



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

Spring 2014

EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions
CRN: 17669, 3 - Credits

Instructor: Dr. Christine Hoffner Barthold	Meeting Dates: 01/21/14 - 05/14/14
Phone:	Meeting Day(s): Wednesday
E-Mail: choffner@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: T-W 1-3 pm & by appointment	Meeting Location: KAI 113

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Further 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.

Prerequisite(s): EDSE 619

Co-requisites: EDSE 619

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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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 through Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
- Describe the rationale for conducting a functional analysis and a functional assessment.
- Describe, identify, and demonstrate procedures for conducting a functional assessment.
- Describe and identify procedures for conducting a functional analysis.
- Interpret functional assessment and functional analysis data.
- Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
- Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
- Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
- Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
- Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Pearson-Merrill-Prentice Hall. ISBN: 0-13-142113-1

Sidman, M. (2001). *Coercion and its fallout*. Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the

Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

None

Required Resources

None

Additional Readings

Additional Resources will be posted to Blackboard as the semester progresses.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> . 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 Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

Students are expected to attend all class meetings. It is the student's responsibility to make up all missed work if they are absent for any reason. Presentations on course materials are available on Blackboard for those who either missed class or need additional time with the materials. Those who do miss class are expected to complete a virtual index card (described under "course requirements") and quiz within the week of the missed class, unless arrangements are made in advance with the instructor. Cell

phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

Late Work.

Work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. Discussion Board Item responses entered after the due date will be assessed a 50% point penalty. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard. 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.
- Assignments, whenever possible, should be in Word format and in one continuous file.
- With the exception of the index card and the discussion board, all work must be accompanied by a self-evaluation of your work. You can self evaluate by grading yourself using the rubric for the assignment. You do not have to justify your choice. The instructor will not track down missing self evaluations. Any assignment without a self evaluation submitted with it will be immediately assigned a grade of 0.
- A self evaluation must accompany your revisions.
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Functional Relevant Treatment and Instruction Project* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Point values are assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

Grading Criterion:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	59% and below				

Assignment	Points Possible
Discussion Board	210
Attendance Index Cards	28
Discussion Boards	210
Quizzes	140
Functional Behavior Assessment Project	84
Total Points	672

Assignments

Performance-based Assessment (TaskStream submission required).

Observation, Data Recording, and Functional Assessment

For all assignments, you will be assigned a group. Please see guidelines and tips in Blackboard for working and problem solving within groups.

Group Project 1: Written FA Interpretation and Intervention Procedures. You will be provided with a completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, Incident Reports, and Adaptive Behavior Assessment. You will do the following:

1. Complete the Competing Behavior Model as described by O'Neill et al. (1997), (up to 3 points)
2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach; (up to 1 point)

3. determine the normative rate for the competing behavior you've selected; (up to 2 points)
4. determine the normative rate for the problem behavior; (up to 2 points)
5. write a behavioral objective for the terminal state of the competing behavior; (up to 2 points)
6. write a behavioral objective for the terminal state of the problem behavior; (up to 2 points)
7. name the contingencies currently maintaining the problem behavior; (up to 1 point)
8. compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior (up to 3 points)
9. compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked; (up to 3 points)
10. compose step by step instructions telling the reader how to teach or accelerate the competing behavior; (up to 3 points)
11. compose step-by-step reactive procedures to enact should the problem behavior happen; and (up to 3 points)
12. compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions. (up to 3 points)

Up to 28 points are possible for correct completion of this assignment.

Group Project 2: Written Functional Analysis Interpretation and Intervention

Procedures. You will be provided with a second completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, Incident Reports, and Adaptive Behavior Assessment. You will complete each of the same procedures you completed for Project 1. Up to 28 points are possible for correct completion of this assignment.

Group Project 3: Written Functional Analysis Interpretation and Intervention

Procedures. Completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, Incident Reports, and Adaptive Behavior Assessment. You will work with your group, and complete each of the same procedures you completed for Projects 1 and 2. Up to 28 points are possible for correct completion of this assignment.

Drafts of each of the components of the functional assessment project will be due as the class progresses. **Drafts must be submitted in order to receive a final grade, and must be self-evaluated using the rubric provided on Blackboard. Papers without a self-evaluation will receive an automatic "0".** The final paper (and grade) will be a culmination of the components and feedback. Each draft will be graded using the above point values, and a rubric will be provided on the first day of class. It is expected that students will use the feedback to revise each component in

their final paper. The quality of the revisions in the final paper will be reflected in the final grade. **(28 Points Per Assessment for a Total of 84 points).**

Performance-based Common Assignments (No TaskStream submission required).

Weekly Discussion Boards. Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field placement. Discussion Board prompts will start as “I wonder...” and be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and educational settings, the readings, class discussion, and your own personal experience. You must also leave a comment on the post of *at least* one of your group members. Any questions posted on your thread should be answered. Comments should build upon the blogger’s ideas, and connect to other ideas we have explored in class. A schedule of writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(15 Points for 14 weeks or 210 Points)**

Weekly Quizzes. For each class session, students will be responsible for a 10 item Multiple Choice quiz. Quizzes will be delivered online through Blackboard. Students will have up to 3 chances to increase their grade, but note that questions will be randomized from a pool of questions. It is not possible to memorize answers to increase your grade. Students are encouraged to complete guided lecture notes, all activities and readings, and actively participate in study groups, as these are the basis for the weekly quizzes. **(14 Quizzes for a possible 140 points)**

Other Assignments.

