SYLLABUS
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM
EDSE 621 SS1 / PSYCH 621
Applied Behavior Analysis: Empirical Bases
Fall 2011
Thursdays 7:20 pm - 10:00 pm
Room 113, Kellar Annex II, 10396 Democracy Lane, Fairfax, VA 22030

PROFESSOR
NAME
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OFFICE HOURS
Monday and Thursday, 2:00 - 4:00, and by appointment

COURSE DESCRIPTION

A Prerequisites. Prior completion of EDSE 619 / Psych 619, or concurrent registration in either of those courses.

B Course description. Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, written assessments, and asynchronous online discussion.

STUDENT OUTCOMES and PROFESSIONAL STANDARDS

This course addresses the Council on Exceptional Children’s Standard #8 (Assessment), which reads as follows:

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information
to identify supports and adaptations required for individuals with ELN to access the
general curriculum and to participate in school, system, and statewide assessment
programs. Special educators regularly monitor the progress of individuals with ELN
in general and special curricula. Special educators use appropriate technologies to
support their assessments.

REQUIRED TEXTS


disabilities: Fad, fashion, and science in professional practice. Mahwah, NJ: Lawrence

RECOMMENDED MATERIALS

BCBA Examination Study software, available through Behavior Development Solutions at
http://www.behaviordevelopmentsolutions.com/. (Please wait until after the first class session
to purchase this software.)

ARTICLES

The following articles may be downloaded from the Journal of Applied Behavior Analysis
website. There is a link to this website at External Links at this course’s Blackboard page.

Allen, K.D., & Evans, J.H. (2001). Exposure based treatment to control excessive blood glucose

medication regimens for children with asthma, and its effect on clinical outcome.
Journal of Applied Behavior Analysis, 30 (4), 687-691.


“stereotypy as reinforcement” for alternative behavior. Journal of Applied Behavior


the alternating treatments design as a function of the intercomponent interval length.

Osborne, K., Rudrud, E., & Zezoney, F. (1990). Improved curveball hitting through the

The following articles may be downloaded from E-Reserve at the GMU Library website. There is a link to this website at this course’s Blackboard page under External Links. Once there, please choose E-Reserve, this course, and your instructor’s name. **Your instructor will post the e-reserve password on Blackboard as soon as it is available.**


**ADDITIONAL TEXT MATERIAL**

You will need a copy of the Behavior Analyst Certification Board’s Task List and Guidelines for Responsible Conduct. Download both from the Board’s website at [www.bacb.com](http://www.bacb.com).

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

**Requirements and Performance-Based Assessment**

**Blackboard Discussion Board Items.** For weeks indicated below, in conjunction with your readings from *Controversial therapies for developmental disabilities*, respond to the week’s two Discussion Board items. To respond, first do the assigned reading. Next, go to the week’s Discussion Board items on Blackboard. Read your instructor’s question and your classmates’ responses. Respond directly to the your instructor’s question, or to content posted by your classmates. Posts must be made prior to the start time for the assigned class session. You will earn 2 points for each post made on time. Late posts will earn 1 point.

**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.

Problem Sets. You will complete these per instructions contained on each problem set,
and submit them at the beginning of the sessions for which they are indicated as due in
the schedule below. A total of 10 points is possible for each correctly completed
Problem Set submitted on time; up to 9 points for those submitted late. Incorrect
responses may be corrected and resubmitted once, for up to $1/2$ credit for each
corrected response. Corrected problem sets will be accepted up to the time of the
final examination; none will be accepted afterward.

SAFMEDS Demonstrations. At the beginning of each class session, you will privately
demonstrate fluency with the SAFMEDS terms assigned for that week by responding
correctly to each card within the specified time limit. Five points are earned for
responding correctly to all cards within the specified time limit; four points for
responding correctly to each card in more than the specified amount of time.

Research Worksheets. The Research Worksheet outline will be available on Blackboard,
in Course Documents. You will complete three research worksheets for articles listed in
the reading list. Research worksheets are due no later than at the beginning of the
course sessions indicated below. Worksheets turned in on time or early can earn a total
of 10 possible points each; those turned in late can earn up to 9 points each.

Final Examination. This test will consist of 50 items, and will be given as a pretest on the
first night of class, and as a final exam on the last night of class. Credit toward your final
score will only be given for your performance on this test on the last night of class. After
scoring the pretest, your instructor will provide you with a breakdown of your scores per
content area addressed by the test.

