



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

Summer 2016

EDSE 625 N01: Applied Behavior Analysis: Verbal Behavior
CRN: 42312, 3 - Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 05/16/16 - 08/06/16
Phone: 703-987-8928 / 703-993-5245 Skype: drtheodorehoch	Meeting Day(s): Wednesdays; 5/25, 6/1, 6/29, 7/6, & 7/13 ONLY
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:30pm – 8:30pm
Office Hours: available by phone, email, text, or skype almost any time; face to face meetings by appointment	Meeting Location: Internet

***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): B- or higher in EDSE 619.

Prerequisite(s) enforced by registration system.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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

DELIVERY METHOD:

This course will be delivered online using both synchronous and asynchronous formats through the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous. Our course week will begin on Monday, and finish on Sunday. All five of our synchronous sessions will be on Wednesdays from 7:30 – 8:20 pm. (See dates on the first page of this syllabus for more information.)

- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

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

1. Define and describe characteristics of verbal behavior.
2. Distinguish between structural and functional approaches to verbal behavior.
3. Define, describe, identify, and exemplify basic verbal operants.

4. Describe, identify, and exemplify audience and other historic and contextual variables as they pertain to verbal behavior.
5. Describe and demonstrate assessment of verbal behavior repertoires using the ABLLS-R and the VB-MAPP.
6. Interpret verbal behavior assessment data and identify goals and objectives for instruction.
7. Develop instructional and intervention procedures based on verbal behavior assessment outcomes.
8. Develop behavioral data collection and data based decision making systems to incorporate into instructional and assessment procedures based on verbal behavior assessment outcomes.
9. 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.

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.

Several assignments will require that you scan your work and upload it to Taskstream. Given this, you will need to have access to a scanner that will permit you to scan a multiple page document into a single document and save it as a pdf file. Many of our home printers do this. Scanners are also available at Fedex Office, Staples, and other, similar stores for your use. Some employers will also permit use of their scanners for this purpose. Scanned multiple page documents must be in pdf format, and must include all pages for the document in a single pdf file. Uploads of multiple, single page pdfs, and uploads of jpg files will not be accepted.

Additional Readings

Articles selected by the student from *The Analysis of Verbal Behavior*. This journal may be accessed at <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. The CEC standard that will be addressed in this class is Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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 synchronous session, and to participate in each of them. Students missing synchronous sessions may not make up any points lost by virtue of having missed that session, except in event of verified personal medical emergency (for which the student works through the Office of Disability Services), verified death in the immediate family, or national emergency.

Late Work.

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 are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. All work is due no later than two weeks after it is first assigned. Lesson recordings and their embedded quizzes will remain available for the duration of the course once they become available. Written assignments submitted after the due date be assessed a 10% possible point penalty. No work may be edited or submitted after 1 August 2016 at 11:59 pm, US Eastern Time.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Verbal Behavior Instructional Program* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Total Possible
ABLIS-R Based VB IP	1 Project	40 points	40 points	40 points
VB-MAPP Based VB IP	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
Discussion Board Items	10 items	2 points per item	20 points	200 points
Weekly Quizzes (Weeks 2 – 8)	77 questions	1 point	77 points	277 points
Reaction Paper Assignments	2 Assignments	10 points	20 points	297 points
Synchronous Discussion Participation	5 Synchronous Discussions	5 points	25 points	322 points
A = 306 - 322 points	A- = 290 - 305 points	B = 258 - 289 points	C = 226 - 257 points	F < 226 points

Assignments

Performance-based Assessment (Tk20 submission required).

Both of these assignments are the Performance-Based Assessment Assignments for this course, and as such, they must be submitted through Blackboard.

ABLIS-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 instructions 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)

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. Fill in the VB-MAPP Milestones Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis 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 instructions 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)

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 (15 points), and you will submit that document through Blackboard (15 points)

Performance-based Common Assignments (No Tk20 submission required).

ABA Toolchest 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. These videos and the quizzes will be in the Weekly Folders for Weeks 2 – 8. Each correctly answered question is worth 1 point toward your final grade, and you will have 15 minutes in which to complete each quiz.

1. Watch the video.
 2. 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. Research Worksheets are due at any point during the course, but no later than prior to your submission of your Verbal Behavior Instructional Projects.

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. 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.

Weekly Quizzes. There are quizzes to be completed AFTER CLASS BUT BEFORE THE NEXT CLASS for weeks 2 – 8. There is a total of 77 questions across these quizzes. Each correct answer is worth one point toward your final grade. Total quiz availability time is equivalent to 1.5 min per question.

BAO Online Reaction Papers. You will be assigned one of these for each of Weeks 10 and 11. To do these assignments,

1. Go to <https://bao.unt.edu/BAO/continuingEducation.html>.
2. Create an account. (Note: You will not be charged for creating the account or for watching the videos. You will only be charged if you request a continuing education certificate. If you do not want the certificate, do not need the continuing education credit, and do not wish to pay the fee, do not request continuing education.)
3. Log In.

4. Click on Lectures and Reactions: 1 Hour Continuing Education. (Note: you will not complete UNT's reaction form unless you wish to receive continuing education – and pay the fee. Instead, follow the instructions below to complete this assignment.)
5. Locate the video from among the titles listed.
6. Click on the title.
7. Watch the video.
8. Write and submit a brief (1 – 2 page) paper in which you:
 - a. Summarize the presentation.
 - b. Explain what was new to you in this presentation.
 - c. Explain how you may incorporate this new information into your work.
9. Ensure that your spelling, grammar, and punctuation are correct.
10. Submit your reaction paper through the link located in the Graded Activities Folder for the week in which the paper was assigned.