Attendance Index Cards. Students are expected to complete an index card and return it at the end of class that delineates at least two things that were learned in the day’s lecture (in their OWN WORDS - not copied from PowerPoints or verbatim from lectures). Asking questions for clarification about the day’s lecture is also acceptable. Each index card is worth two points, and will be graded on the following scale:

0 points – no index card

(considered an unexcused absence if a virtual index card is not completed)

.5 point – points written verbatim from lecture

1 point – one statement or question in the student’s own words

2 points – two statements or questions in the student’s own words

Students who are absent have the opportunity to be excused by viewing the day's lecture, completing and submitting guided lecture notes, and completing a virtual index card on Blackboard. Virtual Index cards must be completed within ONE WEEK of the absence to be considered. **(2 points apiece for 14 weeks = 28 points)**

Schedule

Class Schedule, due dates, and readings are available as a separate document available on Blackboard as a Google Calendar or PDF. Students have the opportunity to subscribe to the Google Calendar and can set reminders as necessary to keep them on track.

Wed Jan 22, 2014

Introduction to Class; Review Syllabus, Assignments, Assignment Checklists.
Download Calendar of Assignments. Review Presentation on Academic Honesty.
Readings: Sidman, Introduction, Chapter 1.

Mon Jan 27, 2014

Discussion Board 1 Due

Wed Jan 29, 2014

Quiz 1 Due

Quiz on Syllabus and Academic Honesty; Overview of Assessment, Operational Definitions.
Readings: Cooper, Chapter 2.

Fri Jan 31, 2014

Discussion Board 1 Response Due

Mon Feb 3, 2014

Discussion Board 2 Due

Wed Feb 5, 2014

Quiz 2 Due

Informed Consent, Q&A
Readings: Cooper, Chapter 29, Sidman, Chapters 16 & 1

Fri Feb 7, 2014

Discussion Board 2 Response Due

Mon Feb 10, 2014

Discussion Board 3 Due

Wed Feb 12, 2014

Quiz 3 Due

Indirect Assessment Procedures

Readings: Sidman, Chapter 3.

Fri Feb 14, 2014

Discussion Board 3 Response Due

Mon Feb 17, 2014

Discussion Board 4 Due

Wed Feb 19, 2014

Quiz 4 Due

ABC Data Collection

Readings: Cooper, Chapter 4; Sidman, Chapter 4.

Fri Feb 21, 2014

Discussion Board 4 Response Due

Mon Feb 24, 2014

Discussion Board 5 Due

Wed Feb 26, 2014

Quiz 5 Due

Additional Data Collection Procedures - scatterplots, interval sampling

Readings: Cooper, Chapter 5.

Fri Feb 28, 2014

Discussion Board 5 Response Due

Mon Mar 3, 2014

Discussion Board 6 Due

Wed Mar 5, 2014

Quiz 6 Due

Graphing Data and Apps for Data Collection

Readings: Cooper, Ch. 6 & 7.

Fri Mar 7, 2014

Discussion Board 6 Response Due

Mon Mar 10, 2014

NO DISCUSSION BOARD

Wed Mar 12, 2014
NO QUIZ - Spring Break

Fri Mar 14, 2014
NO RESPONSE DUE

Mon Mar 17, 2014
Discussion Board 7 Due

Wed Mar 19, 2014
Quiz 7 Due
Functional Analysis and Structural Analysis
Readings: Cooper, Ch. 24.

Fri Mar 21, 2014
Discussion Board 7 Response Due

Mon Mar 24, 2014
Discussion Board 8 Due

Wed Mar 26, 2014
Quiz 8 Due
Using Functional Skill Assessments
Readings: Sidman, Ch. 9 & 11

Fri Mar 28, 2014
Discussion Board 8 Response Due

Mon Mar 31, 2014
Discussion Board 9 Due

Wed Apr 2, 2014
Quiz 9 Due
Preference Assessments
Readings: Cooper, Ch. 11

Fri Apr 4, 2014
Discussion Board 9 Response Due

Mon Apr 7, 2014
Discussion Board 10 Due

Wed Apr 9, 2014

Quiz 10 Due

Writing a Statement of Function and Selecting Interventions

Readings: Skim/Review Cooper Ch. 21-23; Read thoroughly Sidman, Ch. 5

Fri Apr 11, 2014

Discussion Board 10 Response Due

Mon Apr 14, 2014

Discussion Board 11 Due

Wed Apr 16, 2014

Group Project #1 Draft Due

Quiz 11 Due

Writing a Behavior Support Plan

Readings: Skim/Review Cooper Ch. 21-23; Read thoroughly Sidman, Ch. 6

Fri Apr 18, 2014

Discussion Board 11 Response Due

Mon Apr 21, 2014

Discussion Board 12 Due

Wed Apr 23, 2014

Group Project #2 Draft Due

Quiz 12 Due

Group Contingencies and Contingency Contracting

Readings: Cooper, Ch. 26 & 2

Fri Apr 25, 2014

Discussion Board 12 Response Due

Mon Apr 28, 2014

Discussion Board 13 Due

Wed Apr 30, 2014

Group Project #3 Due

Quiz 13 Due

Training and Supervision of Interventionists

Readings: Cooper, Ch. 28; Sidman, Ch. 17

Fri May 2, 2014

Discussion Board Response 13 Due

Mon May 5, 2014
Discussion Board 14 Due

Wed May 7, 2014
Quiz 14 Due

Fri May 9, 2014
All Revisions Due
Discussion Board 14 Response Due

Appendix