GEORGE MASON UNIVERSITY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM

EDSE 625 XS1
APPLIED BEHAVIOR ANALYSIS – VERBAL BEHAVIOR
Summer 2011
Thursdays, 4:30 – 10:00
103 Kellar Annex
3 Credit Hours

PROFESSOR

Name: Theodore A. Hoch, Ed.D., B.C.B.A.-D.

Phone: Office: 703.993.5245 Cell: 703.987.8928

Office Location: 102F Finley Hall (on GMU's Fairfax Campus)
Office Hours: Thursdays from 2:00 – 4:00, and by appointment

e-mail: <u>thoch@gmu.edu</u>

COURSE DESCRIPTION

A Prerequisite. Prior completion of EDSE 623 or consent of instructor.

B Description. This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

NATURE OF COURSE DELIVERY

Lecture, discussion, written assignments, in-class exercises, and review and discussion of instructional video.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

This course is designed to enable students to perform in accordance with the Council for Exceptional Children's Standard 6 (Language: Support and facilitate family and child interactions as primary contexts for learning and development.) The signature assignments that demonstrate students' achievement with regard to this standard are the Research Worksheets completed as part of this course, and the scoring rubric used to determine whether the objective has been met is as follows:

Does not meet expectations	Meets expectations	Exceeds expectations
Submits fewer than three	Submits three Research	Submits three Research
Research Worksheets with all	Worksheets with all sections	Worksheets with no errors
sections completed, but more	completed, with three or fewer	
than three errors on at least one	errors per worksheet	
of the worksheets		

In addition, this course is designed to enable students to perform as described by the following objectives, taken from the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*:

Number Coljective Item	Course		BACB
Use the most effective assessment and behavioral introvenees of the procedure is the procedure. It 1.8 It is the most effective assessment and behavioral introvenees of the procedure is the client. It 1.8 Finuse that the donity, health, and safety of nois client are fully protected at all times. It 1.11 Georgia and the donity is the procedure of the procedure of the client. It 1.12 Georgia and the procedure of the procedure	Objective	Objective	TL or GRC
taking into consideration the guideline of minimal intusiveness of the procedure to the citent. 2. Ensure that the dignity, health, and safety of one scient are fully protected at all times. 3. Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated. 4. Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfuness of behavior, empiricism, experimental analysis, and parsimony. 5. Distinguish between mentalistic and environmental explanations of behavior. 6. Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) fures. 7. Interpret articles from the behavior analytic literature. 8. Define and provide examples of echoics and initiation. 9. Define and provide examples of rands. 10. Define and provide examples of further scholars. 11. 3-16. 12. State the primary characteristics of and rationale for conducting a descriptive assessment. 13. 4. Gether descriptive data. 14. Corganize and interpret descriptive data. 15. Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). 16. Define behavior in observable and measurable terms. 17. Salect the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18. Interpret and bose section marking on data displayed in various formats. 19. Make recommendations to the client regarding target outcomes based on such factors as client appetituding, assessment required in preterence and make environmental constraints, social variable, assessment results, and best available seniority eventorements, constraints, social variable, assessment results, and best availables seniority assessment behavior to be elaborated and make environmental changes that reduce the		·	
2 Finsure that the cliquity, health, and safety of one's client are fully protected at all times. 3 Give preference to a sessement and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated. 4 Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony. 5 Distinguish between mentalistic and environmental explanations of behavior. 6 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) trems. 7 Interpret articles from the behavior analytic illerature. 8 Define and provide examples of choics and initiation. 9 Define and provide examples of marks. 10 Define and provide examples of thacks. 11 2-15 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 13 Gather descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse the fundal). 16 Define behavior in observable and measurable terms. 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 18 Aske recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 18 Make recommendations to the client regarding terrepreture pervironments, constraints, social validity, assessment results, and best available scientific evidence. 19 Make recommendations to the client regarding behavior than that be established. 10 Determine and make environmental changes that reduce the need for behavior analysis services. 10 Use anticommental traini	'		11.1-0
3 Cive preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated. 2 Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony. 1.2.3 5 Distinguish between mentalistic and environmental explanations of behavior. 1.2.3 6 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms. 1.2.3 7 Interpret articles from the behavior analytic literature. 1.2.7 8 Define and provide examples of echoics and initiation. 1.3.15 9 Define and provide examples of tracts. 1.3.16 10 Define and provide examples of tracts. 1.3.17 11 Define and provide examples of intraverbals. 1.3.18 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 1.4.14 13 Gather descriptive data. 1.4.2 14 Organize and interpret descriptive data. 1.4.2 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times. 1.4.3 16 Define behavior in observabile and measurable terms. 1.6.1 15 Define behavior in observabile and measurable terms. 1.6.2 16 Define behavior in observabile and measurable terms. 1.6.2 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 1.6.2 18 Interpret and bese decision making on data displayed in various formats. 1.7.6 18 Interpret and bese decision making on data displayed in various formats. 1.7.6 19 Make recommendations to the client regarding latery entry environments, constraints, social validity, assessment results, and best available scientific evidence. 1.8.4	2		TL 1-11
validated. 4 Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony. 5 Distinguish between mentalistic and environmental explanations of behavior. 6 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms. 7 Interpret articles from the behavior analytic literature. 8 Define and provide examples of echoics and imitation. 10 Define and provide examples of echoics and imitation. 11 3-15. 9 Define and provide examples of mands. 11 3-16. 10 Define and provide examples of interverbals. 11 Define and provide examples of interverbals. 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 13 Gather descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse file. 16 Define behavior in observable and measurable terms. 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 18 Interpret and base decision making on data displayed in various formats. 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 11 8-3 21 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis. current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task ana		Give preference to assessment and intervention methods that have been scientifically	
Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfidness of behavior, emplicisam, experimental analysis, and parsimony. T. 2.3			
