

SYLLABUS
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION
EDSE 460 Section 5S1

Introduction to Applied Behavior Analysis
Spring 2012
Tuesdays, 4:30 – 7:10 pm
Room 101 Kellar Annex, 3807 University Drive, Fairfax, VA 22030
3 Credit Hours

PROFESSOR

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COURSE DESCRIPTION

- A Prerequisites.** None.
- B Course description.** Students will master basic principles, procedures, and ethical concepts pertaining to applying behavior analysis in schools or in other educational or therapeutic settings developed to satisfy part of the educational requirements needed for sitting for the Board Certified Assistant Behavior Analyst 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:

- Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
- Explain determinism as it relates to behavior analysis.
- Distinguish between mentalistic and environmental explanations of behavior.
- Distinguish among experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
- Define and provide examples of behavior / response / response class.
- Define and provide examples of stimulus and stimulus class.
- Define and provide examples of positive and negative reinforcement.
- Define and provide examples of conditioned and unconditioned reinforcement.
- Define and provide examples of positive and negative punishment.
- Define and provide examples of conditioned and unconditioned punishment.
- Define and provide examples of stimulus control.
- Define and provide examples of motivating operations.
- Define and provide examples of behavioral contingencies.
- Define and provide examples of functional relations.
- Define and provide examples of extinction.

- Define and provide examples of generalization and discrimination
- Describe and provide examples of the respondent conditioning paradigm.
- Describe and provide examples of the operant conditioning paradigm.
- Define and provide examples of echoics and imitation.
- Define and provide examples of mands.
- Define and provide examples of tacts.
- Define and provide examples of intraverbals.
- Describe antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.
- Describe and identify appropriate parameters and schedules of reinforcement.
- Describe and identify appropriate parameters and schedules of punishment.
- Describe and identify discrimination training procedures.
- Describe and identify prompting and prompt fading procedures.
- Describe and identify correct use of instructions and rules.

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 9 (Professional and Ethical Practice), which is described by the CEC as:

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

REQUIRED TEXTS

Bailey, J., & Burch, M. (2006). *How to think like a behavior analyst: Understanding the science that can change your life*. Mahwah, NJ: Erlbaum. ISBN 0-8058-5888-1.

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

RECOMMENDED MATERIALS

BCABA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

ADDITIONAL TEXT MATERIAL

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

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements and Performance-Based Assessment

Attendance. You are expected to participate in each class session. 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. Students signing afterward will receive 1 point. Students not signing in will receive zero points. Attendance points cannot be made up. (Up to 28 points may be earned.)

Mandatory Reporter Training Module. No later than by the beginning of the second session, each student will log on to http://www.vcu.edu/vissta/training/va_teachers/, will complete the training module contained there, and will submit the certificate of completion at the beginning of the second class session. (10 points)

Discussion Leader. Each student will lead discussion twice on a class session's readings from the Bailey & Burch (2006) text. Discussion leaders will generate a 15 minute discussion on the topic(s) assigned for that week, ensuring consideration of the material covered in the text. (5 points per instance of leading discussion, for a total of 10 points).

Quizzes. By frequently measuring students' grasp of the material, the instructor can determine whether students have mastered what has been presented, or whether additional instruction is needed. Given this, students will complete 10-item, multiple choice quizzes online (through Blackboard) prior to attending class in the weeks so listed in the course schedule. (10 points possible per quiz)

Common Assignment – Ask a Behavior Analyst. To complete this assignment, do the following:

1. Visit the Behavior Analyst Certification Board's website (www.bacb.com).
2. Search the Certificant Registry, and identify one BCABA, one BCBA, and one BCBA-D in Virginia, Maryland, or District of Columbia whom you will e-mail.
3. E-mail each of the parties you identified, identifying yourself as a student taking this course, and asking whether she or he would be willing to be interviewed as part of an assignment for this class. Offer the choice of being interviewed by e-mail or by phone. (Should one or more of your parties decline, select another one, with the same level of certification, until you have a total of three parties to interview.)
4. Conduct your interviews. Ask each of these parties:
 - a. Where she or he was trained in applied behavior analysis.
 - b. With what populations and in what settings she or he has worked as a behavior analyst.
 - c. What types of work has she or he done as a behavior analyst.

- d. Where does she or he think that the field is going in the next 10 years.
 - e. What advice would she or he have for one studying behavior analysis?
 - f. You may ask additional questions, but please be sure to ask these, at a minimum.
5. Write a report, in which you:
- a. Identify the parties interviewed, and their levels of certification. (3 points)
 - b. Summarize the interviews for each, listing the questions asked and giving the certificants' responses. (15 points possible)
 - c. Describe common themes you see in what the certificants have said. (3 points possible)
 - d. Describe how the advice they provided could be helpful for you as you prepare for your career.
 - i. Topics / areas you may study, in addition to applied behavior analysis. (3 points possible)
 - ii. Types of experience you would seek out. (3 points possible)
 - iii. How you may prepare for changes that may occur in the field in the coming years. (3 points possible)
 - e. Ensure you use proper spelling, grammar, punctuation, and sentence structure (5 points possible) throughout your report.
6. **Submit your report no later than at the beginning of the final examination. Reports submitted no later than the 13th class session may be edited to correct any errors or omissions, and resubmitted for up to ½ credit of every corrected portion prior to the time of the final exam.**
7. Present your report to your colleagues during one of the class sessions so listed in the course schedule. You may earn up to 5 points for: pronouncing names and affiliations of certificants interviewed correctly (1 point), identifying their levels of certification correctly (1 point), and providing all information requested in number 5 (above) in 10 minutes or less (3 points).

