



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

Spring 2019

EDSE 625 DL2: Applied Behavior Analysis: Verbal Behavior

CRN: 21780, 3 – Credits

<b>Instructor:</b> Dr. Clara Kenny	<b>Meeting Dates:</b> 1/22/2019 – 5/15/2019
<b>Phone:</b> 202.841.9332 (can also text this number)	<b>Meeting Day(s):</b> Synchronous Sessions: Monday 1/28, 2/11, 4/15, 4/22, 4/29
<b>E-Mail:</b> ckenny4@gmu.edu	<b>Meeting Time(s):</b> 8 pm – 9 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> N/A	<b>Other Phone:</b> 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 B-

**Co-requisite(s):** None

### **Course Description**

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.

### **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 both a synchronous and 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 January 22 2019.

**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](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](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 headset 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>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays at 12am EST, and finish on Sunday at 11:59pm EST – **PLEASE NOTE** the first week will start *Tuesday* 22<sup>nd</sup> Jan and end *Sunday* 27<sup>th</sup> Jan.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- 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 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.
- 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](http://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. 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)**

None

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

None

**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.** 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. (The last two reaction papers format differs slightly, and instructions are provided in the Week 14 folder.) Each reaction paper is worth up to 10 points.

**Verbal Behavior Instructional Project Drafts.** During Weeks 7 – 13, 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 TK20 BY THE DUE DATE.)

## **Course Policies and Expectations**

### **Attendance/Participation**

All students are expected to be present, in Blackboard Collaborate, and ready to work, at 7:30 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 be considered 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 be considered present at the end of the session. Arriving late, leaving early, or absence from a Synchronous Discussion will preclude opportunity for earning the 5 attendance points. Absence from 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.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard, including final drafts of assignments.



- Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.

### Grading Scale

Assignment Type	Number of Opportunities	Points Possible per Opportunity	Points Possible by Type	Cumulative Points Possible
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
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

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	93-96%	A-	90-92%
B+	87-89%	B	83-86%	B-	80-82%
C	72-77%	F	71 and below		

\*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/policies-procedures/>.

### Class Schedule

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

Date	Topics	Assignments / Activities	Content Hours Distribution
Week 1 Week of 22 Jan 2019	Review syllabus; begin discussion on basic verbal operants	<input type="checkbox"/> Examine Lesson 1 Documents <input type="checkbox"/> View Lesson 1 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W1 Quiz by 11:59 pm on 27 Jan 2019 <input type="checkbox"/> Interact with Extension Resources	<input type="checkbox"/> Recorded content: 60 min <input type="checkbox"/> Test / quiz: 90 min
Week 2 Week of 28 Jan 2019	Lecture, Discussion, Practice  Basic Verbal Operants – Mand, Tact	<input type="checkbox"/> Read Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents <input type="checkbox"/> View Lesson 2 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W2 Quiz by 11:59 pm on 3 Feb 2019 <input type="checkbox"/> View ABA Toolchest recording <input type="checkbox"/> Complete ABA Toolchest Quiz 1 by 11:59 pm 4 Feb 2019 <input type="checkbox"/> <b>Synchronous Discussion on 28 Jan 2019 at 7:30 pm</b>	<input type="checkbox"/> Recorded content: 150 min <input type="checkbox"/> Test / quiz: 33 min <input type="checkbox"/> Synchronous Discussion 60 min
Week 3 Week of 4 Feb 2019	Lecture, Discussion, Practice on  Extended Tacts and Echoics	<input type="checkbox"/> Read Winkour Ch. 5 and 6 <input type="checkbox"/> Examine Lesson 3 Documents <input type="checkbox"/> View Lesson 3 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W3 Quiz by 11:59 pm 10 Feb 2019	<input type="checkbox"/> Recorded content: 30 min <input type="checkbox"/> Test / quiz: 9 min
Week 4 Week of 11 Feb 2019	Lecture, Discussion, Practice on Echoics, Textuals, and	<input type="checkbox"/> Read Winokur Ch. 7, 8, and 9 <input type="checkbox"/> Examine Lesson 4 Documents <input type="checkbox"/> View Lesson 4 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W4 Quiz by 11:59 pm on 18 Feb	<input type="checkbox"/> Recorded content: 150 minutes <input type="checkbox"/> Test / quiz: 34 min <input type="checkbox"/> Synchronous

