

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM**

**EDSE 625 XS1  
APPLIED BEHAVIOR ANALYSIS – VERBAL BEHAVIOR  
Summer 2011  
Thursdays, 4:30 – 10:00  
103 Kellar Annex  
3 Credit Hours**

**PROFESSOR**

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**COURSE DESCRIPTION**

- A Prerequisite.** Prior completion of EDSE 623 or consent of instructor.
- B Description.** This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

**NATURE OF COURSE DELIVERY**

Lecture, discussion, written assignments, in-class exercises, and review and discussion of instructional video.

**STUDENT OUTCOMES AND PROFESSIONAL STANDARDS**

This course is designed to enable students to perform in accordance with the Council for Exceptional Children's Standard 6 (Language: Support and facilitate family and child interactions as primary contexts for learning and development.) The signature assignments that demonstrate students' achievement with regard to this standard are the Research Worksheets completed as part of this course, and the scoring rubric used to determine whether the objective has been met is as follows:

Does not meet expectations	Meets expectations	Exceeds expectations
Submits fewer than three Research Worksheets with all sections completed, but more than three errors on at least one of the worksheets	Submits three Research Worksheets with all sections completed, with three or fewer errors per worksheet	Submits three Research Worksheets with no errors

In addition, this course is designed to enable students to perform as described by the following objectives, taken from the Behavior Analyst Certification Board's *Task List and Guidelines for Responsible Conduct*:

Course Objective Number	Objective	BACB TL or GRC Item
1	Use the most effective assessment and behavior change procedures within ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.	TL 1-8
2	Ensure that the dignity, health, and safety of one's client are fully protected at all times.	TL 1-11
3	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.	TL 1-12
4	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.	TL 2-1
5	Distinguish between mentalistic and environmental explanations of behavior.	TL 2-3
6	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.	TL 2-5
7	Interpret articles from the behavior analytic literature.	TL 2-7
8	Define and provide examples of echoics and imitation.	TL 3-15
9	Define and provide examples of mands.	TL 3-16
10	Define and provide examples of tacts.	TL 3-17
11	Define and provide examples of intraverbals.	TL 3-18
12	State the primary characteristics of and rationale for conducting a descriptive assessment.	TL 4-1
13	Gather descriptive data.	TL 4-2
14	Organize and interpret descriptive data.	TL 4-3
15	Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times).	TL 6-1
16	Define behavior in observable and measurable terms.	TL 6-2
17	Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording.	TL 6-4
18	Interpret and base decision making on data displayed in various formats.	TL 7-6
19	Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence.	TL 8-2
20	State target intervention outcomes in observable and measurable terms.	TL 8-3
21	Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence.	TL 8-4
22	Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome.	TL 8-5
23	When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened.	TL 8-6
24	Determine and make environmental changes that reduce the need for behavior analysis services.	TL 8-7
25	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.	TL 8-8
26	Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.	TL 9-1
27	Use positive and negative reinforcement.	TL 9-2
28	Use extinction.	TL 9-4
29	Use differential reinforcement.	TL 9-6
30	Use discrimination training procedures.	TL 9-7
31	Use prompts and prompt fading.	TL 9-8
32	Use instructions and rules.	TL 9-9
33	Use modeling and imitation.	TL 9-10
34	Use shaping.	TL 9-11
35	Use chaining.	TL 9-12
36	Use incidental teaching techniques.	TL 9-13
37	Use precision teaching.	TL 9-15
38	Use discrete trials.	TL 9-17
39	Use stimulus equivalence procedures.	TL 9-21
40	Use language acquisition programs that employ Skinner's analysis of verbal behavior.	TL 9-25
41	Use language acquisition / communication training procedures.	TL 9-26
42	Reliance on scientific knowledge.	GRC 1.01
43	Treatment efficacy.	GRC 2.09
44	Describing conditions for program success.	GRC 3.08
45	Explaining assessment results.	GRC 3.09

46	Affirming principles.	GRC 8.01
47	Disseminating behavior analysis.	GRC 8.02
48	Public statements.	GRC 10.03
49	Avoiding false and deceptive statements.	GRC 10.04

### Texts

Partington, J.W. (2007). *The assessment of basic language and learning skills (Revised) (ABLLS-R)*. Pleasant Hill, CA: Behavior Analysts, Inc.

Sundberg, M.L. (2008). *Verbal Behavior Milestones Assessment and Placement Program*. Concord, CA: AVB Press. ISBN 978-0-9818356-1-7 and 978-0-9818356-0-0.

Sundberg, M.L., and Partington, J.W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hill, CA: Behavior Analysts, Inc.

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

### Additional Readings

All of the following articles can be downloaded from the *Analysis of Verbal Behavior* website at <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>.

Barbera, M. L., & Kubina, R. M. (2005). Using transfer procedures to teach tacts to a child with autism. *The Analysis of Verbal Behavior*, 21, 155-161.

Cihon, T. M. (2007). A review of training intraverbal repertoires: Can precision teaching help? *The Analysis of Verbal Behavior*, 23, 123-133.