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. When taken as a final exam, a total of up to 50 points will be possible.

Extra Credit. Completing the following Behavior Development Solutions modules:

- ❖ Definitions and Characteristics
- ❖ Principles, Procedures, and Concepts
- ❖ Behavior Change Procedures

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

Grading Scale

<u>Assignment Type</u>	<u>Possible Points Each</u>	<u>Number</u>	<u>Total Possible Points for Assignment Type</u>
Attendance / Participation	2 / session	14 sessions	28 points
Quizzes	10 / quiz	12 / quizzes	120 points
Mandatory Reporter Training	10 / module	1 module	10 points

Discussion Leader	5 / session	2 sessions	10 points
Ask a Behavior Analyst	40 / report	1 report	40 points
Final Exam	50 points	1 exam	<u>50 points</u>
			258 points

A = 232 - 258 points

B = 206 - 231 points

C = 180 - 205 points

D = 154 - 179 points

F = fewer than 154 points

Course Schedule

In the table below, ABA refers to the Cooper, Heron, and Heward text, and HTT to the Bailey and Burch text. Particular objectives addressed during each session are taken from the BACB's *Task List (TL)*, *Guidelines for Responsible Conduct (GRC)*, and *Disciplinary Standards (DS)*, and are listed in this table by TL, GRC, or DS objective number.

Date	Topic / Objectives / Read before class	Assignments Due / Activities
1.24.12 1 st Ssn	Orientation to Course / Review Syllabus / Pretest	Take Pretest
1.31.12 2 nd Ssn	Definition and Characteristics of Applied Behavior Analysis / <u>TL</u> 2.1, 2.2, 2.3, 2.4 / Read <u>ABA</u> Ch. 1 and <u>HTT</u> Questions 1 - 3	Submit Mandatory Reporter Training completion certificate by start of class today Discussion Leader(s):
2.7.12 3 rd Ssn	Basic Concepts and Respondent Behavior / TL 3.1, 3.2, 3.9, 3.10, 3.13 / Read <u>ABA</u> Ch. 2 and <u>HTT</u> Questions 4 - 7	Complete Quiz 1 prior to class Discussion Leader(s): Becky/ Jo Ann
2.14.12 4 th Ssn	Operant Behavior and Reinforcement / <u>TL</u> 3.3, 3.4, 3.9, 3.10, 3.14, 9.2 / Read <u>ABA</u> Ch. 11 and 12, and <u>HTT</u> Questions 8 - 10	Complete Quiz 2 prior to class Discussion Leader(s): Ehsan
2.21.12 5 th Ssn	Punishment / TL 3.5, 3.6, 9.3 / Read <u>ABA</u> Ch. 14 and 15, and <u>HTT</u> Questions 11 - 13	Complete Quiz 3 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Kristen
2.28.12 6 th Ssn	Operant and Respondent Extinction / <u>TL</u> 3.11, 3.13, 3.14, 9.4, 9.5 / Read <u>ABA</u> Ch. 21 and <u>HTT</u> Questions 14 - 16	Complete Quiz 4 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Afsanne
3.6.12 7 th Ssn	Schedules of Reinforcement and Relevant Instructional Issues / TL 9.2 / Read <u>ABA</u> Ch. 13 and <u>HTT</u> Questions 17 - 20	Complete Quiz 5 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Bobbi Jean/Frank
3.20.12 8 th Ssn	Motivating Operations / TL 3.8 / Read <u>ABA</u> Ch. 16 and <u>HTT</u> Questions 21 - 24	Complete Quiz 6 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Stephanie/Bobbie Jean
3.27.12 9 th Ssn	Antecedent Stimulus Control / <u>TL</u> 3.7, 3.9, 3.10 / Read <u>ABA</u> Ch. 17 and <u>HTT</u> Questions 25 - 28	Complete Quiz 7 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Afsanne/Frank
4.3.12 10 th Ssn	Instructions, Prompts, and Prompt Fading / <u>TL</u> 3.7, 9.1, 9.8, 9.9 / Review <u>ABA</u> Ch. 17, Read <u>HTT</u> Questions 29 - 31	Complete Quiz 8 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Ehsan

4.10.12 11 th Ssn	Generalization and Discrimination / <u>IL</u> 3.12, 9.7 / Read ABA pp. 250, 394 – 398, 616, 620 – 621, 632, HTI Questions 32 - 36	Complete Quiz 9 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Kristen/Jo Ann
4.17.12 12 th Ssn	Verbal Behavior / <u>IL</u> 3.15, 3.16, 3.17, 3.18 / Read <u>ABA</u> Ch. 25, <u>HTI</u> Questions 37 - 41	Complete Quiz 10 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Becky
4.24.12 13 th Ssn	Ethics for Behavior Analysts / <u>IL</u> 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 1.10, 1.11, and 1.12 / Read <u>ABA</u> Ch. 29, <u>DS</u> (entire document), <u>GRC</u> (section 1), <u>HTI</u> Questions 47 - 50	Complete Quiz 11 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Stephanie
5.1.12 14 th Ssn	Review / Read <u>HTI</u> Questions 42 - 46	Complete Quiz 12 prior to class Ask a Behavior Analyst presenter(s): Discussion Leader(s): Jo Ann
5.15.12 15 th Ssn	Final Examination must be completed by 7:15 pm on this date.	Submit Ask a Behavior Analyst report to Taskstream no later than beginning of class today

Contacting Your Instructor

You may contact Ms. Zhang at 703.993-3670 (office), or, 434-227-6480 (cell). You may also email Ms. Zhang at dzhang3@gmu.edu, or drop by her office at Finley 115.

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

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/>].

CEHD Values Statement

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/> .