such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony. 5 Distinguish between mentalistic and environmental explainations of behavior. 6 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms. 7 Interpret articles from the behavior analytic literature. 8 Define and provide examples of ranalytic literature. 9 Define and provide examples of ranalytic literature. 10 Define and provide examples of tacts. 11 Define and provide examples of tacts. 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 13 Gather descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). 16 Define behavior in observable and measurable terms. 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repetitories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repetitories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis current repetitories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding intervention strategies based on such factors as: clie			
Distinguish between mentalistic and environmental explanations of behavior. IL 2.5	4		TL 2-1
Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms T.	F		TLOO
terms. 7 Interpret articles from the behavior analytic literature. 8 Define and provide examples of echoics and imitation. 1 L 3-15 9 Define and provide examples of mands. 1 L 3-16 10 Define and provide examples of mands. 11 Jefine and provide examples of tacts. 11 Jefine and provide examples of tacts. 11 Jefine and provide examples of tacts. 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 13 Geither descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). 16 Define behavior in observable and measurable terms. 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying			
Temperate articles from the behavior analytic literature 11, 2-7	O		IL 2-3
Befine and provide examples of echoics and imitation. 13.15 10 Define and provide examples of mands. 11.3.16 11 Define and provide examples of facts. 11.3.17 11 Define and provide examples of facts. 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 13 Gather descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse limes). 16 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse limes). 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity assessment results, and best available scientific evidence. 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26 Use antecedent based inter	7		TL 2-7
9 Define and provide examples of mands. 11.3-16 10 Define and provide examples of tects. 11.3-17 11 Define and provide examples of intraverbals. 11.3-18 12 State the primary characteristics of and rationale for conducting a descriptive assessment. 11.4-2 13 Gather descriptive data. 11.4-2 14 Organize and interpret descriptive data. 11.4-3 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse limes). 11.6-1 16 Define behavior in observable and measurable terms. 11.6-2 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 11.6-4 18 Interpret and base decision making on data displayed in various formats. 11.6-4 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repetiories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 11.8-3 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repetiories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 11.8-3 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repetiories, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 11.8-3 22 Make recommendations to the client regarding behaviors that must be established. 11.8-3 33 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened, and/or weakened to attain the stated intervention outcome. 11.8-3 4 Use antercedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 11.9-4 2 Use antercedent-based interventions accordingly. 11.9-13 3 Use modeling and im			
11. Define and provide examples of lacts. 11. 3.17 11. Define and provide examples of intraverbals. 11. 3.18 12. State the primary characteristics of and rationale for conducting a descriptive assessment. 11. 4.1 13. Gather descriptive data. 11. 4.1 14. Organize and interpret descriptive data. 15. Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). 16. Define behavior in observable and measurable terms. 17. Select the appropriate measurable terms. 18. Interpret and base decision making on data displayed in various formats. 19. Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20. State target intervention outcomes in observable and measurable terms. 21. Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22. Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22. Make recommendations to the client regarding intervention outcome. 23. When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24. Determine and make environmental changes that reduce the need for behavior analysis that behavior change procedures and design interventions accordingly. 25. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26. Use antecedent-based interventions, such as contextual or ecological variables, estab	9		
State the primary characteristics of and rationale for conducting a descriptive assessment. T. 4-1	10	Define and provide examples of tacts.	TL 3-17
13 Gather descriptive data. 14 Organize and interpret descriptive data. 15 Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). 16 Define behavior in observable and measurable terms. 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best availables scientific evidence. 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26 Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 27 Use positive and negative reinforcement. 28 Use extinction 19 94 19 Use differential reinforcement. 10 94 11 Use incidental teaching techniques. 11 9-10 12 94 13 Use incidental teaching techniques. 14 19 19	11		
14 Organize and interpret descriptive data IL 4.3			
Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times). TL 6-1			
times). Define behavior in observable and measurable terms. TL 6-2 17 Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. 18 Interpret and base decision making on data displayed in various formats. TL 7-6 19 Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. TL 8-3 TL 8-4 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome. 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26 Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 27 Use positive and negative reinforcement. TL 9-2 18 Use extinction. TL 9-3 30 Use incidental reinforcement. TL 9-4 31 Use prompts and prompt fading. TL 9-11 35 Use prompts and prompt fading. TL 9-13 36 Use incidental reaching techniques. TL 9-15 TL 9-15 TL 9-16 TL 9-17 TL 9-18 TL 9-19			
Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording. Interpret and base decision making on data displayed in various formats. It. 7-6.	15		TL 6-1
logistics of observing and recording. Interpret and base decision making on data displayed in various formats. Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. Make recommendations to the client regarding behaviors that must be established, TL 8-5 strengthened, and/or weakened to attain the stated intervention outcome. TL 8-6 established or strengthened. Determine and make environmental changes that reduce the need for behavior analysis services. Lidentify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. Determine and make environments, such as contextual or ecological variables, establishing operations, and discriminative stimuli. Lidentify the properties of the proper			TL 6-2
Interpret and base decision making on data displayed in various formats.	17		TL 6-4
Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 20 State target intervention outcomes in observable and measurable terms. 21 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. 22 Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome. 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26 Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 27 Use positive and negative reinforcement. 28 Use extinction. 29 Use differential reinforcement. 30 Use discrimination training procedures. 31 Use prompts and prompt fading. 32 Use instructions and rules. 33 Use modeling and imitation. 34 Use shaping. 35 Use chaining. 36 Use incidental teaching techniques. 37 Use precision teaching. 38 Use discrimination procedures. 39 Use stimulus equivalence procedures. 40 Use language acquisition programs that employ Skinner's analysis of verbal behavior. 41 Use language acquisition rograms that employ Skinner's analysis of verbal behavior. 42 Reliance on scientific knowledge. 43 GRC 2.09 44 Describing conditions for program success.	18		TL 7-6
client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. State target intervention outcomes in observable and measurable terms. It. 8-3 Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome. When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. Determine and make environmental changes that reduce the need for behavior analysis services. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. Use positive and negative reinforcement. It. 9-2 Use extinction. It. 9-4 Use differential reinforcement. It. 9-6 Use discrimination training procedures. It. 9-9 Use instructions and rules. It. 9-9 Use instructions and rules. It. 9-10 Use chaining. It. 9-11 Use chaining. It. 9-12 Use precision teaching. It. 9-13 Use procedure trials. It. 9-15 Use procedure trials. It. 9-17 Use prompts and prompt fading. It. 9-18 Use precision teaching. It. 9-19 Use precision teaching. It. 9-19 Use aliquage acquisition programs that employ Skinner's analysis of verbal behavior. It. 9-25 Reliance on scientific knowledge. GRC 1.09 GRC 2.09 GRC 3.08			
State target intervention outcomes in observable and measurable terms. IL 8-3		client preferences, task analysis, current repertoires, supporting environments, constraints,	
Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence. Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome. When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. Determine and make environmental changes that reduce the need for behavior analysis services. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. Use positive and negative reinforcement. Use differential reinforcement. Use differential reinforcement. Use discrimination training procedures. Use instructions and prompt fading. Use instructions and rules. Use instructions and rules. Use shaping. Use shaping. Use chaining. Use prompts and initiation. It 9-10 Use shaping. Use procedural teaching techniques. It 9-11 Use procedural teaching techniques. Use incidental teaching techniques. It 9-12 Use language acquisition programs that employ Skinner's analysis of verbal behavior. It 9-26 Reliance on scientific knowledge. Reliance on colentific knowledge. GRC 2.09 Reliance on colentific knowledge.	20		TL 8-3
22 Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome. TL 8-5 23 When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. TL 8-6 24 Determine and make environmental changes that reduce the need for behavior analysis services. TL 8-7 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. TL 8-8 26 Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. TL 9-1 27 Use positive and negative reinforcement. TL 9-2 28 Use extinction. TL 9-4 29 Use differential reinforcement. TL 9-4 30 Use discrimination training procedures. TL 9-7 31 Use prompts and prompt fading. TL 9-7 32 Use instructions and rules. TL 9-9 33 Use modeling and imitation. TL 9-10 34 Use shaping. TL 9-11 35 Use claining. TL 9-12 36 Use incidental teaching techniques. TL 9-13		as: client preferences, task analysis, current repertoires, supporting environments, constraints,	TL 8-4
When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened. 24 Determine and make environmental changes that reduce the need for behavior analysis services. 25 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. 26 Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 27 Use positive and negative reinforcement. 28 Use extinction. 29 Use differential reinforcement. 30 Use discrimination training procedures. 31 Use prompts and prompt fading. 32 Use instructions and rules. 33 Use instructions and rules. 34 Use shaping. 35 Use chaining. 36 Use chaining. 37 Use precision teaching. 38 Use precision teaching. 39 Use giscrietials. 30 Use discrete trials. 31 Use planguage acquisition programs that employ Skinner's analysis of verbal behavior. 39 Use language acquisition / communication training procedures. 40 Reliance on scientific knowledge. 41 Rescribing conditions for program success. 42 Reliance on scientific knowledge. 43 Treatment efficacy. 44 Describing conditions for program success.	22	Make recommendations to the client regarding behaviors that must be established,	TL 8-5