Synchronous Discussion Attendance and Participation. We have five synchronous discussions scheduled this summer, and the dates are listed on the first page of this syllabus. For each you will earn 1 point for being present at 7:30 when the discussion begins; 1 point for remaining present throughout the discussion (without leaving the discussion for any reason prior to the completion of the discussion), and 3 points for speaking (not typing) during that particular discussion. Missed points cannot be made up, except as stipulated in the Attendance Policy in this syllabus.

EXTRA CREDIT: Students may opt to complete up to 5 extra research worksheets for articles from *Analysis of Verbal Behavior* for up to 4 points each. ALL EXTRA CREDIT MUST BE SUBMITTED PRIOR TO SUBMISSION OF YOUR VERBAL BEHAVIOR INSTRUCTIONAL PRODUCT. ONLY UP TO 20 POINTS OF EXTRA CREDIT WILL COUNT TOWARD YOUR FINAL GRADE.

Schedule

Week Beginning	Topics	Assignments
16 May Week 1	Review syllabus; begin discussion on basic verbal operants	<input type="checkbox"/> Examine Lesson 1 Documents <input type="checkbox"/> Interact with Extension Resources
23 May	Lecture, Discussion, Practice Basic	Before Class <input type="checkbox"/> Read Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents

<p>Week 2</p>	<p>Verbal Operants – Mand, Tact</p> <p><i>Synchronous Discussion on 25 May at 7:30 pm through Blackboard Collaborate</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 2 before next week’s class <input type="checkbox"/> Complete Week 2 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 1 and Video 1 Quiz
<p>30 May</p> <p>Week 3</p>	<p>Lecture, Discussion, Practice on</p> <p>Extended Tacts and Echoics</p> <p><i>Synchronous Discussion on 1 June at 7:30 through Blackboard Collaborate</i></p>	<ul style="list-style-type: none"> Before Class <input type="checkbox"/> Read Winkour Ch. 5 and 6 <input type="checkbox"/> Examine Lesson 3 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 3 before next week’s class <input type="checkbox"/> Complete Week 3 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 2 and Video 2 Quiz
<p>6 June</p> <p>Week 4</p>	<p>Lecture, Discussion, Practice on</p> <p>Echoics, Textuals, and Intraverbals</p>	<ul style="list-style-type: none"> Before Class <input type="checkbox"/> Read Winokur Ch. 7, 8, and 9 <input type="checkbox"/> Examine Lesson 4 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 4 before next week’s class <input type="checkbox"/> Complete Week 4 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 3 and Video 3 Quiz
<p>13 June</p> <p>Week 5</p>	<p>Lecture, Discussion, Practice on</p> <p>Autoclitics and Implications</p>	<ul style="list-style-type: none"> Before Class <input type="checkbox"/> Read Winokur Ch. 10 and 11 <input type="checkbox"/> Examine Lesson 5 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 5 before next week’s class <input type="checkbox"/> Complete Week 5 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 4 and Video 4 Quiz
<p>20 June</p> <p>Week 6</p>	<p>Introduction, administering, and interpreting the VB-MAPP</p>	<ul style="list-style-type: none"> Before Class <input type="checkbox"/> Read through as much of the VB-MAPP as you can this week <input type="checkbox"/> Examine Lesson 6 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 6 before next week’s class <input type="checkbox"/> Complete Week 6 Quiz

		<input type="checkbox"/> Complete ABA Toolchest Video 5 and Video 5 Quiz
27 June Week 7	Practice scoring, interpreting, and planning instruction using the VB-MAPP <i>Synchronous Discussion on 29 June at 7:30 pm through Blackboard Collaborate</i>	Before Class <input type="checkbox"/> Finish reading the VB-MAPP <input type="checkbox"/> Examine Lesson 7 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 7 before next week's class <input type="checkbox"/> Complete Week 7 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 6 and Video 6 Quiz
4 July Week 8	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R <i>Synchronous Discussion on 6 July at 7:30 pm through Blackboard Collaborate</i>	Before Class <input type="checkbox"/> Read through as much of the ABLLS-R as you can this week. <input type="checkbox"/> Examine Lesson 8 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 8 before class next week <input type="checkbox"/> Complete Week 8 Quiz <input type="checkbox"/> Complete ABA Toolchest Video 7 and Video 7 Quiz
11 July Week 9	Measuring verbal behavior <i>Synchronous Discussion on 13 July at 7:30 pm through Blackboard Collaborate</i>	Before Class <input type="checkbox"/> Finish reading the ABLLS-R <input type="checkbox"/> Examine Lesson 9 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> Complete DB 9 before next week's class <input type="checkbox"/> Why not submit 1, 2, or all 3 of your Research Worksheets this week? It's a light week!
18 July Week 10	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	Before Class <input type="checkbox"/> Read Sundberg & Partington Ch 4 – 6 <input type="checkbox"/> Examine Lesson 10 Documents <input type="checkbox"/> Interact with Extension Resources After Class <input type="checkbox"/> View McGee Video in Graded Activities folder and submit reaction paper before class next week <input type="checkbox"/> Complete DB 10 before next week's class
25 July	Lecture, discussion, and practice on teaching	Before Class <input type="checkbox"/> Read Sundberg & Partington Ch. 7 – 12 <input type="checkbox"/> Examine Lesson 11 Documents

Week 11	verbal behavior	<input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> View Gerenser Video in Graded activities folder and submit reaction paper this week After Class <input type="checkbox"/> Finish and submit any remaining research worksheets
1 August Week 12	VB Research Discussions	<input type="checkbox"/> Completion celebration! <input type="checkbox"/> Submit any unsubmitted work before 11:59 pm tonight <input type="checkbox"/> Submit VB Instructional Projects no later than 11:59 pm tonight