



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

Summer 2014

EDSE 625 B01: Applied Behavior Analysis: Verbal Behavior  
CRN: 40249, 3 - Credits

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 6/5/2014 - 7/17/2014
<b>Phone:</b> 703-987-8928	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-10:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Kellar Annex 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):** 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) 993-3670 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
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 (VB-MAPP)*. 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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

**Recommended Textbooks.** None.

**Required Resources.** Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students must secure access to a scanner that will permit them to scan multiple pages into a single document, and must submit scanned documents to Taskstream in this course. (Students may be asked to submit scanned documents at other points, as well.) All scanned documents must be in pdf format. Photographs of documents, and scans that are composed of multiple single page scans will not be accepted.

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

### **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/the-mason-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 class session, and to remain present for the duration of each class session. Students who arrive on time, sign in while the sign in sheet is circulating in the classroom, remain in class for the duration of the session, and leave at the end of class when all others leave will earn 5 points per session for this performance. Students who arrive after the sign in sheet has already circulated, or who leave before all other students leave, will earn 2 points per session for this performance. Students who miss a class session (except for absence due to verified death of a family member, the student's own hospitalization, the student's own military service, or national emergency) will earn zero points for the missed class session. Missed attendance points cannot be made up.

### Late Work.

All work is due by 4:30 pm on the due dates listed later in this syllabus. Assignments submitted late will be assessed a 10% possible points penalty. Only the final discussion board and only the Verbal Behavior Instructional Projects will be accepted after 10:00 pm on the final date of class. The final discussion board assignment and the Verbal Behavior Instructional Projects will be due no later than 11:59 pm on the date listed in the schedule that appears later in this syllabus.

## **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
ABLRS-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 Research Worksheets	10 points	30 points	180 points
Research Worksheets Presentation	1 Presentation	5 points	5 points	185
Discussion Board Items	6 items	2 points per item	12 points	197 points
Weekly Quizzes	5 Quizzes	15 points per quiz	75 points	272 points
Attendance	6 Sessions (Sessions 2 – 7)	5 points per session	30 points	302 points
Participation	6 Sessions (Sessions 2 – 7)	6 points per session	36 points	338 points
SAFMEDS Demonstrations	6 Demonstrations	5 points per demonstration	30 points	368 points
A = 350 - 368 points	A- = 332 - 349 points	B = 295 - 331 points	C = 258 - 294 points	F < 258 points

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

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 ABLLS-R, a description of your learner, and a programming grid. On the basis of the ABLLS-R, you will:

1. Correctly fill in the ABLLS-R Grid. (Up to 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 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.

***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. (Up to 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 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.

### **Performance-based Common Assignments (No TaskStream submission required).**

***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 75 points toward your final grade will be possible from quizzes. QUIZZES, ONCE MADE AVAILABLE, ARE ONLY AVAILABLE UNTIL 11:59 PM ON THE DATE FOR WHICH THEY ARE DUE (JULY 17<sup>TH</sup> FOR FULL CREDIT, JULY 20<sup>TH</sup> FOR PARTIAL CREDIT).

### **Other 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.

**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.** You will be assigned one discussion board assignment per week beginning with the second week of the course. These will involve your engineering some type of verbal operant at some point during the 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. BLACKBOARD POSTS RECEIVE A 50% PENALTY FOR SUBMISSION AFTER THE INDIVIDUAL DUE DATES (SEE SCHEDULE BELOW).

**ABA Tool Chest Assignments and Quizzes.** For weeks one through seven, you will be assigned a video to watch online. To find the video, go to <http://torrent.gmu.edu> . Next:

- a. Scroll down to ABA Movies, and click on it.
- b. Find your assigned video from those offered at ABA Movies. Click on it.
- c. Watch the video.
- d. Complete the ABA Tool Chest Quiz for that week (online, through Blackboard).

