



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

Fall 2013

EDSE 625 682: Applied Behavior Analysis: Verbal Behavior  
CRN: 81295, 3 - Credits

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 9/16/2013 - 11/25/2013
<b>Phone:</b> 703.987.8928 / 703.993.5245	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b> Mondays and Thursdays from 1:30 pm – 3:45 pm, US Eastern Time through Blackboard Collaborate (although may be phoned or e-mailed any time)	<b>Meeting Location:</b> Off-campus

**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):** None

**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.

### **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

### **Recommended Textbooks**

None.

### **Required Resources**

None.

### **Additional Readings**

Articles selected by the student from *The Analysis of Verbal Behavior*.

### **Course Relationships 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](http://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.**

Students are expected to be present for the duration of every session, and to participate in every session. Should a student be absent, that student will secure notes from a classmate, and will ensure that all assignments are completed on time.

**Late Work.**

Students are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. Quizzes and written assignments submitted after the due date listed on the syllabus will be assessed a 10% possible point penalty. No work may be edited or submitted after 25 November 2013 at 11:59 pm, US Eastern Time.

**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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

**Grading Scale**

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Total Possible
ABLLS-R Based VB Instructional Project	1 Project	40 points	40 points	40 points
VB-MAPP Based VB Instructional Project	1 Project	40 points	40 points	80 points
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	150 points
Research Worksheets	3 Worksheets	10 points	30 points	180 points
Disucssion Board Items	8 items	2 points per item	16 points	196 points
Reading / Lecture / Discussion	7 quizzes	10 points per quiz	70 points	266 points

Quizzes				
A = 253 - 266 points	A- = 240 - 252 points	B = 213 - 239 points	C = 187 - 212 points	F < 187 points

## Assignments

### NCATE/TaskStream Assignments.

Both of these assignments are the Taskstream Assignments for this course, and as such, they must be submitted through Taskstream.

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

1. Fill in the ABLLS-R Skills Tracking grids correctly (5 points)
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
4. give the rationale for those procedure(s), (up to 5 points)
5. write step by step procedures for implementing the procedure(s), (Up to 5 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 5 points)
7. develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)
8. write instructions for assessing maintenance and retention, (Up to 5 points)
9. and write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)

***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:

10. Fill in the VB-MAPP Milestones Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
11. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
12. For each target, you will identify the procedure(s) you will use to teach the target, and
13. give the rationale for those procedure(s), (up to 5 points)
14. write step by step procedures for implementing the procedure(s), (Up to 5 points)
15. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 5 points)
16. develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)

17. write instructions for assessing maintenance and retention, (Up to 5 points)  
 18. and write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)

You will scan your ABLLS-R Skills Tracking grids, the VB-MAPP Barriers Assessment grid, the VB-MAPP Milestones Assessment Grid, the VB-MAPP Transitions Assessment grid, the VB-MAPP Transitions Assessment grid, your programming grids, and your step by step instructions into one document, ensuring that your name is atop every page in the document, and you will submit that document through Taskstream. Your projects will be graded according to the specifications above, and will be rated through Taskstream according to this rubric:

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Behavior Change Systems</b>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for either ABLLS-R or VB-MAPP based procedures:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 2 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>
<b>Identification of the Problem</b>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following for procedures derived from either assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms</li> <li>▪ Practices within limits of one's professional competence in applied behavior analysis;</li> <li>▪ Identifies and makes environmental changes that reduce need for behavior analysis services</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms</li> <li>▪ Practices within limits of one's professional competence in applied behavior analysis;</li> <li>▪ Identifies and makes environmental changes that reduce need for behavior analysis services</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms</li> <li>▪ Practices within limits of one's professional competence in applied behavior analysis;</li> <li>▪ Identifies and makes environmental changes that reduce need for behavior analysis services</li> </ul>
<b>Assessment</b>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following, for either assessment:</p> <ul style="list-style-type: none"> <li>▪ Uses only observable and measurable terms to describe behavior</li> <li>▪ Uses only observable and</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following, for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Uses only observable and measurable terms to describe behavior</li> <li>▪ Uses only observable and</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following, for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Uses only observable and measurable terms to describe behavior</li> <li>▪ Uses only observable and</li> </ul>

	<p>measurable terms to describe environmental events</p> <ul style="list-style-type: none"> <li>▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data</li> <li>▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased</li> <li>▪ Identifies putative reinforcers</li> </ul>	<p>measurable terms to describe environmental events</p> <ul style="list-style-type: none"> <li>▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data</li> <li>▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased</li> <li>▪ Identifies putative reinforcers</li> </ul>	<p>measurable terms to describe environmental events</p> <ul style="list-style-type: none"> <li>▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data</li> <li>▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased</li> <li>▪ Identifies putative reinforcers</li> </ul>
<b>Intervention</b>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> <li>▪ State intervention goals in observable and measurable terms.</li> <li>▪ Identify potential interventions based on assessment results and best available scientific evidence</li> <li>▪ Program for stimulus and response generalization</li> <li>▪ Program for maintenance</li> <li>▪ Select behavioral cusps for intervention</li> <li>▪ Select intervention strategies based on: <ul style="list-style-type: none"> <li>○ Client preference</li> <li>○ Client's current repertoire</li> <li>○ Supporting environments</li> <li>○ Environmental and resource constraints</li> <li>○ Social validity of the intervention</li> </ul> </li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> <li>▪ State intervention goals in observable and measurable terms.</li> <li>▪ Identify potential interventions based on assessment results and best available scientific evidence</li> <li>▪ Program for stimulus and response generalization</li> <li>▪ Program for maintenance</li> <li>▪ Select behavioral cusps for intervention</li> <li>▪ Select intervention strategies based on: <ul style="list-style-type: none"> <li>○ Client preference</li> <li>○ Client's current repertoire</li> <li>○ Supporting environments</li> <li>○ Environmental and resource constraints</li> <li>○ Social validity of the intervention</li> </ul> </li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 5 instructional targets from each assessment:</p> <ul style="list-style-type: none"> <li>▪ State intervention goals in observable and measurable terms.</li> <li>▪ Identify potential interventions based on assessment results and best available scientific evidence</li> <li>▪ Program for stimulus and response generalization</li> <li>▪ Program for maintenance</li> <li>▪ Select behavioral cusps for intervention</li> <li>▪ Select intervention strategies based on: <ul style="list-style-type: none"> <li>○ Client preference</li> <li>○ Client's current repertoire</li> <li>○ Supporting environments</li> <li>○ Environmental and resource constraints</li> <li>○ Social validity of the intervention</li> </ul> </li> </ul>
<b>Foundational Knowledge</b>	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for one of the two assessments:</p> <ul style="list-style-type: none"> <li>▪ Echoics</li> <li>▪ Mands</li> <li>▪ Tacts</li> <li>▪ intraverbals</li> </ul>	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Echoics</li> <li>▪ Mands</li> <li>▪ Tacts</li> <li>▪ intraverbals</li> </ul>	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Echoics</li> <li>▪ Mands</li> <li>▪ Tacts</li> <li>▪ intraverbals</li> </ul>

### Common Assignments.

**Video Assignments and Quizzes.** For the weeks so noted in the schedule that appears later in this document, 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).
- There will be 10 points possible for each quiz.

**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.

You will choose one research worksheet to present during our last class meeting. To select this worksheet / article, go to the Wiki under the Research Worksheets tab on Blackboard. Read the references for the articles that your classmates have provided. If the article / worksheet you'd like to present hasn't already been taken – please go ahead and claim it by putting the reference for your article in that Wiki. If the article / worksheet you'd like to present has already been taken, please choose another article (even if it means reading a fourth one!).

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

**Other Assignments.**

**Discussion Board Items.** During all but the first and last week of the course, you will have a Discussion Board Item to which to respond. These appear in the Graded Activities folder in the Weekly folders. To respond to the Discussion Board Item, read the item, and then do the activity listed in that item. Then, tell your classmates about it – describe what you did and what you found (or what happened) in the Discussion Board, for one point. Go back later that day or another day that week and read your classmates posts, and respond to one or more for a second point.

**Reading / Lecture / Discussion Quizzes.** During weeks 3 through 9 you will complete 10-item quizzes through Blackboard covering course material (reading, lecture, and discussion) covered up until that point in the course.

**Schedule**

	<b>Topics / Activities</b>	<b>Read and Do</b>
<b>9.16.13 Week 1</b>	Review syllabus; begin discussion on basic verbal operants	Select Research Profile Presentation Date Complete all activities in the Week 1 Folder
<b>9.23.13 Week 2</b>	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact, Extended Tacts, and Echoics	Read Winokur Ch. 1 – 5 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children

		with Autism (Disc 1) Complete all activities in the Week 2 folder
<b>9.30.13 Week 3</b>	Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals	Read Winokur Ch. 7, 8, and 9 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disc 2) Complete all activities in the Week 3 folder
<b>10.7.13 Week 4</b>	Lecture, Discussion, Practice on Autoclitics and Implications	Read Winokur Ch. 10 and 11 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disc 3) Complete all activities in the Week 4 folder
<b>10.21.13 Week 5</b>	Introduction, administering, and interpreting the VB-MAPP	Read through the VB-MAPP Complete all activities in the Week 5 folder
<b>10.28.13 Week 6</b>	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R	Read through the ABLLS-R Complete all activities in the Week 6 folder
<b>11.4.13 Week 7</b>	Lecture, discussion, and practice on tselection based v. topography based verbal behavior, and beginning teaching verbal behavior	Read Sundberg & Partington Ch 4 – 6 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching children with Autism (Disk 4) Complete all activities in Week 7 folder
<b>11.11.13 Week 8</b>	Measuring verbal behavior and developing verbal behavior programming	Read Sundberg & Partington Ch 7 – 9 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 5) Complete all activities in Week 8 folder
<b>11.18.18 Week 9</b>	Lecture, discussion, and practice on developing and conducting verbal behavior instruction	Read Sundberg & Partington Ch. 10 – 12 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 6) Complete all activities in Week 9 folder
<b>11.25.13 Week 10</b>	Research Worksheet Presentations	Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 7) Complete all activities in Week 10 folder Submit Verbal Behavior Instructional Projects through Taskstream Submit Research Worksheets through Blackboard

## Appendix

**There is no appendix!**