Grading Scale

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Possible Points Each</th>
<th>Number</th>
<th>Total Possible Points for Assignment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Items</td>
<td>2 / Item</td>
<td>28 Items</td>
<td>56 points</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>10 / set</td>
<td>8 sets</td>
<td>80 points</td>
</tr>
<tr>
<td>Research Worksheets</td>
<td>10 / worksheet</td>
<td>3 worksheets</td>
<td>30 points</td>
</tr>
<tr>
<td>SAFMEDS Demonstrations</td>
<td>5 / session</td>
<td>13 sessions</td>
<td>65 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 points</td>
<td>1 exam</td>
<td>50 points</td>
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</tbody>
</table>

A = 267 - 281 points   A- = 253 - 266 points   B = 225 - 252 points   C = 197 - 224 points   F < 197 points

Extra Credit: Completing the following Behavior Development Solutions modules:

- Experimental Evaluation of Interventions
- Measurement of Behavior

and e-mailing or hand delivering to your instructor the certificates of completion
for each of these modules will earn 10 points of extra credit per certificate submitted.
### Schedule

In the table below, ABA refers to the Cooper, Heron, and Heward text (Applied Behavior Analysis), Ethics to the Ethics for Behavior Analysts text, and CT refers to the Controversial Therapies text.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Objectives</th>
<th>Assignments Due / Activities</th>
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</thead>
<tbody>
<tr>
<td>9.1.11</td>
<td>Review Syllabus</td>
<td>Pretest</td>
</tr>
<tr>
<td>9.8.11</td>
<td>Introduction to Single-subject design</td>
<td>Read CT Ch 1 and 2; Respond to Discussion Board Items 1 and 2; Read Ethics Preface &amp; Ch 1; Read ABA Ch 1, pp. 65 – 69; Do SAFMEDS list 1 - 15 correct in 30 sec</td>
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<tr>
<td>9.15.11</td>
<td>Measurement - Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity</td>
<td>Read CT Ch 3 and 4; Respond to Discussion Board Items 3 and 4 on Blackboard; Read ABA pp. 73 - 80, 83 - 90; Read Ethics Ch 2; Do SAFMEDS list 2 - 15 correct in 30 sec</td>
</tr>
<tr>
<td>9.22.11</td>
<td>Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage occurrence, permanent products, and other estimates; Selecting appropriate measures; General data collection issues</td>
<td>Problem Set 1 Due; Read CT Ch 5 and 6; Respond to Discussion Board Items 5 and 6 on Blackboard; Read Ethics Ch 3 and 4; Read ABA pp. 81 - 82, 85 – 87, 90 – 100; Do SAFMEDS list 3 - 15 correct in 30 sec</td>
</tr>
<tr>
<td>9.25.11</td>
<td>Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs; standard celeration charts</td>
<td>Problem Set 2 Due; Read CT Ch 7 and 8; Respond to Discussion Board Items 7 and 8 on Blackboard; Read ABA Ch 6; Read Ethics Ch 5; Do SAFMEDS list 4 - 15 correct in 30 sec</td>
</tr>
<tr>
<td>10.6.11</td>
<td>General Issues in Measurement</td>
<td>Problem Set 3 Due; Read CT Ch 9 and 10; Respond to Discussion Board Items 9 and 10 on Blackboard; Ethics Ch 6 and 7; Read ABA Ch 7; Do SAFMEDS list 5 - 15 correct in 30 sec</td>
</tr>
<tr>
<td>10.15.11</td>
<td>Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis</td>
<td>Problem Set 4 Due; Read CT Ch 11 and 12; Respond to Discussion Board Items 11 and 12 on Blackboard; Read ABA pp. 177 – 186; Read Ethics Ch 8 and 9; Do SAFMEDS list 6 - 15 correct in 30 sec</td>
</tr>
<tr>
<td>10.20.11</td>
<td>Alternating Treatments Designs</td>
<td>Problem Set 5 Due; Read Ethics Ch 10; Read CT Ch 13 and 14; Respond to Discussion Board Items 13 and 14 on Blackboard; Read ABA pp. 187 - 194; Watson et al. (1985), Sindelar et al. (1985), &amp; McGonigle et al. (1987); Do SAFMEDS list 7 - 15 correct in 30 sec</td>
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<tr>
<td>Date</td>
<td>Topic / Objectives</td>
<td>Assignments Due / Activities</td>
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<td>10.27.11</td>
<td>Multiple Baseline Designs</td>
<td>Problem Set 6 Due&lt;br&gt;Read CT Ch 15 and 16; Respond to Discussion Board Items 15 and 16 on Blackboard&lt;br&gt;Read ABA Ch 9&lt;br&gt;Read Ethics Ch 11&lt;br&gt;Do SAFMEDS list 8 – 15 correct in 30 sec</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>11.3.11</td>
<td>General Issues in Measurement and Experimental Design</td>
<td>Problem Set 7 Due&lt;br&gt;Read CT Ch 17 and 18; Respond to Discussion Board Items 17 and 18 on Blackboard&lt;br&gt;Read ABA Ch 5, 10&lt;br&gt;Read Ethics Ch 12&lt;br&gt;Do SAFMEDS list 9 – 15 correct in 30 sec</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>11.10.11</td>
<td>Incorporating experimental design into clinical, educational, business, or other work</td>
<td>Problem Set 8 Due&lt;br&gt;Read Ethics Ch 13 and 14&lt;br&gt;Read CT Ch 19 and 20; Respond to Discussion Board Items 19 and 20 on Blackboard&lt;br&gt;Do SAFMEDS list 10 – 15 correct in 30 sec</td>
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<tr>
<td>Week 11</td>
<td></td>
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<tr>
<td>11.17.11</td>
<td>Make Your Own Experiment Week!</td>
<td>Read Ethics Ch 15 and 16&lt;br&gt;Read CT Ch 21 and 22; respond to Discussion Board Items 21 and 22 on Blackboard</td>
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<td>Week 12</td>
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<tr>
<td>12.1.11</td>
<td>Reading Experimental / Applied Experimental Work and Developing a research project</td>
<td>Read Ethics Ch 17, 18, and 19&lt;br&gt;Read CT chapters 23 and 24; respond to Discussion Board Items 23 and 24 on Blackboard&lt;br&gt;Prepare and submit three research worksheets; present one research worksheet to class</td>
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<tr>
<td>Week 13</td>
<td></td>
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<tr>
<td>12.8.11</td>
<td>Measuring psychiatric symptoms and medication effects Review course objectives</td>
<td>Read CT Chapters 25 and 26; Respond to Discussion Board Items 25 and 26 on Blackboard&lt;br&gt;Read Ethics Chapters 10 &amp; 12</td>
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<tr>
<td>Week 14</td>
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<tr>
<td>12.15.11</td>
<td>Final Exam – must complete online no later than 10:00 pm this evening.</td>
<td>EXTRA CREDIT! Read CT Chapters 27 and 28; Respond to Discussion Board Items 27 and 28 on Blackboard</td>
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<tr>
<td>Week 15</td>
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**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@tmu.edu, or drop by his office at 102F Finley Building.

