12.19.11 Week 15	Final Examination must be completed by 10:15 this evening.	Submit Signature Assignment to Taskstream no later than 10:15 this evening.

Using Taskstream. As mentioned previously in this syllabus, your signature assignment must be submitted to Taskstream no later than at the time the final exam begins, as indicated in the course schedule (above). If you have not previously used Taskstream, please go to <http://gse.gmu.edu/programs/sped/> for guidance on how to log on to Taskstream, and how to submit your work.

Contacting Your Instructor

You may contact Dr. Hoch by phone at 703.993.5245 (office), or, if he is not available in his office and the matter is urgent, by cell at 703.987.8928. You may also e-mail Dr. Hoch at thoch@gmu.edu, or drop by his office at 102F Finley Building.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

In order to be a successful behavior analyst, one must be a good writer. You will write a review paper as part of this course. While your instructor is interested in your review of the subject matter you choose, it is assumed that you have reasonably strong writing skills. Your instructor may recommend that you visit the George Mason University Writing Center (<http://writingcenter.gmu.edu/>) for assistance, if needed. You may opt to visit the writing center for assistance on your own, as well.

Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.