Danforth, J.S. (2001). Altering the function of commands presented to boys with oppositional and hyperactive behavior. *The Analysis of Verbal Behavior*, 18, 31-49.

Delaney, P. F., & Austin, J. (1998). Memory as behavior: The importance of acquisition and remembering strategies. *The Analysis of Verbal Behavior*, 15, 75-91.

Drash, P. W., & Tudor, R. M. (2004). An analysis of autism as a contingency – shaped disorder of verbal behavior. *The Analysis of Verbal Behavior*, 20, 5-23.

Drash, P.W., & High, R. L. (1999). Using mand training to establish an echoic repertoire in young children with autism. *The Analysis of Verbal Behavior*, 16, 29-44.

Ewing, C. B., Magee, S. K., & Ellis, J. (2002). The functional analysis of problematic verbal behavior. *The Analysis of Verbal Behavior*, 18, 51-60.

Halvey, C., & Rehfeldt, R. A. (2005). Expanding vocal requesting repertoires via relational responding in adults with severe developmental disabilities. *The Analysis of Verbal Behavior*, 21, 13-25.

Hartman, E. C., & Klatt, K. P. (2005). The effects of deprivation, pre-session exposure, and preferences on teaching manding to children with autism. *The Analysis of Verbal Behavior*, 21, 135-144.

- Karmali, I., Greer, R. D., Nuzzolo-Gomez, R., Ross, D. E., & Rivera-Valdes, C. (2005). Reducing palilalia by presenting tact corrections to young children with autism. *The Analysis of Verbal Behavior*, 21, 145-153.
- Laraway, S., Snycerski, S., Michael, J., & Poling, A. (2001). The abative effect: A new term to describe the action of antecedents the reduce operant responding. *The Analysis of Verbal Behavior*, 18, 101-104.
- Loewenkron, B. (2004). Meaning: A verbal behavior account. *The Analysis of Verbal Behavior*, 20, 77-97.
- Matos, M. A., Avanzi, A. L., & McIlvane, W. J. (2006). Ridimentary reading repertoires via stimulus equivalence and recombination of minimal verbal units. *The Analysis of Verbal Behavior*, 22, 3-19.
- Michael, J. (1988). Establishing Operations and the Mand. *The Analysis of Verbal Behavior*, 6, 3-9.
- Moore, J. (2000). Words are not things. *The Analysis of Verbal Behavior*, 17, 143-160.
- Newman, B., & Ten Eyck, P. (2005). Self-management of initiations by students diagnosed with autism. *Analysis of Verbal Behavior*, 21, 117-122.
- Petursdottir, A. I., Carr, J. E., & Michael, J. (2005). Emergence of mands and tacts of novel objects among preschool children. *The Analysis of Verbal Behavior*, 21, 59-74.
- Sautter, R. A., & LeBlanc, L. A. (2006). Empirical application of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior*, 22, 30 -44.
- Sidener, D. W., & Michael, J. (2006). Generalization of relational matching to sample in children: A direct replication. *The Analysis of Verbal Behavior*, 22, 171-181.
- Sundberg, M.L., Endicott, K., and Eigenheer, P. (2000). Using intraverbal prompts to establish tacts for children with autism. *The Analysis of Verbal Behavior*, 17, 89 – 104.
- Sundberg, M.L., Loeb, M., Hale, L., & Eigenbeer, P. (2002). Contriving establishing operations to teach mands for information. *The Analysis of Verbal Behavior*, 18, 15-29.
- Sweeney-Kerwin, E. J., Carbone, V. J., O'Brian, L., Zecchin, G., & Janecky, M. N. (2007). Transferring control of the mand to the motivating operation in children with autism. *The Analysis of Verbal Behavior*, 23, 89-102.
- Vignes, T. (2007). A comparison of topography-based and selection-based verbal behavior in typically developing children and developmentally disabled persons with autism. *The Analysis of Verbal Behavior*, 23, 113-122.
- Yi, J. I., Christian, L. A., Vittimberga, G., & Loewenkron, B. (2006). Generalized negatively reinforced manding in children with autism. *The Analysis of Verbal Behavior*, 22, 21-33.

