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

Fall 2018
EDSE 625 DL1: Applied Behavior Analysis: Verbal Behavior
CRN: 78178, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 8/27/2018 – 12/19/2018
Phone: 703-993-5245	**Meeting Day(s)**: Tuesday 8/28; 9/18; 11/6; 11/20 & 11/27
E-Mail: thoch@gmu.edu	**Meeting Time(s)**: 7:30 pm – 8:30 pm
Office Hours: Thursdays noon – 3:00, US East Coast time	**Meeting Location**: On-line
Office Location: Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, MS 1F2, Fairfax, VA 22030	**Other Phone**: 703-987-8928 – may text to this number

*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 B-
Co-requisite(s): None

Course Description
Expands students' abilities 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
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 an asynchronous 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 22 August 2018.

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 will need a working webcam and microphone for use with the Blackboard Collaborate web conferencing tool.
- 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
- o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- ☐ Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday at 11:59 pm, US East Coast time.
- ☐ 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 3 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.
  > **From time to time, I receive emails expressing concern from students who are not performing well on the quizzes. When I examine the analytic in Blackboard, in most instances I learn that these students have not been viewing the recordings that precede those quizzes. For your benefit, please complete all reading and view all recordings in their entirety before taking quizzers.**
- ☐ 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. (Note: NEWER EDITIONS MAY BE USED.)

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Englewood Cliffs, NJ: Prentice-Hall, Inc. (NOTE: PURCHASE THIS ONLY FROM THE GMU BOOKSTORE!)

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)

> Both of these assignments are the Peformance Based Assessment Assignments for this course, and as such, they must be submitted through TK20.

> **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 Assesment, 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.

Performance-based Common Assignments (No Tk20 submission required)

Verbal Behavior Instructional Project Drafts. Beginning in Week 7, you will be assigned a portion of the VB Instructional Project to draft and submit prior to the next week's class session. You will do this for four consecutive weeks. Each draft submitted on time will receive 2 points. Late drafts will not be accepted. You will be provided feedback on your drafts, which you will be expected to incorporate when putting together your final project.

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.

Reaction Papers . To complete this assignment:
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.

If the video to be watched is not from BAO Online, it will be embedded in the Blackboard Graded Activities Folder for the week for which it is assigned.

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.

Ensure that your spelling, grammar, and punctuation are correct. Submit your reaction paper through the links in the graded activities folders during the weeks for which they were assigned.

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.

EDSE 619 Final Exam. If you don't use it, you lose it! This statement is true about many things we do – including our behavior analytic skills. At any point during the first two weeks of the course, you will complete the final exam that this instructor gives when he teaches EDSE 619. Within one week, your instructor will email you a feedback form that tells you how you performed with regard to the objectives assessed by that course. Each correctly answered question is worth 0.2 points, and so this exam is worth up to 10 points.

EDSE 621 Final Exam. If you don't use it, you lose it! This statement is true about many things we do – including our behavior analytic skills. At any point during the first two weeks of the course, you will complete the final exam that this instructor gives when he teaches EDSE 621. Within

one week, your instructor will email you a feedback form that tells you how you performed with regard to the objectives assessed by that course. Each correctly answered question is worth 0.2 points, and so this exam is worth up to 10 points.

Course Policies and Expectations
Attendance/Participation

All synchronous discussions are optional. Attending and participating in a synchronous discussion will earn 2 points extra credit. Missing a synchronous discussion will not result in a points penalty. Synchronous discussions will consist mainly of question and answer time to clarify course content, assignments, and so forth.

Late Work

All work is due on or before due dates listed in the syllabus. Late work is not accepted.

Other Requirements

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.

