



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

Fall 2015

EDSE 462 DL1: Applying Behavior Analysis in School and Community Settings
CRN: 72659, 3 - Credits

Instructor: Dr. Kristy Lee Park	Meeting Dates: 08/31/15 - 12/21/15
Phone: (703) 675 4211	Meeting Day(s): Monday
E-Mail: kparkc@gmu.edu	Meeting Time(s): 7:20 pm-10:00 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

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, provides instruction on gaining collaboration of those around the student in assuring the student's success, and ethical concerns in meaningfully applying behavior analysis. Course is developed to satisfy part of the educational requirement to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination. Corequisite(s): EDSE 460 or permission of instructor. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): EDSE 460 or permission of instructor

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

Did you know you may be able to take graduate Special Education courses now that you can later apply to your graduate degree program? For more information on taking special education coursework for Reserve Graduate Credit, talk with an advisor: <http://gse.gmu.edu/special-education/advising/>.

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 via Blackboard

DELIVERY METHOD:

This course will be delivered online using a **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. 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 Monday, August 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

EXPECTATIONS:

- **Course Week:**

- **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Mondays 7:20 -10:00 pm** via BB Collaborate
- **Log-in Frequency:**
 - **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.
- **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:

- Describe and identify responsible and irresponsible conduct in a manner consistent with the Guidelines for Responsible Conduct.

- Describe and identify appropriate and inappropriate conduct in a manner consistent with the Disciplinary Standards.
- Identify and describe variables that affect functional analysis and functional assessment in applied settings.
- Describe methods for incorporating, managing, or mitigating effects of variables that affect functional analysis or functional assessment in applied settings.
- Identify and describe variables that affect implementation of behavioral procedures in applied settings.
- Describe methods for incorporating, managing, or mitigating effects of variables affecting implementation of behavioral procedures in applied settings.
- Describe and identify competency based parent and staff training procedures.
- Describe and identify various behavior analytic teaching methodologies.

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

Barbera M.L. *The verbal behavior approach: How to teach children with autism and related disorders*. Philadelphia: Jessica Kingsley Publishers; 2007. ISBN 1843108526

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

None

Additional Readings

See Blackboard course site

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.

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 be prepared and ready to learn through Blackboard Collaborate at the start of class. This includes course requirements and assignments as well as conducting the audio and visual check. Participation activities will be assigned during random intervals of the class period. You must respond to the participation activities within 5 minutes to show that you are present and engaged with the synchronous learning format.

Late Work.

Please submit required written assignments at the start of the class period on the due date. In-class assignments are due at the end of the class. Work submitted after the assigned due date will be assessed a 10% possible point penalty and no work will be accepted after the final examination has been submitted.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Final Exam Feedback Form* 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

COURSE REQUIREMENTS	Points Possible
FINAL EXAM (BB ASSESSMENT Submission required)	50 points
Unit Quiz 1 – 20 points Unit Quiz 2 – 20 points Unit Quiz 3 – 20 points	60 points
Review Paper	30 points
Active Participation 2 points per class for 15 class sessions	30 points
Video Module Summaries 4 points each, 5 total	20 points
	190 points

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	Percent	Points	Grade	Percent	Points
A	95-100%	180-190	A -	90-94%	170-179
B	85-89%	160-169	B-	80-84%	150-159
C	75-79%	140-149	C-	70-74%	130-139
D	65-69%	120-129	D-	63-66%	110-119
F	< 59%	< 109			

Assignments

Performance-based Assessment (Blackboard submission required).

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. Upload the final exam feedback form onto ASSESSMENTS on BLACKBOARD. **(50 Points)**

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

Unit Quizzes

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. Quizzes will be the basis for the final exam. **(3 quizzes at 20 points apiece, 60 points total)**

Video Module Summaries

Students will have access 8 different video modules on areas such as verbal behavior, teaching learner cooperation, instructional variables, and teaching procedures. Students will choose 4 of the videos and write a summary of key points and ABA principles discussed. **(4 video summaries at 5 points each, 20 points total)**

Review Paper

The review paper assignment is developed to provide each student an opportunity to explore the research within one topic in applied behavior analysis. Examples of topic areas include:

- Assessment and treatment of pediatric feeding disorders
- Assessment and treatment of aggression
- Assessment and treatment of noncompliance
- Sports Performance
- Direct Instruction
- Direct Instruction

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, Journal of Positive Behavioral Interventions and other appropriate journals may be located through the GMU library website.

2. Read the selected articles and provide a summary of each article. This 5-article summary of your ABA topic area will have a separate due date from the final paper. **(5 points of the 30 point value of your review paper)**

3. Write a paper, using this format:

a. *Introduction.* Introduce your topic. Explain what it is and why it is noteworthy

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.

c. *What is known?* Explain what, based on the literature, is known about your topic. That is, summarize what is currently known.

d. *What isn't known?* Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work.

e. *What can be done about it?* Make recommendations for future research and work within the gaps of the topic area and how it could add to the behavior analytic literature.
(30 points, total)

Other Assignments.

Schedule

Date	Objectives	Read before class	Assignment Due
August 31	Review syllabus and course requirements - What is ABA? - Professional behavior analysts - Topic areas within ABA	Read syllabus	Bb discussion board
Sept 7	Happy Labor Day! (No Class This Week)		
Sept 14	Identification of the problem (i.e., biological/medical variables, environmental variables)	Cooper chpt 1 Barbera chpt 1,2	None
Sept 21	Function of behavior Review of positive and negative reinforcement		None
Sept 28	Observing and Measuring Behavior: Indirect and Direct assessments		● 5-article summary
Oct 5	Assessments: Preference assessments to identify potential reinforcers	Barbera chapter 3 and 4	● Video Module Summary 1
Oct 12/Oct 13	Asynchronous Class Format Assessment: Functional behavior assessments	Cooper chpt 24	● Unit Quiz 1
Oct 19	Assessment: Structural and Functional analysis		None
Oct 25	Assessment to Intervention: Behavior Support Planning		● Video Module Summary 2
Nov 2	Differential Reinforcement Functional Communication Training	Cooper, chpt 22 Barbera chpt 7	● Video Module Summary 3
Nov 9	Shaping, Fading, Prompting	Cooper, chpt	● Video Module

		18, 19, 20	Summary 4
Nov 16	Introduction to verbal behavior	Barbera, chpt 5, 6, 9 Cooper, chpt 25	● Unit Quiz 2
Nov 23	Asynchronous Class Format Assessment and teaching of verbal operants	Barbera chpt 7,8,10	● Unit Quiz 3
Nov 30	Behavior Skills Training		None
Dec 7	Review Paper Presentation		● Review Paper Due
Dec 14	Final Exam due Course evaluations		● Final Exam must be submitted by 7:20 pm

Appendix

No Appendix items