Determine and make environmental changes that reduce the need for behavior analysis services. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. It 9-1 Use positive and negative reinforcement. It 9-2 Use extinction. Use differential reinforcement. It 9-6 Use discrimination training procedures. It 9-7 Use prompts and prompt fading. It 9-9 Use instructions and rules. It 9-10 Use shaping. It 9-11 Use shaping. It 9-11 Use chaining. It 9-12 Use chaining. It 9-13 Use precision teaching. It 9-15 Use discrete trials. It 9-17 Use language acquisition programs that employ Skinner's analysis of verbal behavior. It 9-25 Reliance on scientific knowledge. GRC 1.01 Fireatment efficacy. GRC 2.09 44 Describing conditions for program success. It 9-30 GRC 3.08	23	When a behavior is to be weakened, select an appropriate alternative behavior to be	TL 8-6
Services. Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. TL 8-8	24		TI 0 7
behavior change procedures and design interventions accordingly. Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. It 9-1 Use positive and negative reinforcement. Use extinction. Use differential reinforcement. Use discrimination training procedures. Use prompts and prompt fading. Use prompts and prompt fading. Use instructions and rules. Use modeling and imitation. Use shaping. Use chaining. Use chaining. Use precision teaching. Use precision teaching. Use grecision teaching. Use stimulus equivalence procedures. Use language acquisition programs that employ Skinner's analysis of verbal behavior. Use language acquisition romanication training procedures. Reliance on scientific knowledge. GRC 1.01 Treatment efficacy. GRC 2.09 44 Describing conditions for program success.		services.	
Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli. 27 Use positive and negative reinforcement. 28 Use extinction. 29 Use differential reinforcement. 30 Use discrimination training procedures. 31 Use prompts and prompt fading. 32 Use instructions and rules. 33 Use modeling and imitation. 34 Use shaping. 35 Use chaining. 36 Use incidental teaching techniques. 37 Use precision teaching. 38 Use precision teaching. 39 Use stimulus equivalence procedures. 40 Use language acquisition programs that employ Skinner's analysis of verbal behavior. 41 Use language acquisition / communication training procedures. 42 Reliance on scientific knowledge. 43 Treatment efficacy. 44 Describing conditions for program success. 51 Use 1 Use Incidental for program success. 51 Use CRC 3.08	25		TL 8-8
operations, and discriminative stimuli. 27 Use positive and negative reinforcement. 28 Use extinction. 29 Use differential reinforcement. 30 Use discrimination training procedures. 31 Use prompts and prompt fading. 32 Use instructions and rules. 33 Use modeling and imitation. 34 Use shaping. 35 Use chaining. 36 Use chaining. 37 Use precision teaching. 38 Use discrete trials. 39 Use simulus equivalence procedures. 40 Use language acquisition programs that employ Skinner's analysis of verbal behavior. 41 Use language acquisition / communication training procedures. 42 Reliance on scientific knowledge. 43 Treatment efficacy. 44 Describing conditions for program success. 51 Use 2.09 51 Use 2.09 52 GRC 2.09 53 Use positive and negative reinforcement. 54 Use positive and negative reinforcement. 55 Use Addifferential reinforcement. 57 Use 1.9-12 58 Use discrete trials. 59 Use stimulus equivalence procedures. 50 Use language acquisition programs that employ Skinner's analysis of verbal behavior. 50 GRC 2.09	2/		TL 0.1
Use positive and negative reinforcement. IL 9-2 Use differential reinforcement. IL 9-6 Use discrimination training procedures. IL 9-7 IL 9-8 Use prompts and prompt fading. Use instructions and rules. IL 9-9 Use shaping. IL 9-10 Use shaping. IL 9-11 Use chaining. IL 9-12 Use procedures. IL 9-10 Use shaping. IL 9-11 Use chaining. IL 9-13 Use precision teaching techniques. IL 9-13 Use discrete trials. Use discrete trials. IL 9-17 Use language acquisition programs that employ Skinner's analysis of verbal behavior. IL 9-26 Reliance on scientific knowledge. GRC 1.01 Treatment efficacy. GRC 2.09 Describing conditions for program success. GRC 3.08	26		IL 9-1
28Use extinction.TL 9-429Use differential reinforcement.TL 9-630Use discrimination training procedures.TL 9-731Use prompts and prompt fading.TL 9-832Use instructions and rules.TL 9-933Use modeling and imitation.TL 9-1034Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1539Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08	27		TL 9-2
29Use differential reinforcement.TL 9-630Use discrimination training procedures.TL 9-731Use prompts and prompt fading.TL 9-832Use instructions and rules.TL 9-933Use modeling and imitation.TL 9-1034Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1539Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
30Use discrimination training procedures.TL 9-731Use prompts and prompt fading.TL 9-832Use instructions and rules.TL 9-933Use modeling and imitation.TL 9-1034Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08		Use differential reinforcement.	
31Use prompts and prompt fading.TL 9-832Use instructions and rules.TL 9-933Use modeling and imitation.TL 9-1034Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08	30	Use discrimination training procedures.	
33Use modeling and imitation.TL 9-1034Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08		Use prompts and prompt fading.	
34Use shaping.TL 9-1135Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
35Use chaining.TL 9-1236Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
36Use incidental teaching techniques.TL 9-1337Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
37Use precision teaching.TL 9-1538Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
38Use discrete trials.TL 9-1739Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
39Use stimulus equivalence procedures.TL 9-2140Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
40Use language acquisition programs that employ Skinner's analysis of verbal behavior.TL 9-2541Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
41Use language acquisition / communication training procedures.TL 9-2642Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
42Reliance on scientific knowledge.GRC 1.0143Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
43Treatment efficacy.GRC 2.0944Describing conditions for program success.GRC 3.08			
	43	Treatment efficacy.	GRC 2.09
			GRC 3.08

