



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

Fall 2015

EDSE 460 DL1: Introduction to Applied Behavior Analysis

CRN: 73423, 3 - Credits

Instructor: Dr. Christine Barthold	Meeting Dates: 08/31/15 - 12/21/15
Phone: 703-993-5450	Meeting Day(s): Monday
E-Mail: choffner@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: By appointment	Meeting Location: NET

***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

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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

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.

Advising Tip

Have you applied for your practicum? Students planning to complete practicum (EDSE 495/EDSE 499) must complete a practicum application prior to the start of the semester so

supervision and/or placements can be arranged. For more information, consult an advisor:
<http://gse.gmu.edu/special-education/advising/>.

Nature of Course Delivery

This course is fully online. 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 Blackboard

It is expected that students have access to a secure internet connection as well as capabilities for both receiving and transmitting audio and video.

DELIVERY METHOD:

This course will be delivered online using an **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. That is, you are required to log in at the beginning of each scheduled class and be an active participant in class until the class is finished. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on 8/31/2015.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Every student is required, by the end of the first week of class, to create a Google Account if they do not already have one. This can be done by going to <http://google.com>.

Once an account is created, the student should create a folder for their work in <http://drive.google.com>. This folder should be shared with the instructor (chbpics@gmail.com).

All drafts of written work will be completed in Google Drive so that the instructor may look at documents and provide feedback in real time. A portfolio of class work will be the end result of using Google drive. Grades and other protected information, however, will be transmitted through the Blackboard LMS.

In cases of group work, documents should be shared with group members using the same process, but sharing only the documents the students are currently collaborating on. Sharing an entire folder with your group members exposes all of your work.

Your google account will be used to subscribe you to the Course Google Calendar. Blackboard generates due dates that may not be accurate and can lead to confusion. Use the Google Calendar ONLY for information about due dates and assignments.

Attempting to edit a document after grading without the permission of the instructor can be tracked in Google and is considered to be academic dishonesty.

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Students are expected to log in at the beginning of class and stay through the completion of class, actively participating in partner discussions and completing course activities. No more than two unexcused absences may be made up.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials.

Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

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

- Define and explain characteristics of applied behavior analysis.
- Explain philosophical assumptions of applied behavior analysis.
- Define and provide examples of applied behavior analytic terms.
- Describe, identify, and exemplify behavior analytic principles.
- Describe, identify, and exemplify behavior analytic procedures.
- Conduct searches of the applied behavior analysis literature.
- Read and interpret articles from the applied behavior analysis literature.
- Identify and describe ethical standards regarding the practice of applied behavior analysis.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis for teachers* (2nd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Readings may be posted to Blackboard in addition to the assigned readings listed in this Syllabus. Students are responsible for ALL readings assigned in this course.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an

option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

None

Required Resources

All students are required to have a Google Account by the first week of class and share that account with the instructor.

Additional Readings

Additional Readings may be assigned at the discretion of the instructor. Students are responsible for ALL assigned readings.

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 6: Professional Learning and Ethical Practice. Updated Fall 2014 to align with the revised CEC Standards)

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/the-mason-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, logging into Google and Blackboard Collaborate at the beginning of class and staying for the entire duration of the class. It is the student's responsibility to make up all missed work if they are absent for any reason. Due to the hands-on, interactive nature of the course, only two unexcused absences are allowed; all other absences must be discussed with the instructor at least one week prior to the absence. All make-ups must be completed **within the week of each scheduled class, unless arrangements are made in advance with the instructor.** Cell phones must be turned off and/or set on vibrate. Students are expected to be able to communicate via video and audio.

Late Work.

In-Class (inter-teaching) assignments are due at the end of class. Other 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. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- Drafts and inter-teaching guides are submitted through Google docs
- All other assignments must be submitted through Blackboard, including final drafts of assignments.
- 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.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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
Mandatory Reporter Module	10
In-Class Activities (15 points apiece)	195
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (4 at 20 points apiece)	80
Final Exam	100
Area of Interest Paper	60
Total Points	465

Assignments

Performance-based Assessment (Blackboard submission required).

None.

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

In-class Assignments

This assignment will allow you to have hands-on access to the reading materials as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. This will consist of a study sheet and cards. While you may choose to complete parts of the assignment independently, the goal is for you to work with a partner to discuss the readings and complete the study guide together. You will be responsible for: 1) creating at least 5 cards (no more than 10) with key terms/facts on one side and definitions on the other; 2) testing yourself in-class on those key facts and terms; and turning in a sheet that shows your progress on those cards. You will also be responsible for completing a study guide relating to the readings and any class activity. This guide will consist of both factual and open-ended questions. Your cards and study guides will be the basis for your unit quizzes and final exam. **(15 points per assignment).**

Area of Interest Paper

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. You will select a topic area from the Association for Behavior Analysis International's Special Interest Groups. From that area, you will identify at least three peer reviewed publications and summarize them. You will then describe how their work relates to the 7 dimensions of behavior analysis and create one-page consumer-friendly summary of what the people in the Special Interest Group do. Drafts of portions of this assignment will be due across the semester and will be revisable to the full points **(60 points).**

Final Exam

A final exam will be given to test knowledge of measurement, assessment, and experimental design concepts. Each test item is correlated to the BACB Task List to help the student identify strengths and weaknesses in empirical methods. The instructor will provide written feedback on students' correct and incorrect response. This final exam will be taken on Blackboard. Students have one attempt to pass the Final Exam. **(100 Points)**

Other Assignments.

Mandatory Reporter Module. All students are required to complete the Virginia Mandatory Child Abuse Reporter Module. This module can be found at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/. Be sure to watch all videos and complete all activities. You will be required to submit a 1-2 paragraph summary of what you learned and any remaining questions you might have. **(10 points)**

Unit Quizzes

This course is broken into four units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. 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 all activities and readings and actively participate in study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available on the Google Calendar. **(5 quizzes at 20 points apiece)**

Schedule

For the most current due dates and readings, please subscribe to the Google calendar. The Blackboard calendar often transmits inaccurate information and may cause confusion to students throughout the semester. Please see the GMU Academic calendar for University Holidays.

Week	Date	Topic	Readings
1	8/31/2015	review of syllabus	Syllabus, BACB, ABAI, and APBA Websites
2	9/14/2015	Intro to Behavior Analysis	Cooper, Chapter 1
3	9/21/2015	Respondent Learning	Cooper, Chapter 2
4	9/28/2015	Operant Learning	Cooper, Chapter 11 &12, Bear Wolf & Risley 1968

5	10/5/2015	Reinforcement and Punishment	Cooper, Chapter 14-15
6	10/19/2015	Stimulus Control	Cooper, Chapter 17
7	10/26/2015	Motivating Operations	Cooper, Chapter 16
8	11/2/2015	Function and Intervention	Cooper, Chapter 24
9	11/9/2015	Verbal Behavior	Cooper, Chapter 25
11	11/16/2015	Differential Reinforcement	Cooper, Chapter 22 & 28
12	11/23/2015	Teaching New Behavior	Cooper, Ch. 18-20
13	11/30/2015	Data Collection	Cooper, Chapter 2 & Chapter 6
14	12/7/2015	Course Wrap-Up and Catch Up	None

Appendix