



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

Fall 2018

EDSE 624 DL2: Applied Behavior Analysis: Applications

CRN: 81032, 3 – Credits

Instructor: Dr. Kristy Park	Meeting Dates: 8/27/2018 – 10/20/18
Phone: 703.993.5251	Meeting Day(s): Online
E-Mail: kparkc@gmu.edu	Meeting Time(s): NA
Office Hours: schedule appointment by email kparkc@gmu.edu	Meeting Location: NA
Office Location: GMU Fairfax campus, Finley 100	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): 619 B-

Co-requisite(s): None

Course Description

Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. 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 Student Services at (703) 348-5006 (Option 2) for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

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

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by August 27, 2018 at 8:00 am ET

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

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

Daniels, A.C., & Bailey, J. (2014). *Performance management* (5th Ed.). Atlanta, GA: Performance Management Publications. ISBN: 978-0937100257

Roane, H.S., Ringdahl, J.E., & Falcomata, T.S. (Eds.). (2015). *Clinical and organizational applications of Applied Behavior Analysis*. London, England: Academic Press. ISBN: 978-0124202498

Skinner, B.F. (1968). *The technology of teaching*. Acton, MA: Copley Publishing Group.

Recommended Textbooks

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

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 624, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)

None

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

ABA Topic Paper

As a professional in the field of Applied Behavior Analysis (ABA), one is called to develop reliance on scientific knowledge to keep current with evidence-based practices. To prepare you, this assignment provides the opportunity to research a specific area of interest within ABA. This assignment will include weekly step-by-step tasks to complete this final project. This is an individual activity,

however, if you and a colleague are interested in the same topic area, contact the instructor for collaborative work. See the following activities and assigned week it is due.

Week 1	Choose an ABA Topic of interest and follow the scholarly research conducted
Week 2	Search and identify 8-10 resources
Week 4	Complete an annotated bibliography to develop an informed view of research articles
Week 8	Compose a well-organized, clear, and concise research paper to expand your knowledge on a subject matter.

See Blackboard modules for detailed information about each task. Please follow APA (6th) edition style to compose your paper. The final product will be a publication-worthy paper that is organized to answer the following questions:

What is known?	Determine what your topic area has already discovered through past research findings. The first part of your paper will describe what is currently known about the topic
What is not known (i.e., barriers, gaps)	Identify limitations or barriers within the topic area that needs further investigation and research to expand usefulness to the field.
What can we do about it?	Given what you identified as what is known about your topic area and expanded on the barriers or what is not known, provide suggestions for future work and research. Provide suggestions about how to incorporate the research findings into the daily practice of practitioners in the field of behavior analysis.

ABA Topic Paper VLOG and Presentation

As a professional in the field of Applied Behavior Analysis (ABA), one is also called to disseminate information about ABA. To prepare you, this assignment provides the opportunity to present formally and informally about your research journey. Informal opportunities will be captured through Video Logs (VLOGS). The VLOG is a video presentation that will highlight components of your research process. In this video presentation, you will be asked to synthesize, explain, or evaluate the research collected on your ABA topic area. There will be a total of 5 ABA VLOG assignments. For each assignment, you will answer the prompt designed to share interest and knowledge about your ABA topic area. Incorporate your sources, including articles, texts, and other relevant materials.

This VLOG is an individual assignment. The video must show you talking to the camera in a polished and professional manner. Reduce environmental distractions and conduct a sound check to ensure high audio quality. Students are encouraged to be creative with media, such as the use of images to make a point. It is helpful to plan your presentation to keep the conversation interesting and connected to the prompt. For the final ABA Topic presentation, prepare a 7-10 minute presentation with key points summarized on what is known within area, current gaps or barriers, and solutions or suggestions on how to improve this area. The following include the prompt and week due:

Week 2	VLOG 1: Discuss importance or relevance of the ABA topic
Week 4	VLOG 2: What I know about my ABA topic
Week 5	VLOG 3: Current gaps or barriers
Week 6	VLOG 4: Solutions to the problems
Week 8	VLOG 5: ABA Topic Presentation (formal presentation)

Chapter Discussion Leader

This is a small group assignment. Presenters will prepare a lesson based on the chapter reading from the Roane, Ringdahl, & Falcomata (2015) text. Each chapter presentation will include learning objectives, summary presentation, student activity that demonstrates understanding of the learning objectives. Examples of class activities could include a case study, discussion board groups, or other interactive activities. The discussion leader will grade and award participation points to classmates based on completion of the task assigned.

Chapter Activity Participation points

Participation points will be earned based on completion of the Chapter Discussion Leader's summary activity. Activities can include tasks such as responses to a question prompt, case study, discussion board, and other activities to promote engagement during class discussions.

Video Case Studies

Video case studies are used to present problem-solving assignments to get you accustomed to dealing with real world situations. The case study videos share a client or behavior analytic perspective on a topic area to stimulate discussions and engage in problem solving in small groups. There are three case study formats used to describe three situations, one that relates to issues within the field, topic about the field, and one that has you represent the field of ABA.

Solving Everyday Problems with Everyday ABA

Within the field we have professional and ethical situations that arise. The best way to learn about these situations are to hear about real-world situations. *Solving*

Everyday Problems with Everyday ABA shares several on-the-job experiences. The BCBA's represent school-based, clinical, and community-based perspectives. Each professional will present an issue and the context in which the problem occurs. For this video case study, you will be asked to solve problems in a "what would you do in this situation?" approach. Given a problem, you will work with classmates to develop solutions based on the course text, *Performance Management*. Extra credit is available for this task. At the end of each *Everyday ABA* video case study, a kindness challenge will be presented. If you choose to accept, you will post a picture of yourself engaging in the activity and post to the group post for 1 point of extra credit.