Grading Scale

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Points Possible
ABLLS-R VBIP	1 Project	40 points	40 points	40 points
VB-MAPP VBIP	1 Project	40 points	40 points	80 points
Discussion Boards	13 DBs	2 points	26 points	106 points
ABA Toolchest Vide0 Quizzes	7 Quizzes	10 points	70 points	176 points
VB IP Drafts	5 Drafts	2 points	10 points	186 points
Reaction Papers	5 Papers	5 points	25 points	211 points
Weekly Quizzes	14 Quizzes	10 points	140 points	351 points
EDSE 619 Final Exam	1 Exam	10 points	1o points	361 points
EDSE 621 Final Exam	1 Exam	10 points	10 points	371 points
A = 352 – 371 points	A- = 334 – 351 points	B = 297 – 333 points	C = 260 – 296 points	F = Fewer than 260 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

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

Week	Read / View	Complete and Submit
Week 1 27 Aug 18	☐ Review syllabus; ☐ SYNCHRONOUS DISCUSSION AT 7:30 PM US EAST COAST TIME ON TUES 28 AUG IN BLACKBOARD COLLABORATE ULTRA ☐ Week 1 Recordings – Introduction to Verbal Behavior ☐ Examine Lesson 1 Documents ☐ Interact with Extension Resources	Before 11:59 pm on 2 Sept 18: ☐ EDSE 619 Final Exam ☐ EDSE 621 Final Exam ☐ Week 1 Quiz
Week 2 3 Sept 18	☐ Read Winokur Ch. 1 – 4 ☐ Week 2 Recordings – Mands, Tacts ☐ ABA Toolchest Quiz 1 ☐ Examine Lesson 2 Documents ☐ Interact with Extension Resources	Before 11:59 pm on 9 Sept 18: ☐ DB 2 ☐ Week 2 Quiz ☐ ABA Toolchest Quiz 1
Week 3 10 Sept 18	☐ Read Winkour Ch. 5 and 6 ☐ Examine Lesson 3 Documents ☐ Week 3 Recordings – Extended Tacts and Echoics ☐ ABA Toolchest Video 2 ☐ Interact with Extension Resources	Before 11:59 pm on 16 Sept 18: ☐ DB 3 ☐ Week 3 Quiz ☐ ABA Toolchest Video Quiz 2
Week 4 17 Sept 18	☐ Read Winokur Ch. 7, 8, and 9 ☐ Examine Lesson 4 Documents ☐ Week 4 Recordings – Textuals and Intraverbals ☐ ABA Toolchest Video 3 ☐ Interact with Extension Resources	Before 11:59 pm on 23 Sept 18 ☐ DB 4 ☐ Week 4 Quiz ☐ ABA Toolchest Video Quiz 3
Week 5 24 Sept 18	☐ Read Winokur Ch. 10 and 11 ☐ Examine Lesson 5 Documents ☐ Week 5 Recordings – Autoclitics and Implications ☐ ABA Toolchest Video 4 ☐ Interact with Extension Resources	Before 11:59 pm on 30 Sept 18 ☐ DB 5 ☐ Week 5 Quiz ☐ ABA Toolchest Video Quiz 4
Week 6 1 Oct 18	☐ Read through as much of the VB-MAPP as you can this week	Before 11:59 pm on 7 Oct 18 ☐ DB 6

