



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

Spring 2013

EDSE 625 5S1: Applied Behavior Analysis: Verbal Behavior
CRN: 17683, 3 - Credit(s)

Instructor: Dr. Kristy Park	Meeting Dates: 01/22/13 - 05/15/13
Phone: 703 993 5251	Meeting Day(s): Tuesdays
E-Mail: kparkc@gmu.edu	Meeting Times: 7:20PM-10:00PM
Office Hours: by appointment	Meeting Location: Off-campus Building, KA 102

***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

Further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

Prerequisite(s): EDSE 623

Co-requisite(s): EDSE 623

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)993-3145 for assistance. All other students should refer to their faculty advisor.

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

Learner Outcomes

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

- Define and describe characteristics of verbal behavior.
- Distinguish between structural and functional approaches to verbal behavior.
- Define, describe, identify, and exemplify basic verbal operants.
- Describe, identify, and exemplify audience and other historic and contextual variables as they pertain to verbal behavior.
- Describe and demonstrate assessment of verbal behavior repertoires using the ABLLS-R and the VB-MAPP.
- Interpret verbal behavior assessment data and identify goals and objectives for instruction.
- Develop instructional and intervention procedures based on verbal behavior assessment outcomes.
- Develop behavioral data collection and data based decision making systems to incorporate into instructional and assessment procedures based on verbal behavior assessment outcomes.
- Describe philosophical and ethical aspects of verbal behavior assessment, instruction, and intervention.

Required Textbooks

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.

Sundberg, M.L., & 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.

MUST PURCHASE BOTH THE GUIDE AND THE PROTOCO for Partington (2007) and Sundberg (2008). To purchase Partington (2007) from the publisher, go to www.behavioranalysts.com, and click on Products. To purchase Sundberg (2008) from the publisher, go to www.avbpress.com. To purchase Sundberg & Partington (1998) from the publisher, go to www.behavioranalysts.com, and click on Products.

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., Snyderski, 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). Rudimentary 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.

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

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. 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: Language.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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 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/>].
- 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.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for arriving to class on time, participating in class activities, and remaining for the duration of the class period. Attendance will be maintained through the artifacts students produce during class through group and individual work. Attendance points cannot be made up for absences. **Two or more unexcused absences will result in no credit for his course.**

Late Work.

All assignments should be submitted on or before the assigned due date and time of the class. Late assignments will be accepted in the following manner:

up to 1 week late:	5% point deduction
1-2 weeks late:	10% point deduction
2 weeks late up to last class before exam:	25% point deduction

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at

<http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale

95-100% = A
 90-94% = A-
 85-89% = B
 80-84% = B-
 70-79% = C
 <70% = F

Course Requirements Evaluation

Assignment	Points
VB research topic review	30 points
Quizzes (5)	25 points
VB instructional video responses	10 points
Attendance and Participation	15 points
Final Exam	20 points
Total	100 points

Assignments

NCATE/TaskStream Assignments.

VB research topic review

Choose a VB topic area (i.e., verbal operants, instructional modalities) of interest then provide an annotated bibliography of your articles. The format for the research article reviews will be posted on blackboard.

Common Assignments.

Quizzes

Quizzes about the current reading topics as well as past lectures will be given during class. Quizzes may be given at the beginning, middle, or end of class. You must be in class to take the quiz. There will be a total of 5 quizzes, each worth 5 points each.

VB instructional video responses

Video modules about ABA and essential VB skills and instructional procedures will be shown in class or provided as an activity. Watch selected modules and complete the VB instructional video worksheet. VB instructional videos are posted on <http://torrent.gmu.edu>. The password is 8059.

Other Assignments.

Attendance and participation

Participation points are earned by the completion of weekly class activities that support instructional VB content areas discussed during class. The class activities You must be present in class to complete these activities.

Date	Topics	Assignment Due
1 1/22/13	<ul style="list-style-type: none"> * Syllabus Overview • Pre-assessment 	Choose VB topic area
2 1/29/13	<ul style="list-style-type: none"> • Review ABA terms and concepts- types of controlling variables, point to point correspondence, formal similarity •Lecture – Behavior, Social Behavior, Verbal Behavior 	Readings as assigned Quiz 1
3 2/5/13	* Lecture, Discussion, & Practice – verbal behavior development, verbal operants, EO, Mands, Tacts ,	Winokur Ch. 1 – 4, Readings as assigned
4 2/12/13	<ul style="list-style-type: none"> * Lecture, Discussion, & Practice - Comparison of mands and tacts, mand extensions, extended tacts • Audiences, Augmentative Communication 	Winokur Ch. 5-6 Sundberg & Partington Ch.4 Hartman & Klatt (2005), Sundberg et. al. (2002)
5 2/19/13	* Lecture, Discussion, & Practice – Echoics, Textuals, Intraverbals, PECS	Winokur Ch. 7-9 Quiz 2 Barbera & Kubina (2005) Sundberg et al., (2000)
6 2/26/13	* Lecture, Discussion, & Practice- learner cooperation, reinforcements, pairing	Readings as assigned
7 3/5/13	* Lecture, Discussion, and Practice- Teaching Imitation, Mands, Contriving and Capturing EOs	Quiz 3 S & P Ch. 6 – 9
8 3/12/13	Spring Break	
9 3/19/13	* Lecture, Discussion & Practice - Teaching Intraverbals, Advanced Tacts, and Advanced Mands	S & P Ch. 10 - 12 Cihon (2007) & Sundberg et. al. (2000)
10 3/26/13	<ul style="list-style-type: none"> * Lecture, Discussion, & Practice – Conducting and Interpreting VB Assessments/ Beginning VB Intervention * Discussion: VB and Matching * Discussion and Practice – ABLLS-R 	S & P Ch. 1 – 3 & 5, ABLLS-R
11	<ul style="list-style-type: none"> * Lecture, Discussion, & Practice – Administering, interpreting, & planning instruction using the VB- 	VB-MAPP

4/2/13	MAPP & developing instructional programming from the results.	Quiz 4 Readings as assigned
12 4/9/13	* Lecture, Discussion & Practice – Multiple Causation, Autoclitic mand, autocitic tact	Winokur Ch. 10, 11, 12 Sundberg & Partington Ch. 13 & 14 Instructional Video Reflections Due Quiz 5
13 4/16/13	* Discussion & Practice – Teaching Modalities (e.g. DIT, IT, NET) implications	Readings as assigned
14 4/23/13	* VB Summary Presentations	Research article summary Due
15 4/30/13	Course evaluations Final Exam	

Schedule

