

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

**EDSE 625 BS1
APPLIED BEHAVIOR ANALYSIS – VERBAL BEHAVIOR
Summer 2012
Thursdays, 4:30 – 10:00
103 Kellar Annex
3807 University Drive / Fairfax, VA 22030
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.

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 fluency with regard to the subject matter. You'll receive your SAFMEDS lists, and will need to make you 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 demonstrate your fluency. Responding correctly to all of your cards in 30 seconds or less will earn 5 points. Responding with errors, or in more than 30 seconds, will earn 3 points. SAFMEDS may not be made up. A total of 30 points is possible from your SAFMEDS assignments.

Reading and Class Session 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 questions, and a total of 70 points toward your final grade will be possible form quizzes.

Video Assignments and Quizzes. For weeks two through eight, you will be assigned a video to watch online. To find the video, go to <http://torrent.gmu.edu> . Next:

1. Scroll down to ABA Movies, and click on it.
2. Find your assigned video from those offered at ABA Movies. Click on it.
3. Watch the video.
4. Complete the Video Quiz for that week (online, through Blackboard).

You will have two opportunities with each Video Quiz. The highest score will be counted toward your grade. A total of 70 points is available from the Video Quizzes.

Research Worksheets. Two research worksheet formats are posted on Blackboard – one is a Data-based Study format, and the other is a Conceptual Paper format. To do this assignment:

1. Go to <http://www.ncbi.nlm.nih.gov/pmc/journals/609/> and peruse the offerings there.
2. Choose three articles that you will use for your research worksheets.
3. Decide which of these articles you will present during the last class session.
4. Submit to your instructor a list of the references for your articles (APA Sixth Edition) at the beginning of the fifth class session (7.5.12).
5. Once you receive e-mailed approval from your instructor, proceed!
6. If your instructor asks you to choose another article for presenting, please do so, and provide your instructor with the reference for that article no later than the beginning of the sixth class session (7.12.12).
7. Complete your three research worksheets.
 - a. Simply answer the questions on the research worksheet formats.
 - b. Do not do this assignment as a paper – just answer the questions.
 - c. Ensure that your name and a page number is in the header for each page.
 - d. Copy and paste the three research worksheets into one word document.
8. Submit the word document through Taskstream no later than 10:00 pm on 7.26.2012. This will be your NCATE Assessment assignment. **As this document is your NCATE Assessment assignment, it will not be accepted in print form. It must be submitted through Taskstream. Taskstream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the NCATE Assessment assignment to Taskstream by 10:00 on 7.26.12 will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon the completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.**
9. Present the article you chose for presentation (and that was approved by your instructor) in class on 7.26.12.

You may earn up to 10 points for each correctly completed Research Worksheet, up to a total possible of 30 points.

Late Assignments: Each quiz will be available from the time the prior class period ends until the time the next class period begins. You must complete each quiz prior to the class session for which it is assigned. Give that quizzes are available online and may be taken from anywhere where internet service is available, they are available for a week, and may be taken twice, no quiz may be taken after the class session for which it is assigned has begun.

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 26 July 2013. Although they may be submitted earlier, Research Worksheets submitted after this date and time will be assessed a 3 point penalty per Research Worksheet, and will result in a grade of IN, as described above. Failure to submit the research worksheets via Taskstream by the ninth week of the following semester will result in that grade of IN being converted to an F.

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	30 points	30 points

Class Session Quizzes	70 points	100 points
Video Quizzes	70 points	170 points
Research Worksheets	30 points	200 points

A = 191 – 200 points A- = 181 – 190 points B = 161 – 180 points C = 141 – 160 points
F < 141 points

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, 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.

COURSE SCHEDULE (Subject to change)

Session Date	Read / Watch / Complete Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
6.7.12 1 st Session	NA	Review syllabus; begin discussion on basic verbal operants Video: <i>Teaching Verbal Behavior</i>	
6.14.12 2 nd Session	Winokur Ch. 1 – 5 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 1) Quiz 1, Video Quiz 1	Lecture, Discussion, Establishing Stimulus control for Basic Verbal Operants – Mand, Tact, Extended Tact	SAFMEDS Set 1
6.21.12 3 rd Session	Winokur Ch. 6 – 11 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 2)	Lecture, Discussion, Establishing Stimulus Control for Basic Verbal Operants – Echoic, Intraverbal, Autoclitic; Audience Control	SAFMEDS Set 2 Quiz 2, Video Quiz 2
6.28.12 4 th Session	VB-MAPP <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 3)	Administering, interpreting, and planning instruction using the VB-MAPP - Practice interpreting VB-MAPPS and developing instructional programming from them	SAFMEDS for Week 4 Quiz 3, Video Quiz 3
7.5.12 5 th Session	ABLSS-R <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 4)	Administering, interpreting, and planning instruction using the ABLSS-R – Practice interpreting ABLSS-Rs, and developing instructional programming from them	SAFMEDS for Week 5 Quiz 4, Video Quiz 4
7.12.12 6 th Session	Sundberg & Partington Ch. 1 – 7 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 5)	More on planning and implementing instruction for basic verbal operants – mand, echoic, and tact More practice with ABLSS-R Getting data while doing VB instruction	SAFMEDS for Week 6 Quiz 5, Video Quiz 5
7.19.12 7 th Session	Sundberg & Partington Ch. 8-14 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 6)	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	SAFMEDS for Week 7 Quiz 6, Video Quiz 6

7.26.12 8 th Session	DVD: <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 7)	Wrap up – Catch up on any activities on which we've gotten behind - Presentations	Research Worksheet document by Taskstream Video Quiz 7
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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.html>].
- 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/>].