



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

Summer 2013

EDSE 625 BS1: Applied Behavior Analysis: Verbal Behavior
CRN: 40295, 3 - Credit(s)

Instructor: Dr. Theodore Hoch	Meeting Dates: 06/03/13 - 07/25/13
Phone: 703.987.8928	Meeting Day(s) and Time(s): R 4:30 pm-10:00 pm
E-Mail: thoch@gmu.edu	
Office Hours: Thursdays, 2:00 pm – 4:00 pm; available most times by phone and through e-mail	Meeting Location: Off-campus Building, KA 103

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

[Instructors, please revise in accordance with your specific course format]

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, 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. 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.

Recommended Textbooks: None.

Required Resources: None.

Additional Readings: Articles selected by the student from *The Analysis of Verbal Behavior* (at <http://www.ncbi.nlm.nih.gov/pmc/journals/609/> .)

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://oai.gmu.edu/honor-code/>].
- b.** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

All students will sign in at each session on a form circulated by the instructor at the beginning of the session. Students are expected to remain present and actively participating throughout each session. Should a student miss a session, that student will secure notes and other information regarding missed content and assignments from other students. **SHOULD A CLASS SESSION'S POINT EARNING ACTIVITIES BE MISSED DUE TO ABSENCE, THE STUDENT MAY NOT MAKE UP THOSE POINTS.**

Late Work.

Work submitted after the assigned due date will be assessed a 10% possible point penalty. No work will be accepted after 11:59 pm on the date of the last class session listed in the Course Schedule (below).

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.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Verbal Behavior Instructional Program to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Given this description of assignments and associated point values that follows in the next section, the point distribution across assignments is as follows:

<i>Activity</i>	<i>Points Possible</i>	<i>Total Points Possible</i>
SAFMEDS	30 points	30 points
Class Session (L/D) Quizzes	90 points	120 points
Video Quizzes	70 points	190 points
Research Worksheets	30 points	220 points
ABLRS-R Based VB Instructional Project	40 points	260 points
VB-MAPP Based VB Instructional Project	40 points	300 points
Discussion Board Postings	12 points	312 points

A = 296 - 312 points A- = 281 - 295 points B = 250 - 280 points C = 218 - 249 points
F < 218 points

Assignments

NCATE/TaskStream Assignments.

Two assignments – the ABLRS-R-Based Verbal Behavior Instructional Project and the VB-MAPP Based Instructional Project, are described below. You will complete these, and combine them into a single PDF document. You will submit this document to Taskstream no later than 11:59 pm on the date indicated in the course schedule, below. No paper submissions, e-mailed submissions, or submissions made by means other than through Taskstream will be accepted. No late submissions will be accepted.

ABLRS-R based Verbal Behavior Instructional Project. You will be provided with a completed ABLRS-R, a description of your learner, and a programming grid. On the basis of the ABLRS-R, you will:

1. Correctly fill in the ABLRS-R Grid.
2. Select five different targets for instruction (giving preference to cusps), across at

- least three operants. (Up to 5 points).
3. For each target, you will identify the procedure(s) you will use to teach the target, and give the rationale for those procedure(s), (up to 5 points)
 4. Write step by step procedures for implementing the procedure(s), (Up to 5 points)
 5. Develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 5 points)
 6. Develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)
 7. Write instructions for assessing maintenance and retention, (Up to 5 points)
 8. And write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)
 9. All procedures will be written into the programming grid.

You may earn up to 40 points for this assignment (with five points reserved for participating in the working group aspect of this project).

VB-MAPP based Verbal Behavior Instructional Project. You will be provided with a completed VB-MAPP, a description of your learner, and a programming grid. On the basis of the VBMAPP, you will:

1. Correctly fill in the VB-MAPP Milestones Grid, Barriers Grid, and Task Analysis Grid.
2. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
3. For each target, you will identify the procedure(s) you will use to teach the target, and will give the rationale for those procedure(s), (up to 5 points)
4. Write step by step procedures for implementing the procedure(s), (Up to 5 points)
5. Develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 5 points)
6. Develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)
7. Write instructions for assessing maintenance and retention, (Up to 5 points)
8. And write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)
9. All procedures will be written into the programming grid.

You may earn up to 40 points for this assignment (with five points reserved for participating in the working group aspect of this project).

Common Assignments.