	☐ Examine Lesson 6 Documents ☐ Week 6 Recordings – Introduction to VB Assessment; Beginning VB-MAPP ☐ ABA Toolchest Video 5 ☐ Interact with Extension Resources	☐ Week 6 Quiz ☐ ABA Toolchest Video Quiz 5
Week 7 8 Oct 18	☐ Finish reading the VB-MAPP ☐ Examine Lesson 7 Documents ☐ Week 6 Recordings – Scoring, Interpreting, and Planning Instruciton with the VB-MAPP ☐ ABA Toolchest Video 6 ☐ Interact with Extension Resources	Before 11:59 pm on 14 Oct 18 ☐ DB 7 ☐ Week 7 Quiz ☐ ABA Toolchest Video Quiz 6 ☐ VBIP Draft 1 (See Graded Activities)
Week 8 15 Oct 18	☐ Read through as much of the ABLLS-R as you can this week. ☐ Examine Lesson 8 Documents ☐ Week 8 Recordings – Administering, Interpreting, and Developing Instruction with the ABLLS-R ☐ ABA Toolchest Video 7 ☐ Interact with Extension Resources	Before 11:59 pm on 21 Oct 18 ☐ DB 8 ☐ Week 8 Quiz ☐ ABA Toollchest Video Quiz 7 ☐ VBIP Draft 2 (See Graded Activities)
Week 9 22 Oct 18	☐ Finish reading the ABLLS-R ☐ Examine Lesson 9 Documents ☐ Week 9 Recordings – Measuring Verbal Behavior ☐ Review Behavioral Data Collection Summary Sheet ☐ Interact with Extension Resources	Before 11:59 pm on 28 Oct 18 ☐ DB 9 ☐ Week 9 Quiz ☐ VBIP Draft 3 (See Graded Activities)
Week 10 29 Oct 18	☐ Read Sundberg & Partington Ch. 4 – 6 ☐ Examine Lesson 10 Documents ☐ View Week 10 Recordings	Before 11:59 pm on 4 Nov 18 ☐ DB 10 ☐ Week 10 Quiz
Week 11 5 Nov 18	☐ Read Sundberg & Partington Ch. 7 – 9 ☐ Examine Lesson 11 Documents ☐ View Lesson 11 Recordings	Before 11:59 pm on 11 Nov 18 ☐ DB 11 ☐ Week 11 Quiz ☐ VBIP Draft 4 (See Graded Activities)
Week 12 12 Nov 18	☐ Read Sundberg & Partington Ch. 10 – 12 ☐ Examine Lesson 12 Documents ☐ View Lesson 11 Recordings	Before 11:59 pm on 25 Nov 18 ☐ DB 12 ☐ Week 12 Quiz ☐ VBIP Draft 5 (see Graded Activities)

Week 13 26 Nov 18	☐ Sundberg Video (Origins of Behavior Analytic Applications) ☐ View Gerenser Video ☐ View McGee Video	Before 11:59 pm on 2 Dec 18 ☐ Sundberg Reactionn Paper ☐ Gerenser Reaction Papder ☐ McGee Reaction Paper ☐ Week 13 Quiz ☐ DB 13
Week 14 3 Dec 18	☐ View Dreyfus Video ☐ View Skinner Video	Before 11:59 pm on 9 Dec 18 ☐ Dreyfus Reaction Paper ☐ Skinner Reaction Paper ☐ DB 14
Week 15 10 Dec 18	Before 11:59 pm on 17 Dec 18 Submit Verbal Behavior Instructional Projects to TK20	

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/.

Appendix
   Assessment Rubric(s)

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Behavior Change Systems	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: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training	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: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training	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: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training
Identification of the Problem	Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following for procedures derived from either assessment: ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in	Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment: ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in	Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following for procedures derived from each assessment: ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms

	behavior analytic (non-mentalistic) terms ▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services	behavior analytic (non-mentalistic) terms ▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services	▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services
Assessment	Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following, for either assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers	Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following, for each assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers	Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following, for each assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers
Intervention	Given a completed ABLLS-R and a completed VB-MAPP, student does the following for fewer than 4 instructional targets from each assessment: ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention	Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 4 instructional targets from each assessment: ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention	Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 5 instructional targets from each assessment: ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention

	▪ Select intervention strategies based on:
	   o Client preference
	   o Client's current repertoire
	   o Supporting environments
	   o Environmental and resource constraints
	   o Social validity of the intervention
		▪ Select intervention strategies based on:
		   o Client preference
		   o Client's current repertoire
		   o Supporting environments
		   o Environmental and resource constraints
		   o Social validity of the intervention
			▪ Select intervention strategies based on:
			   o Client preference
			   o Client's current repertoire
			   o Supporting environments
			   o Environmental and resource constraints
			   o Social validity of the intervention

Foundational Knowledge	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: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals