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

Fall 2018
EDSE 619 001: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 74064, 3– Credits

Instructor: Dr. Brandis Ruise	**Meeting Dates**: 8/27/2018 – 12/19/2018
Phone: 352-359-4092	**Meeting Day(s)**: Monday
E-Mail: bruise2@gmu.edu	**Meeting Time(s)**: 7:20 pm – 10 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, KH 17
Office Location: TBD	**Other Phone**: N/A

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

Prerequisite(s): Admission to applied behavior analysis graduate certificate program
Co-requisite(s): None

Course Description
Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Offered by Graduate School of Education. May not be repeated for credit.

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

Advising Tip
Are you admitted to the ABA certificate program? Students planning to complete the program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary, certificate program to add ABA. Students in other colleges or non-degree can apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
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

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.
5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. Describe and identify factors affecting behavioral variables.

Course Relationship 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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks
Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed).* Upper Saddle River, NJ: Pearson. ISBN: 978-0131421134

Johnston, James. (2013). *Radical Behaviorism for ABA Practitioners*. Cornwall-on-Hudson, NY: Sloan Publishing. ISBN: 978-1-59738-043-0

Skinner, B.F. (1974). *About behaviorism.* New York, NY: Alfred A. Knopf.   978-0394716183.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List as well as Disciplinary Standards. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures.

Additional Readings

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for all additional readings posted to Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.
>
> For EDSE 619, the required PBA is Final Exam Feedback. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Final Exam – Please **see Blackboard**. The Final Examination is the Common Assignment for this course. You will take a 50 multiple choice item final exam online. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to complete this exam. You will earn 2 points toward your final grade for each correct response. You will also take this examination in the first week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives of were met. It also removes any mystery, for the students, as to what constitutes the final exam. After completing the Final Exam, you'll receive a feedback form by e-mail that you will be required to then submit electronically to TK20. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. This rating will not be applied to your final grade, but failure to upload the feedback form will result in an incomplete for the course. **(100 Points)**

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)

Research Profile – Please **see Blackboard.** 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 be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

Research Profile Presentation. This assignment allows students to present what they learned about their seminal author. Using a video program such as Screencast-O-Matic, students will upload a 5-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. This presentation will be uploaded to YouTube and a link to the presentation will be available for students to see. **(10 Points)**

Peer Review of Research Profile. Each student will be assigned another student, and will review that students' paper and presentation using a rubric. They will

also be responsible for providing constructive comments for the student to improve their paper and presentation. This activity will be a blind peer review. Students will be graded on the quality of their peer review. **(10 Points)**

Other Assignments
<u>**Study Guide Activities**</u>
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. You may choose to complete parts of the assignment independently OR with a partner to discuss the readings and complete the study guide together. You will 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 study guides and activities will be the basis for your unit quizzes and final exam. **(5 points per assignment)**

<u>**Activity Feedback Form.**</u> The purpose of the activity feedback form is to communicate to the instructor what you have learned and where you might still need additional clarification. You will complete an activity feedback form at the end of each instructional week where you delineate at least two things you learned in your own words and why you chose them, any questions, and suggestions for improving the activity. This, along with the results of the study guide activities and chapter presentations, will be the basis of the instructor's clarifying lecture. **(2 points per feedback form)**

Reading Presentations. The purpose of the reading presentations is to allow you to think and talk about the underpinnings of behavior analysis. Students will be broken into groups. During the semester, you will be assigned one chapter from Skinner and one from Johnston to present. You will then create a 10-minute video using Screencast-O-Matic summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. You will post that video to the discussion board. Students are responsible for answering that question and discussing the chapter. **(10 points for each presentation and 2 points for responses to peers' presentations)**

Unit Quizzes. This course is broken into six 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 <u>delivered online</u> through Blackboard. Students will have 40 minutes to complete the Unit Quiz. Questions will be randomized from a pool of questions. 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 at the end of the course syllabus. **(6 quizzes at 20 points apiece)**

Fluency Quizzes. In order to test fluency on vocabulary, students will be given a quiz each week on key vocabulary. Twenty questions in a multiple choice format will be selected from a random pool. Students will have 5 minutes to answer the questions. Students will have unlimited chances to increase their grade in fluency drills. **(20 points per drill)**

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class meetings and to log onto Blackboard frequently to review course material. It is the student's responsibility to make up all missed work if they are absent for any reason.

