



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

Summer 2018

EDSE 625: Applied Behavior Analysis: Verbal Behavior

3 – Credits

Section 6W5; CRN: 43431

Section 6Y1; CRN: 43438

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| Instructor: Dr. Michelle Roper | Meeting Dates: 5/7/2018 – 7/30/2018 |
| Phone: (703) 380-0073 | Meeting Day(s): Monday |
| E-Mail: mroper2@gmu.edu or michellemroper@gmail.com | Meeting Time(s): 4:30 pm – 7 pm |
| Office Hours: By Appointment | Meeting Location: Online |
| Office Location: N/A | Other Phone: N/A |

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): EDSE 619

Co-requisite(s): None

Course Description

Expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Course Delivery Method- Online

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

This course will be delivered online (76% or more) using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday's at 4:30.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain 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 course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/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.

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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 Blackboard. 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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 625*, the required PBA is Verbal Behavior Instructional Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the

instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

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 instructions for implementing the procedure(s), (Up to 10 points);
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 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 VB-MAPP 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 10 points);
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 points).

You will scan your ABLLS-R Skills Tracking grids and your ABLLS-R based instructional grids, instructional procedures, data collection instructions, and data sheets into a single pdf document; and 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 VB-MAPP based instructional grids, instructional procedures, data collection instructions, and recording forms into a single, second document (10 points), and submit through TK20.

College Wide Common Assessment (TK20 submission required)

N/A.

Performance-based Common Assignments (No Tk20 submission required)

N/A.

Other Assignments

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 are located in the VB Video Assignment Folder that is within the week's Graded Activities folder. You will also find guided notes to accompany that video in the Lesson Documents folder for that week. Watch the video. Complete the Video Quiz for that week (online, through Blackboard). There will be 10 points possible for each quiz.

Weekly Quizzes. During weeks 1 through 13, you will complete a multiple choice quiz based on the content for that week. During (roughly) the first half of the course, questions will be based only on the content assigned for that week. During (roughly) the second half of the course, quiz questions will be based on the week's content and / or prior week's content (to promote retention) and / Or introductory behavior analysis content. Each quiz is timed, and once a question is answered, one may not return to it. Each quiz question is worth 1 point toward one's final grade.

Reaction Papers. During weeks indicated in the calendar that appears later in this syllabus, students will view recordings by other experts in the field of Verbal Behavior. Students will then write a brief paper which summarizes the content of the recording, details what was new to the student in that recording, and how the student might incorporate what was new into the her or his work. Each reaction paper is worth up to 10 points.

Verbal Behavior Instructional Project Drafts. During Weeks 6 – 7, students are assigned a portion of the final project that is relevant to that week’s content. Students will complete these drafts of these portions of the final project, and upload to Blackboard by the date specified in the weekly folder. Drafts are worth 2 to 4 points. (Note: THESE DRAFTS DO NOT SUBSTITUTE FOR THE FINAL PROJECT: STUDENTS MUST STILL EDIT, CORRECT, COMPILE, AND SUBMIT FINAL PROJECTS TO BY THE DUE DATE.)

Discussion Boards. During Weeks 2 – 13, students will be prompted to engineer a verbal operant, and then to tell classmates (through Discussion Board) how the operant was engineered, how the other person responded, and whether or not the operant was reinforced. A student must both report on the verbal operant that she or he engineered, and must comment on a classmate’s post (so, must make a minimum of two posts) by the due date, in order to receive credit of 2 points for the week’s discussion board assignment.

Course Policies and Expectations

Attendance/Participation

Attendance/Participation. All students are expected to be present, in Blackboard Collaborate, and ready to work, at 4:30 pm on Synchronous Discussion days. Your instructor will take a screen shot of the listing of those present at the beginning of each session. All whose names are listed at in that screen shot will earn 1 point for being present on time. All students are expected to remain for the entire Synchronous Discussion session, each session. Your instructor will likewise take a screen shot of the listing of names at the end of each Synchronous Discussion session, and all students whose names are on the list at that time will earn 1 point for being present at that time. Arriving late, leaving early, or absence from a Synchronous Discussion will preclude opportunity for earning attendance points. Each student is expected to contribute to each Synchronous Discussion by speaking. This means that each student’s microphone must work; participating from a computer without a working microphone will preclude opportunity to participate. Likewise, typing one’s comments or questions will not count toward contribution points. Contributing to a synchronous discussion by speaking will earn 2 points per synchronous discussion. Absence form a discussion precludes opportunity to earn participation points.

