



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

Fall 2016

EDSE 460 DL1: Introduction to Applied Behavior Analysis

CRN: 72906, 3 - Credits

Instructor: Theodore A. Hoch, Ed.D., B.C.B.A.-D., L.B.A. Associate Professor	Meeting Dates: 08/29/16 - 12/29/16
Phone: 703-993-3670 / 703-987-8928 Skype: drtheodorehoch	Meeting Day(s): Monday
E-Mail: thoch@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: Mondays, 2:30 – 4:30; available by phone, text, and email most times; and 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.

Schedule Type: LEC

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

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 both synchronous and asynchronous formats 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 22 August 2016.

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 working webcam
- Earbuds or headphones that work with one's computer
- A working computer microphone

EXPECTATIONS:

- **Course Week:** Our course week will begin on Monday and finish on Sunday.
- **Log-in Frequency:**
 - **Asynchronous Course Content:** 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.
 - **Synchronous Course Content:** Students must log-in for all scheduled online synchronous meetings.
- **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:

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

Required Textbooks

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

Recommended Textbooks

Barbera, M.L. & Rasmussen, T. (2007). *The verbal behavior approach... How to teach children with autism and related disorders*. Philadelphia, PA: Jessica Kingsley Publishing. ISBN 978-1843108528.

Required Resources: Behavior Analyst Certification Board Fourth Edition Tasklist. Can be downloaded at www.bacb.com.

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

You are expected to be present at the beginning of each synchronous discussion session, in Blackboard Collaborate, with your microphone and webcam both working. You are expected to remain within each session for the session's duration. You will receive one point for being present when the session begins, and another point for being continuously present for the duration of the session. Arriving after the appointed time will result in not earning that point, and leaving during (even temporarily) or before the end of a session will result in not earning the "end of session" point. Missed points cannot be made up.

Late Work.

All work is due no later than the dates and times indicated in the course schedule, below. Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner. Work submitted late will be assessed a 10% possible point penalty.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Final Exam Feedback Form* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Assignment Type	Possible Points per Instance	Number of Instances	Possible Points for Assignment Type	Cumulative Possible Points
Attendance and Participation	2	13	26	26
Mandated Reporter Training	10	1	10	36
Weekly Quizzes	15	13	195	231
Ask a Behavior Analyst Project	40	1	40	271

Jargon Free Projects	10	13	130	401
Final Exam	50	1	50	451

A	A-	B	C	D	F
429-451 points	406-428 points	361-405 points	316-360 points	271-315 points	Fewer than 271 points

Assignments

Performance-based Assessment (Tk20 submission required).

Ask a Behavior Analyst Project. 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. 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).

Performance-based Common Assignments (No Tk20 submission required).

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 15-item, multiple choice quizzes online (through Blackboard) prior to attending class in the weeks so listed in the course schedule. (15 points possible per quiz)

Other Assignments.

Mandatory Reporter Training Module. No later than by the beginning of the second session, each student will log on to http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5692/index.htm or http://www.dss.virginia.gov/family/as/mandated_reporters/ads5055/index.htm , will complete the training module contained there, and will submit the certificate of completion by the due date listed in the calendar at the end of this syllabus. (10 points)

Jargon Free Projects. A good behavior analyst is able to see, hear, and think like a behavior analyst, and to speak like a regular person. If we are to help others, they need to be able to understand us. For this reason, for the weeks indicated in the schedule at the end of this syllabus, you will be provided with five terms, and you will need to identify the defining features of those terms, and then provide a description of that term in everyday language that covers all of the defining features while both avoiding jargon and avoiding mentalism. (10 points per project)

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

Schedule

Date	Topic and Task List Objectives	Assignments Due / Activities
8/29/16 Week 1	Orientation to Course / Review Syllabus / Review Honor Code	Live discussion through Collaborate at 4:30 pm on 8/29/16 <input type="checkbox"/> Take Pretest prior to 9/5/16
9/5/16 Week 2	History of Applied Behavior Analysis; Respondent behavior and respondent conditioning Task List Objectives: FK01-09, FK11,FK13, FK14, FK33	<input type="checkbox"/> No live discussion this week. <input type="checkbox"/> Read CHH Ch. 1 and 2 <input type="checkbox"/> Complete Quiz 1 before 9/12/16 <input type="checkbox"/> Submit Mandated Reporter Training completion certificate <input type="checkbox"/> Submit Jargon Free Project 1
9/12/16 Week 3	Operant behavior and Reinforcement Task List Objectives: C01, D01, FK15, FK17, FK18, FK23, FK31, FK33,	Before Class <input type="checkbox"/> Read CHH Ch. 11 and 12 Live discussion through Collaborate at 6:00 pm on 9/12/16 After Class <input type="checkbox"/> Complete Quiz 2 before 9/19/16 <input type="checkbox"/> Submit Jargon Free Project 2
9/19/16 Week 4	Operant behavior and Punishment Task List Objectives: C02, D15, D16, FK15, FK19, FK20, FK23, FK31, FK33, FK38	Before Class <input type="checkbox"/> Read CHH Ch. 14 and 15 Live discussion through Collaborate at 4:30 pm on 9/19/16 After Class <input type="checkbox"/> Complete Quiz 3 before 9/26/16 <input type="checkbox"/> Submit Jargon Free Project 3