You will have two opportunities with each ABA Tool Chest Quiz. The highest score will be counted toward your grade. A total of 70 points is available from the ABA Tool Chest Quizzes. ABA TOOL CHEST QUIZZES, ONCE MADE AVAILABLE, ARE ONLY AVAILABLE UNTIL 11:59 PM ON THE DATE FOR WHICH THEY ARE DUE (JULY 17<sup>TH</sup> FOR FULL CREDIT, JULY 20<sup>TH</sup> FOR PARTIAL CREDIT).

**Class Participation.** Each student will receive six points per class session for making at least two contributions (e.g., spoken questions, spoken comments that are relevant to the topic at hand, or spoken examples – whether correct or incorrect) during that class session. Making fewer than two contributions within a class session will earn zero points. Points missed due to absence or inadequate contribution cannot be made up. A total of 36 points is possible through participation.

## Schedule

(Subject to change)

Session Date	Read / Watch / Complete Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
06.05.14 1 <sup>st</sup> Session	NA	Review syllabus; begin discussion on basic verbal operants  Video: <i>Teaching Verbal Behavior</i>	(ABA Tool Chest Quiz 1)
06.12.14 2 <sup>nd</sup> Session	Read Winokur Ch. 1 – 4  Watch <i>The Verbal Behavior Approach to Teaching Children</i>	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	SAFMEDS for Week 2 in class  Complete DB on Engineering

	<i>with Autism</i> (Disc 1)		a Mand prior to class on 6.19.14  (Weekly Quiz 1)  (ABA Tool Chest Quiz 2)
06.19.14 3 <sup>rd</sup> Session	Read Winkour Ch. 5 - 9  <i>Watch 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 DB on Engineering a Tact prior to class on 6.26.14  (Weekly Quiz 2)  (ABA Tool Chest Quiz 3)
06.26.14 4 <sup>th</sup> 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 07.03.14  (Weekly Quiz 3)  (ABA Tool Chest Quiz 4)  (Research Worksheet 1)
Week of 07.03.14 5 <sup>th</sup> Session	Read through your VB-MAPP  <i>Watch The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 4)	Introduction, administering, and interpreting the VB-MAPP	SAFMEDS for week 5 during class  Complete DB on Engineering a Sequellic prior to 07.10.14  (Weekly Quiz 4)  (ABA Tool Chest Quiz 5)  (Research Worksheet 2)
07.10.14 6 <sup>th</sup> Session	Read through your ABLLS-R  <i>The Verbal Behavior Approach to Teaching Children</i>	Introduction, administering, and interpreting the ABLLS-R  Practice scoring, interpreting, and planning instruction using the VB-MAPP and ABLLS-R -	SAFMEDS for Week 6 during class  Complete DB on Engineering a Thematically Related Intraverbal prior to class on

	<i>with Autism</i> (Disc 5)	Practice interpreting VB-MAPP and ABLLS-R and developing instructional programming from them	7.17.14 (Weekly Quiz 5) (ABA Tool Chest Quiz 6) (Research Worksheet 3)
07.17.14 7 <sup>th</sup> Session	Read Sundberg & Partington Ch. 4 – 14 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 6)	Lecture, Discussion, and Practice on Selection based v. Topography based verbal behavior, teaching verbal behavior.  Research Worksheets Presentation (in small groups)	SAFMEDS for Week 7 during class  Complete DB on engineering an Autoclitic prior to 11:59 pm on 7.20.14  (ABA Tool Chest Quiz 7)

The following items must be submitted no later than 11:59pm on 7.17.14. Submitting any of these items after this date will result in a 10% possible point penalty. Blackboard posts receive a 50% penalty for submission after their individual due dates (see schedule above). All work must be submitted no later than 11:59pm on 7.20.14. No work will be accepted after that date and time. Items in parentheses denote suggested pacing of the course.

- ABA Tool Chest Quizzes
  - Weekly Quizzes
  - Research Worksheets
  - Discussion Board
  - Extra Credit

The ABLLS-R and VB-MAPP Projects are due no later than 11:59 through Taskstream on 7.20.14. No work will be accepted after 11:59pm on 7.20.14.

- ABLLS-R Based Verbal Behavior Instructional Project
- VB-MAPP Based Verbal Behavior Instructional Project