Late Work

All assignments are due no later than the due dates indicated on the syllabus. Late assignments will not be accepted.

Grading Scale

| Assignment Type | Number of Opportunities | Points Possible per Opportunity | Points Possible by Type | Cumulative Points Possible |
|---|--|---------------------------------|-------------------------|----------------------------|
| Pre-test | 1 test | 10 points | 10 points | 10 points |
| Weekly Quizzes | 13 quizzes | 1 point per question | 137 points | 147 points |
| ABA TC Video Quizzes | 7 quizzes | 10 points | 70 points | 217 points |
| Reaction Papers | 6 papers | 10 points | 60 points | 277 points |
| Discussion Board Posting | 13 DBs | 2 points Or 4 points | 26 points | 303 points |
| VBIP Drafts | 7 Drafts | 2 or 4 points | 16 points | 319 points |
| Verbal Behavior Instructional Project (Final) | 1 ABLLS-R project 1 VB-MAPP project | 40 points per project | 80 points | 399 points |
| Synchronous Discussions | 5 Discussions | 5 points | 25 points | 424 points |
| A 403 - 424 points | A- 382 - 403 points | B 339 – 382 points | C 297 - 338 points | F Fewer than 297 points |

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Date | Topics | Assignments/Activities |
|---------------------------------------|---|--|
| <p>Week 1</p> <p>May 7 2018</p> | <p>Review Syllabus</p> <p>Begin discussion on basic verbal operants</p> | |
| <p>Week 2</p> <p>May 14 2018</p> | <p>Lecture, Discussion, Practice</p> <p>Basic Verbal Operants- Mand, Tact</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read Winokour Chapter 1-4 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Toolchest video and quiz |
| <p>Week 3</p> <p>May 21 2018</p> | <p>Lecture, Discussion, Practice</p> <p>Extended Tacts and Echoics</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read Winokour Chapter 5 & 6 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper |
| <p>Week 4</p> <p>May 28 2018</p> | <p>Lecture, Discussion, Practice</p> <p>Echoics, Textuals, and Intraverbals</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read Winokour 7-9 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Toolchest video and quiz |
| <p>Week 5</p> <p>June 4 2018</p> | <p>Lecture, Discussion, Practice</p> <p>Autoclitics and Implications</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read Winokour 10 & 11 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper |
| <p>Week 6</p> <p>June 11 2018</p> | <p>Introduction to administering, scoring, interpreting, and planning instruction and scoring the VB-MAPP</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read the VB-MAPP <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Toolchest video and quiz |

| | | |
|----------------------------|---|--|
| Week 7 June 18 2018 | Introduction to, administering, scoring and planning instruction using the ABLLS-R | <input type="checkbox"/> Read the ABLLS-R <input type="checkbox"/> Check for an read items posted on blackboard Toolchest video and quiz |
| Week 8 June 25 2018 | Lecture, Discussion, Practice Selection based vs. Topography based verbal behavior | <input type="checkbox"/> Read Sundberg and Partington Chapter 4-6 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper |
| Week 9 July 2 2018 | Lecture, Discussion, Practice Measuring Verbal Behavior Teaching Verbal Behavior | <input type="checkbox"/> Read Sundberg and Partington Chapter 4-9 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Toolchest video and quiz <input type="checkbox"/> Pre-recorded class |
| Week 10 July 9 2018 | Lecture, Discussion, Practice Teaching Verbal Behavior | <input type="checkbox"/> Read Sundberg and Partington Chapter 10-12 <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper |
| Week 11 July 16 2018 | Lecture, Discussion, Practice Effective Verbal Behavior Instruction | <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper <input type="checkbox"/> Toolchest video and quiz |
| Week 12 July 23 2018 | Lecture, Discussion, Practice Dr. Skinner's work and Verbal Behavior | <input type="checkbox"/> Check for an read items posted on blackboard <input type="checkbox"/> Reaction Paper |
| Week 13 July 30 2018 | Wrap up the semester! | <input type="checkbox"/> Final Project Due <input type="checkbox"/> Toolchest video and Quiz |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.