46	Affirming principles.	GRC 8.01
47	Disseminating behavior analysis.	GRC 8.02
48	Public statements.	GRC 10.03
49	Avoiding false and deceptive statements.	GRC 10.04

Texts

- 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.

Additional Readings

- All of the following articles can be downloaded from the *Analysis of Verbal Behavior website at* http://www.ncbi.nim.nih.gov/pmc/journals/609/.
- Barbera, M. L., & Kubina, R. M. (2005). Using transfer procedures to teach tacts to a child with autism. *The Analysis of Verbal Behavior*, 21, 155-161.
- Cihon, T. M. (2007). A review of training intraverbal repertoires: Can precision teaching help? *The Analysis of Verbal Behavior*, 23, 123-133.
- Danforth, J.S. (2001). Altering the function of commands presented to boys with oppositional and hyperactive behavior. *The Analysis of Verbal Behavior*, 18, 31-49.
- Delaney, P. F., & Austin, J. (1998). Memory as behavior: The importance of acquisition and remembering strategies. *The Analysis of Verbal Behavior*, 15, 75-91.
- Drash, P. W., & Tudor, R. M. (2004). An analysis of autism as a contingency shaped disorder of verbal behavior. *The Analysis of Verbal Behavior*, 20, 5-23.
- Drash, P.W., & High, R. L. (1999). Using mand training to establish an echoic repertoire in young children with autism. *The Analysis of Verbal Behavior*, 16, 29-44.
- Ewing, C. B., Magee, S. K., & Ellis, J. (2002). The functional analysis of problematic verbal behavior. *The Analysis of Verbal Behavior*, 18, 51-60.
- Halvey, C., & Rehfeldt, R. A. (2005). Expanding vocal requesting repertoires via relational responding in adults with severe developmental disabilities. *The Analysis of Verbal Behavior*, 21, 13-25.
- Hartman, E. C., & Klatt, K. P. (2005). The effects of deprivation, pre-session exposure, and preferences on teaching manding to children with autism. *The Analysis of Verbal Behavior*, 21, 135-144.