**Course Schedule** (Subject to change)

Session Date	Read Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
6.9.11 1 <sup>st</sup> Session	NA	Review syllabus; begin discussion on basic verbal operants Video: <i>Teaching Verbal Behavior</i>	
6.16.11 2 <sup>nd</sup> Session	Winokur Ch. 1 – 5	Lecture, Discussion, Establishing Stimulus control for Basic Verbal Operants – Mand, Tact, Extended Tact DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 1)	SAFMEDS for Week 2 Quiz 1
6.23.11 3 <sup>rd</sup> Session	Winokur Ch. 6 – 11	Lecture, Discussion, Establishing Stimulus Control for Basic Verbal Operants – Echoic, Intraverbal, Autoclitic; Audience Control DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 2)	SAFMEDS for Week 3 Quiz 2
6.30.11 4 <sup>th</sup> Session	VB-MAPP	Guest speaker: Mary Lynch Barbera, M.S., R.N., B.C.B.A. Administering, interpreting, and planning instruction using the VB-MAPP - Practice interpreting VB-MAPPS and developing instructional programming from them DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 3)	SAFMEDS for Week 4 Quiz 3
7.7.11 5 <sup>th</sup> Session	ABLLS-R	Guest Speaker: Mark R. Sundberg, Ph.D., B.C.B.A.-D. Administering, interpreting, and planning instruction using the ABLLS-R – Practice interpreting ABLLS-Rs, and developing instructional programming from them DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 4)	SAFMEDS for Week 5 Quiz 4
7.14.11 6 <sup>th</sup> Session	Sundberg & Partington Ch. 1 – 7	Guest speaker: Vincent J. Carbone, Ph.D., B.C.B.A.-D. More on planning and implementing instruction for basic verbal operants – mand, echoic, and tact More practice with ABLLS-R Getting data while doing VB instruction DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 5)	SAFMEDS for Week 6 Quiz 5
7.21.11 7 <sup>th</sup> Session	Sundberg & Partington Ch. 8-14	Guest speaker: Adam Dreyfus, M.A., B.C.B.A. More on planning and implementing instruction for basic verbal operants – intraverbals and autoclitics More practice with the VB-MAPP More getting data while doing VB instruction DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 6)	SAFMEDS for Week 7 Quiz 6
7.28.11 8 <sup>th</sup> Session		Guest speaker: Michael Fabrizio, M.S., B.C.B.A. Wrap up – Catch up on any activities on which we've gotten behind DVD: <i>The Verbal Behavior Approach to</i>	Submit three research worksheets (in one Word document – no other format will be accepted) through Taskstream by

	<i>Teaching Children with Autism (Disc 7)</i>	10:00 pm on this date.
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Assignments and Point Distribution

**Participating in class discussions.** This is expected of all students, at all sessions. Students must have completed the assigned reading for the class session, and during the course of the lecture or discussion, raise their comments or questions, or provide examples or clarification when requested by the instructor or discussion leader. As such participation is necessary if the class discussions are truly to be discussions, and as one generally learns better by participating rather than by being a spectator. No points are earned for meeting this expectation.

**SAFMEDS.** No, you're not seeing things. That is an acronym. It stands for Say All Fast for a Minute Each Day, Shuffled, and SAFMEDS are a fixture in precision teaching. The purpose of this exercise is to build fluent responding with regard to the subject matter. You'll receive your SAFMEDS lists, and will need to make your own flashcards. Practice them as many times as needed prior to the week for which they're assigned. During the class session, you'll have one opportunity to respond at the fluency criterion specified in the table above. You'll get 10 points for each successful SAFMEDS demonstration, with a total of 60 points possible by the end of the course.

**Quizzes.** Quizzes are assigned per the Course Schedule. You'll take all quizzes online, and must complete them before the class period for which they were assigned. You will have two opportunities to take each quiz, and your higher score will be the one that counts toward your grade. Quizzes will have 10 – 20 questions, and a total of 100 points toward your final grade will be possible from quizzes.

**Research Worksheets.** The format for the research article reviews will be posted on blackboard – one for data-based studies, and the other for conceptual / philosophical / review papers. Please complete three of these reviews using the articles specified above, and submit them by Taskstream before 10:00 pm on 7.28.11. Ten points per article review may be earned, for a total of up to 30 points. ***As the Research Worksheets are your signature assignments, these must be submitted by Taskstream, and will not be accepted if submitted in class, through e-mail, or through Blackboard. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the Signature Assignment to TaskStream by 10:00 pm on the last evening of class will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.***

**Point and Grade Distribution.** Given this description of assignments and associated point values, the point distribution across assignments is as follows:

Activity	Points Possible	Total Points Possible
SAFMEDS	60 points	60 points
Quizzes	100 points	160 points
Research Worksheets	30 points	190 points

A = 181 – 190 points    A- = 171 – 180 points    B = 152 – 170 points    C = 133 – 151 points  
 F < 133 points

**Late Assignments:** Quizzes will be available for you to take any time from the Friday before the Thursday on which they are due, to 4:30 pm on the Thursday they are due. Given this, it is not unreasonable to expect that students have ample opportunity to complete the quizzes on time. No quiz may be taken after the due date.

Likewise, the SAFMEDS must be demonstrated no later than the date assigned. They may be demonstrated earlier, however. SAFMEDS may not be demonstrated after the date assigned.

Research worksheets are due to be submitted through Taskstream no later than 10:00 pm on 28 July 2011. Although they may be submitted earlier, Research Worksheets submitted after this date and time will be assessed a 3 point penalty per Research Worksheet.

## **ATTENDANCE**

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout each session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence.

## **CONTACTING YOUR INSTRUCTOR**

You may contact Dr. Hoch at [thoch@gmu.edu](mailto:thoch@gmu.edu), or at 703.993.5245 or 703.987.8928. Alternatively, you may drop by his office at 102F Finley Hall on the GMU Fairfax Campus during office hours, or by appointment.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.htm>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- 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/>].

- 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/>].