	Intraverbals	2019 <input type="checkbox"/> View ABA Toolchest Video 2 <input type="checkbox"/> Complete ABA TC Quiz 2 by 1159 pm on 18 Feb 2019 <input type="checkbox"/> <b>Synchronous Discussion at 7:30 pm on 11 Feb 2019</b>	Discussion: 60 min
Week 5 Week of 19 Feb 2019	Lecture, Discussion, Practice on  Autoclitics and Implications	<input type="checkbox"/> Read Winokur Ch. 10 and 11 <input type="checkbox"/> Examine Lesson 5 Documents <input type="checkbox"/> View Lesson 5 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W5 Quiz by 11:59 pm on 24 Feb 2019	<input type="checkbox"/> Recorded content: 37 min <input type="checkbox"/> Test / quiz: 20 min (This would be a great week to work ahead and knock out one or two of those reaction papers!)
Week 6 25 Feb 2019	Introduction to, administering, and interpreting the VB-MAPP	<input type="checkbox"/> Read as much of the VB-MAPP as you can this week <input type="checkbox"/> Examine the Lesson on 6 Documents <input type="checkbox"/> View Lesson 6 presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W6 Quiz by 11:59 pm on 3 March 2019 <input type="checkbox"/> View ABA TC Video 3 <input type="checkbox"/> Complete ABA TC Q3 by 11:59 pm on 3 March 2019	<input type="checkbox"/> Recorded content: 170 min <input type="checkbox"/> Test / Quiz: 40 min
Week 7 4 March 2019	Practice scoring, interpreting, and planning instruction with the VB-MAPP	<input type="checkbox"/> Finish reading the VB-MAPP <input type="checkbox"/> Examine Lesson 7 Documents <input type="checkbox"/> View Lesson 7 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W7 Quiz by 11:59 pm on 3/17/19 <input type="checkbox"/> Complete Bondy / PECS reaction paper by 11:59 pm on 17 March 2019 <input type="checkbox"/> Submit VBIP-1 by 11:59 pm on 17 March 2019	<input type="checkbox"/> Recorded Content: 112 min <input type="checkbox"/> Quiz: 20 min <input type="checkbox"/> Spring Break- great time to get ahead!
Week 8	Introduction to,	<input type="checkbox"/> Read through as much of the ABLLS-R as	