**Use of Computers and Communication Equipment in Class**

Although laptop computers can be used for note taking during class, they have sometimes been used for purposes incompatible with instruction in the past, and their use may annoy others in the class. For this reason, unless it is part of a class-sanctioned activity, laptop computers must be turned off and put away during class. Likewise, cell phones and other communication devices can distract their users and the user’s classmates, as well. These, too, must be turned off and put away during class.
All students will activate their George Mason University e-mail accounts. All e-mail communication pertaining to the course will be via GMU e-mail.

All students will receive feedback on their final exam performance by e-mail the day after the final exam is taken, along with a Signature Assignment document. Students will then submit the Signature Assignment document sent to them by e-mail to Taskstream on receipt of the document. No student’s final grade will be submitted until the Signature Assignment document has been received by Taskstream and your instructor has received e-mail notification of this from Taskstream.

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the Signature Assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Students will refrain from consuming intoxicating substances in any quantity on the day of class, prior to or during class. Any student suspected of having consumed intoxicants will be asked to leave class. The student will be asked to arrange for transportation away from the Campus that does not involve the student operating a motor vehicle. Participation in this course indicates that the student understands and agrees to refrain from consuming intoxicants in any quantity on class days prior to or during class, to leave class at the request of the instructor if the instructor has reason to believe the student has consumed intoxicants, and to arrange for transportation away from campus that does not involve the student operating a motor vehicle.