Expert ABA

Experts in the field of ABA often have a unique story to share. They are experts because of their experiences and analytic approach on a topic area. In the *Expert ABA* video presentation, we hear from BCBA's with specialty areas in culture, sex education, and pharmacology. For this video case study, you will complete a reflection paper using the template provided.

Real Clients/Real Problems

Lastly, the *Real Clients/Real Problems* video case study takes on the perspective of potential "clients." Working in small groups, you will act as a behavior team and listen to real performance-related issues in the work place. For this 3-video segment, we hear from a sales manager, a client support specialist, and a pediatric doctor. Each video will present a performance-related issue in their organization. Your task is to work with your small group and complete the problem solving template provided.

Discussion Board

In this individual assignment, you will answer the weekly prompts within Discussion Forums based on the course text, *The Technology of Teaching*, (Skinner (1968)). The Discussion Board (DB) prompts are designed to encourage thinking beyond the text and allow students to make connections in everyday life and professional experiences within education, failures of education, technology, motivation, and other chapter topics. This assignment includes an individual post and two follow up responses to peers' comments.

All initial individual discussion posts are due by Wednesday of the assigned week at 11:59 pm (ET). Your post should provide additional insight by incorporating work and personal experiences to connect course content with everyday life. A good post will incorporate 3 parts: 1) connections from the text, 2) connections to self, and 3) connections to the field or society.

All response posts are due by Sunday of the assigned week at 11:59 pm (ET). Read all of the posts completed by your classmates and then respond to 2 of your classmates. In your response, reflect on the similarities and/or differences from your peers' statements.

Quizzes and Activities

Quizzes and activities are designed to provide you with a knowledge check of current and past principles of ABA and expand on lesson objectives. The weekly modules will have activities to demonstrate understanding of course objectives. See weekly task folders for task description and point value. Quizzes will be used to assess current content knowledge and serve as a review of basic terminology needed for successful application of applied behavior analysis procedures. There will be a quiz each week. Quizzes will be composed of 20 multiple-choice questions with 1 point for each item. You will have one opportunity to complete this task within a 30 minute window. You may access notes and course text materials. This is an individual assignment and all students must adhere to university's policies on academic integrity.

Course Policies and Expectations

Attendance/Participation

This is an asynchronous course without designated meeting days, however; attendance and participation is required to receive full points on group assignments. Failure to meet with group members may result in the loss of points for that assignment.

Late Work

Work is considered on-time if it is submitted by 11:55pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% point deductions after the assignment has been graded per week. Discussion Board posts and responses entered after the due date will be assessed a 50% point penalty.

Grading Scale (traditional rounding principles apply)

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

***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/>).

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.

Note: <i>ToT</i> refers to the Skinner (1968) text, Clinical ABA refers to the Roane, Ringdahl, & Falcomata text (2015), and PM refers to the Daniels & Bailey (2014) text, DL refers to Discussion Leader			
Week	Topics/Objectives	Readings	Assignments
1	Characteristics and current applications of ABA, Identifying and dispelling myths	Clinical ABA: Chpt 1 ToT: Chpt 1 See module for additional readings	DBs and Activities ABA Topic Paper: Choose topic Video case study Quiz
2	Foundations of behavior change programs, Assessment procedures: Functional analysis, Addressing barriers to implement	ToT: Chpt 2 See module for additional readings (interteaching)	DBs and Activities VLOG 1 Video Case Study Quiz
3	Foundations of behavior change programs, Assessment procedures: Structural analysis	ToT: Chpt 3 See module for additional readings (interteaching)	DBs and Activities ABA Topic Paper: List of 8 articles Video Case Study Quiz

4	Designing behavior change programs, Teaching clients: reinforcement schedules and procedures	Clinical ABA: 2, 3, 9, 10, 11 (Chapter readings based on Student chapter selection) ToT: Chpt 4 See module for additional readings	DBs and Activities DL Presentation or Participation (Based on student chapter selection) ABA Topic Paper: Annotated Bibliography VLOG 2 Video Case Study (2) Quiz
5 Week of 4/1/18	Designing behavior change programs, Teaching clients: Differential reinforcement procedures	Clinical ABA: 8, 12, 13, 23 (Chapter readings based on Student chapter selection) ToT: Chpt 5 See module for additional readings	DBs and Activities DL Presentation or Participation (Based on student chapter selection) VLOG 3 Video Case Study (2) Quiz
6	Designing behavior change programs, Teaching clients: Self management	Clinical ABA: 16,17,18,20, 21, 22 (Chapter readings based on Student chapter selection) ToT: Chpt 6 See module for additional readings	DBs and Activities DL Presentation or Participation (Based on student chapter selection) VLOG 4 Video Case Study Quiz
7	Teaching behavior change agents: Skills training and treatment integrity	Clinical ABA: 24, 25 (Chapter readings based on Student chapter selection) ToT: Chpt 7, 8 See module for additional readings	DBs and Activities DL Presentation or Participation (Based on student chapter selection) ABA Topic Paper Due Video Case Study (2) Quiz
8	Teaching behavior change agents: Supervision and Systems Change	ToT: Chpt 9, 10, 11 See module for additional readings	DBs and Activities Video Case Study ABA Topic presentation Quiz

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)

No Tk20 Performance-based Assessment