Week of 18 March 2019	and administering, interpreting, and developing instruction based on the ABLRS-R	you can this week. <input type="checkbox"/> Examine Lesson 8 Documents <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> View Lesson 8 Presentations <input type="checkbox"/> Complete W8 Quiz by 11:59 pm on 3/24/19 <input type="checkbox"/> View ABA TC Video 4 <input type="checkbox"/> Complete ABA TC Q4 by 11:59 pm 3/24/19 <input type="checkbox"/> Complete VBIP-2 by 11:59 pm on 3/24/19	<input type="checkbox"/> Recorded content: 105 min <input type="checkbox"/> Test / quiz: 35 min
Week 9 Week of 25 March 2019	Measuring verbal behavior	<input type="checkbox"/> Finish reading the ABLRS-R <input type="checkbox"/> Examine Lesson 9 Documents <input type="checkbox"/> View Lesson 9 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W9 Quiz by 11:59 pm 3/31/19 <input type="checkbox"/> Submit Gerenser Reaction Paper by 11:59 pm on 3/31/19 <input type="checkbox"/> Submit VBIP-3 by 11:59 pm on 3/31/19	<input type="checkbox"/> Recorded content: 124 min <input type="checkbox"/> Test / quiz: 15 min
Week 10 Week of 1 April 2019	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	<input type="checkbox"/> Read Sundberg & Partington Ch 4 – 6 <input type="checkbox"/> Examine Lesson 10 Documents <input type="checkbox"/> View Lesson 10 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W10 Quiz by 11:59 pm 4/7/19 <input type="checkbox"/> View ABA TC Video 5 <input type="checkbox"/> Complete ABA TC Q5 by 11:59 pm 4/7/19 <input type="checkbox"/> Submit VBIP-4 by 11:59 pm on 4/7/19	<input type="checkbox"/> Recorded content: 106 min <input type="checkbox"/> Test / Quiz: 30 min
Week 11 Week of 8 April 19	Lecture, discussion, and practice on teaching verbal behavior	<input type="checkbox"/> Read Sundberg & Partington Ch. 7 – 9 <input type="checkbox"/> Examine Lesson 11 Documents <input type="checkbox"/> View Lesson 11 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W11 Quiz by 11:59 pm 4/14/19 <input type="checkbox"/> View ABA TC Video 6 <input type="checkbox"/> Complete ABA TC Q6 by 11:59 pm 4/14/19 <input type="checkbox"/> Submit VBIP-5 by 11:59 pm 4/14/19	<input type="checkbox"/> Recorded content: 179 min <input type="checkbox"/> Test / Quiz: 35 min <input type="checkbox"/> Synchronous Discussion 60 min
Week 12 Week of	Lecture, discussion,	<input type="checkbox"/> Read Sundberg & Partington Ch 10 – 12	<input type="checkbox"/> Recorded content: 110 min

15 April 2019	practice on teaching verbal behavior	<input type="checkbox"/> Examine Lesson 12 Documents <input type="checkbox"/> View Lesson 12 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W12 Quiz by 11:59 pm 4/22/19 <input type="checkbox"/> View ABA TC Video 7 <input type="checkbox"/> Complete ABA TC Q7 by 11:59 pm 4/21/19 <input type="checkbox"/> Submit VBIP-6 by 11:59 pm 4/22/19 <input type="checkbox"/> <b>Synchronous Discussion 7:30 pm 4/15/19</b>	<input type="checkbox"/> Test / quiz: 35 min <input type="checkbox"/> Synchronous Discussion 60 min
Week 13 Week of 22 April 2019	Effective verbal behavior instruction	<input type="checkbox"/> View McGee Recording <input type="checkbox"/> Submit McGee Reaction Paper by 11:59 pm 4/28/19 <input type="checkbox"/> Read Cowley Article <input type="checkbox"/> Submit Cowley et al. Reaction Paper by 11:59 pm 4/28/19 <input type="checkbox"/> Complete W13 Quiz by 11:59 pm 4/28/19 <input type="checkbox"/> Submit VBIP-7 by 11:59 pm on 4/28/19 <input type="checkbox"/> <b>Synchronous Discussion at 7:30 pm on 4/22/19</b>	<input type="checkbox"/> Recorded content: 120 min <input type="checkbox"/> Test / quiz: 30 min <input type="checkbox"/> Synchronous Discussion: 60 min
Week 14 Week of 29 April 2019	VB Training Projects work week	<input type="checkbox"/> Submit VB Training Projects to Blackboard and TK20 no later than 11:59 pm on 5/5/19 <input type="checkbox"/> <b>Synchronous Discussion at 7:30 pm on 4/29/19</b>	

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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)

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>

<p><b>Behavior Change Systems</b></p>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for either ABLLS-R or VB-MAPP based procedures:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 2 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> <li>▪ Self-management procedures</li> <li>▪ Token economy</li> <li>▪ Direct instruction</li> <li>▪ Precision teaching</li> <li>▪ Personalized system of instruction</li> <li>▪ Incidental teaching</li> <li>▪ Functional communication training</li> </ul>
<p><b>Identification of the Problem</b></p>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following for procedures derived from either assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in</li> </ul>	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> <li>▪ Reviews records and available data at the outset;</li> <li>▪ Explains behavioral concepts using non-technical language;</li> <li>▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms</li> </ul>