Date	Topic and Task List Objectives	Assignments Due / Activities
<p>9/26/16</p> <p>Week 5</p>	<p>Operant and Respondent Extinction</p> <p>Task List Objectives: C03, D18, D19, FK14, FK15, FK22, FK31, FK32, FK33</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch. 21 <p>Live discussion through Collaborate at 4:30 pm on 9/26/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 4 before 10/3/16 <input type="checkbox"/> Submit Jargon Free Project 4
<p>10/3/16</p> <p>Week 6</p>	<p>Schedules of Reinforcement, Matching, and Adjunctive Behavior</p> <p>Task List Objectives: D02, D17, D20, E08, FK21, FK40</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch. 13 <p>Live discussion through Collaborate at 4:30 pm on 10/3/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 5 before 10/10/16 <input type="checkbox"/> Submit Jargon Free Project 5
<p>10/10/16</p> <p>Week 7</p>	<p>Motivating Operations</p> <p>Task List Objectives: E01, FK07, Fk26-30, FK30, FK33</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch 16 <p>Live discussion through Collaborate at 4:30 pm on 10/10/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 6 before 10/17/16 <input type="checkbox"/> Submit Jargon Free Project 6

Date	Topic and Task List Objectives	Assignments Due / Activities
<p>10/17/16</p> <p>Week 8</p>	<p>Differential Reinforcement</p> <p>Task List Objectives: D21, D02</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch 22 <p>Live discussion through Collaborate at 4:30 pm on 10/17/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 7 before 10/24/16 <input type="checkbox"/> Submit Jargon Free Project 7
<p>10/24/16</p> <p>Week 9</p>	<p>Antecedent Stimulus Control, Discrimination, and Generalization</p> <p>Task List Objectives: E01, FK07, FK11, FK24, FK29, FK33, FK34, FK35, FK36, FK37</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch. 17 and 28 <p>Live discussion through Collaborate at 4:30 pm on 10/24/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 8 before 10/31/16 <input type="checkbox"/> Submit Jargon Free Project 8
<p>10/31/16</p> <p>Week 10</p>	<p>Instructions, Prompts, and Prompt Fading</p> <p>Task List Objectives: D03, E03, E12, E13, FK24, FK33, FK34, FK41, FK42</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH pp. 287, 401-403, 418, 495 <p>Live discussion through Collaborate at 4:30 pm on 10/31/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 9 before 11/7/16 <input type="checkbox"/> Submit Jargon Free Project 9

Date	Topic and Task List Objectives	Assignments Due / Activities
11/7/16 11 th Ssn	Abstraction and Stimulus Equivalence FK07, FK12, FK33, FK34	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH pp. 396-400 <p>Live discussion through Collaborate at 4:30 pm on 11/7/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 10 before 11/14/16 <input type="checkbox"/> Submit Jargon Free Project 10
11/14/16 12 th Ssn	Imitation, Shaping, and Chaining Task List Objecties: D04, D05, D06, FK14, FK25	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch. 18, 19, 20 <p>Live discussion through Collaborate at 4:30 pm on 11/14/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 11 before 11/21/16 <input type="checkbox"/> Submit Jargon Free Project 11
11/21/16 Week 13	Verbal Behavior – Verbal Operants, Verbal Behavior Assessment, Verbal Behavior Instruction D09-D14, FK01, FK02, FK03, FK05, FK07, FK10, FK24, FK25, FK43, FK44, FK45, FK46	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read CHH Ch 25 <p>Live discussion through Collaborate at 4:30 pm on 11/21/16</p> <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz 12 before 12/5/16 <input type="checkbox"/> Submit Jargon Free Project 12
12/5/16 Week 14	Ask a Behavior Analyst presentations Review	<ul style="list-style-type: none"> <input type="checkbox"/> Live discussion through Collaborate at 4:30 pm on 12/5/16 <input type="checkbox"/> Submit your Ask a Behavior Analyst papers

Date	Topic and Task List Objectives	Assignments Due / Activities
12/12/16 Week 15	Final Exam	<input type="checkbox"/> Complete final exam no later than 11:59 pm on 12/12/16