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. 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.
5. Submit your Research Worksheet document electronically, through Blackboard, through the link available in the folder for the last week of the course.
6. Present the article you chose for presentation (and that was approved by your instructor) in class on the date indicated in the course schedule.

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

Other Assignments.

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.

Discussion Board Forum. Beginning with the second week of the course, each week you will be assigned a type of verbal operant to engineer at some point during this week. (If you are already employed doing verbal behavior instruction, please do not do this with a person whom you are paid to serve.) You will engineer the verbal operant, then you will post on the Discussion Board Forum how you engineered that operant. You will receive one point for making this post. Next, make a comment or ask a question regarding a classmate's post. You will receive a second point for this. A total of 12 points is possible from the Discussion Board Forum postings.

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 15 questions, and a total of 90 points toward your final grade will be possible from quizzes. QUIZZES ARE ONLY AVAILABLE UNTIL 4:30 PM ON THE DATE FOR WHICH THEY ARE DUE.

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:

7. Scroll down to ABA Movies, and click on it.
8. Find your assigned video from those offered at ABA Movies. Click on it.
9. Watch the video.
10. 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. VIDEO QUIZZES ARE ONLY AVAILABLE UNTIL 4:30 PM ON THE DATE FOR WHICH THEY ARE DUE.

Schedule

(Subject to change)

Session Date	Read / Watch / Complete Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
06.06.13 1 st Session	NA	Review syllabus; begin discussion on basic verbal operants Video: <i>Teaching Verbal Behavior</i>	
06.13.13 2 nd Session	Read Winokur Ch. 1 – 4 Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 1)	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	SAFMEDS for Week 2 in class Complete Video Quiz 1 prior to class on 6.13.13 Complete DB on Engineering a Mand prior to class on 6.20.13
06.20.13 3 rd Session	Read Winkour Ch. 5 - 9 Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 2)	Lecture, Discussion, Practice on Extended Tacts, Echoics, Textuals, and Intraverbals	SAFMEDS for Week 3 in class Complete L/D Quiz 1 and Video Quiz 2 prior to class on 6.20.13 Complete DB on Engineering a Tact prior to class on 6.27.13

06.27.13 4 th Session	Winokur Ch. 10 and 11 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 3)	Lecture, Discussion, Practice on Autoclitics and Implications Review of Basic Verbal Operants	SAFMEDS for Week 4 in class Complete DB on Engineering an Echoic prior to 07.04.13 Complete L/D Quiz 2, Video Quiz 3 prior to class on 06.27.13
Week of 07.04.13 5 th Session	Read through your VB-MAPP <i>Watch The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 4)	ONLINE LESSON – Introduction, administering, and interpreting the VB-MAPP	Complete DB on Engineering a Sequellic prior to 07.11.13 Complete L/D Quiz 3, Video Quiz 4 prior to 4:30 pm on Friday 07.05.13
07.11.13 6 th Session	Read through your ABLLS-R <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 5)	Introduction, administering, and interpreting the ABLLS-R Practice scoring, interpreting, and planning instruction using the VB-MAPP and ABLLS-R - Practice interpreting VB-MAPP and ABLLS-R and developing instructional programming from them	SAFMEDS for Week 6 during class Complete DB on Engineering a Thematically Related Intraverbal prior to class on 7.18.13 Complete L/D Quiz 4, Video Quiz 5 prior to class on 07.11.13
07.18.13 7 th Session	Read Sundberg & Partington Ch. 4 – 14 <i>The Verbal Behavior Approach to Teaching Children with Autism</i>	Lecture, Discussion, and Practice on Selection based v. Topography based verbal behavior, beginning teaching verbal behavior, verbal behavior data collection; data	SAFMEDS for Week 7 during class Complete DB on engineering an Autoclitic prior to

	(Disc 6)	based decision making	class on 07.25.13 Complete L/D Quiz 5, Video Quiz 6 prior to class on 07.18.13
07.25.13 8 th Session	Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 7)	Verbal Behavior Question and Answer Research Worksheet Presentations	SAFMEDS for Week 8 in class Complete L/D Quiz 6, Video Quiz 7 prior to class on 07.25.13 Submit Research Worksheet Document through Blackboard no later than 11:59 today Submit combined ABLLS-R and VB-MAPP Based Instructional Projects document through Taskstream no later than 11:59 pm today