Late Work

Reading guides will be released on Sunday of each week and are due to the instructor by Monday evening. Any products required during class are to be submitted by the end of the class session. 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:

- All 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.

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.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

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	77-72%	F	71% and below		

Assignment	Points
Pre-Test	9
Study Guide Assignments (twelve at 5 points apiece)	60
Reading Presentations (10 points for each of 2 presentations + 2 points per response)	40
Activity Feedback Form (2 points per form)	26
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (four at 20 points apiece)	80
Final Exam	100
Fluency Quizzes (eleven at 20 points apiece)	220
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
Total Points	**600**

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

For the most current due dates and readings, please subscribe to the syllabus. Please see the GMU Academic calendar for University Holidays.

Items due are listed by week. There is a lot to cover in this course and it is easy to fall behind. On the course schedule, a total number of instructional hours for each week is in the column located on the right side of the table.

Week	Date	Topic	Readings	Due	Instructional Hours
1	8/27	Intro to Class and Certification		Pre-test due no later than 8/31	3.5
2	9/3	Labor Day; NO CLASS MEETING		AFF 1 Study Guide Activity 1	2.5

				Syllabus and Academic Honesty Assignment	
3	9/10	The Behavioral Model	Cooper, 1 & 2 Skinner, 1 & 2 Johnston, Preface	AFF 2 Presentation 1 Study Guide Activity 2	5
4	9/17	Reinforcement	Cooper, 11 & 12 Skinner, 4 &5 Johnston, Ch1	Fluency 1 AFF 3 Presentation 2 Study Guide Activity 3 Research Profile Researcher Choice Due	3.5
5	9/24	Reinforcement Schedules	Cooper, 13 & 22 Skinner, 7 Johnston, 3	Fluency 2 AFF 4 Presentation 3 Study Guide Activity 4 Unit Quiz 1 (F)	3.5
6	10/1	Differential Reinforcement and Punishment	Cooper 14 & 15 Skinner 8 Johnston, 5	Fluency 3 Presentation 4 Study Guide Activity 5 AFF 5	3.5
7	10/9	Extinction (per GMU schedule, Mon classes meet Tues)	Cooper 21 Skinner 8 Johnston, 7	Fluency 4 Presentation 5 Study Guide Activity 6 AFF 6	3.5
8	10/15	Stimulus Control	Cooper 17 Skinner, 8 Johnston, 4	Fluency 5 Presentation 6 Study Guide Activity 7 AFF 7	4
9	10/22	Motivating Operations and Rule Governed Behavior	Cooper 16 Skinner 10 Johnston, 6	Fluency 6 Presentation 7 Study Guide Activity 8 Unit Quiz 2 (F)	5

				AFF 8	
10	10/29	Equivalence	Skinner 11 Johnston, 8	Fluency 7 Presentation 8 Study Guide Activity 9 AFF 9	3.5
11	11/5	Modeling, Task Analysis, Shaping and Chaining	Skinner 13 Cooper, 18-20 Johnston, 9	AFF 10 Fluency 8 Presentation 9 Study Guide Activity 10 Unit Quiz 3 Research Profile Draft (F)	5
12	11/12	Behavioral Contracts, Tokens, Groups, Momentum, and NET (S)	Skinner 14 Cooper 23 & 26 Johnston, 10	AFF 11 Fluency 9 Presentation 10 Study Guide Activity 11 Peer Review (F)	5
13	11/19	Generalization, Induction, Maintenance (S)	Cooper 18	AFF 12 Study Guide Activity 12 Fluency 10	3
14	11/26	All will present their research profiles to the class		AFF 13 Fluency 11 Unit Quiz 4 Research Profile DUE ON BLACKBOARD (F)	1
15	12/3	NO CLASS		Final Exam Due	51.5 total hours

*(F) – indicates the assignment is due by 11:59 on the Friday of the week it is due
Video reply posts are due Monday by 11:59; Responses to peers are due Friday at 11:59.
AFF = Activity Feedback Forms

Core Values Commitment
The College of Education and 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/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix
    Assessment Rubric(s)
    EDSE 619 Final Exam (Rev. 5.13)

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by answering fewer	Candidate demonstrates competence by correctly answering 80 –	Candidate demonstrates mastery by responding correctly to	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	than 80% of items correctly pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize	99% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize	100% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	
Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning	(as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-	(as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-	

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish	operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the	operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	