- Karmali, I., Greer, R. D., Nuzzolo-Gomez, R., Ross, D. E., & Rivera-Valdes, C. (2005). Reducing palilalia by presenting tact corrections to young children with autism. *The Analysis of Verbal Behavior*. 21, 145-153.
- Laraway, S., Snycerski, S., Michael, J., & Poling, A. (2001). The abative effect: A new term to describe the action of antecedents the reduce operant responding. *The Analysis of Verbal Behavior, 18,* 101-104.
- Loewenkron, B. (2004). Meaning: A verbal behavior account. *The Analysis of Verbal Behavior*, 20, 77-97.
- Matos, M. A., Avanzi, A. L., & McIlvane, W. J. (2006). Ridimentary reading repertoires via stimulus equivalence and recombination of minimal verbal units. *The Analysis of Verbal Behavior*, 22, 3-19.
- Michael, J. (1988). Establishing Operations and the Mand. The Analysis of Verbal Behavior, 6, 3-9.
- Moore, J. (2000). Words are not things. The Analysis of Verbal Behavior, 17, 143-160.
- Newman, B., & Ten Eyck, P. (2005). Self-management of initiations by students diagnosed with autism. *Analysis of Verbal Behavior*, 21, 117-122.
- Petursdottir, A. I., Carr, J. E., & Michael, J. (2005). Emergence of mands and tacts of novel objects among preschool children. *The Analysis of Verbal Behavior*, 21, 59-74.
- Sautter, R. A., & LeBlanc, L. A. (2006). Empirical application of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior*, 22, 30 -44.
- Sidener, D. W., & Michael, J. (2006). Generalization of relational matching to sample in children: A direct replication. *The Analysis of Verbal Behavior*, 22, 171-181.
- Sundberg, M.L., Endicott, K., and Eigenheer, P. (2000). Using intraverbal prompts to establish tacts for children with autism. *The Analysis of Verbal Behavior*, 17, 89 104.
- Sundberg, M.L., Loeb, M., Hale, L., & Eigenbeer, P. (2002). Contriving establishing operations to teach mands for information. *The Analysis of Verbal Behavior*, 18, 15-29.
- Sweeney-Kerwin, E. J., Carbone, V. J., O'Brian, L., Zecchin, G., & Janecky, M. N. (2007). Transferring control of the mand to the motivating operation in children with autism. *The Analysis of Verbal Behavior*, 23, 89-102.
- Vignes, T. (2007). A comparison of topography-based and selection-based verbal behavior in typically developing children and developmentally disabled persons with autism. *The Analysis of Verbal Behavior, 23, 113-122.*
- Yi, J. I., Christian, L. A., Vittimberga, G., & Loewenkron, B. (2006). Generalized negatively reinforced manding in children with autism. *The Analysis of Verbal Behavior*, 22, 21-33.

Course Schedule (Subject to change)

Session Date	Read Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
6.9.11 1 st	NA	Review syllabus; begin discussion on basic verbal operants	
Session		Video: Teaching Verbal Behavior	
6.16.11 2 nd	Winokur Ch. 1 – 5	Lecture, Discussion, Establishing Stimulus control for Basic Verbal Operants –	SAFMEDS for Week 2 Quiz 1
Session		Mand, Tact, Extended Tact DVD: The Verbal Behavior Approach to	
6.23.11	Winokur Ch. 6 – 11	Teaching Children with Autism (Disc 1) Lecture, Discussion, Establishing Stimulus	SAFMEDS for Week 3
3rd	WITIOKUI CTI. 6 – TT	Control for Basic Verbal Operants –	Quiz 2
		•	Quiz 2
Session		Echoic, Intraverbal, Autoclitic; Audience	
		Control DVD: The Verbal Rehavior Approach to	
		DVD: The Verbal Behavior Approach to	
/ 00 11) /D A A A D D	Teaching Children with Autism (Disc 2)	CAENAEDOC
6.30.11	VB-MAPP	Guest speaker: Mary Lynch Barbera,	SAFMEDS for Week 4
4 th		M.S., R.N., B.C.B.A.	Quiz 3
Session		Administering, interpreting, and planning	
		instruction using the VB-MAPP - Practice	
		interpreting VB-MAPPS and developing	
		instructional programming from them	
		DVD: The Verbal Behavior Approach to	
7711	ADLLCD	Teaching Children with Autism (Disc 3)	CAENTEDC 6 IAI I. E
7.7.11	ABLLS-R	Guest Speaker: Mark R. Sundberg, Ph.D.,	SAFMEDS for Week 5
5 th		B.C.B.AD.	Quiz 4
Session		Administering, interpreting, and planning	
		instruction using the ABLLS-R – Practice	
		interpreting ABLSS-Rs, and developing	
		instructional programming from them	
		DVD: The Verbal Behavior Approach to	
7.14.11	Sundberg & Partington Ch. 1	Teaching Children with Autism (Disc 4) Guest speaker: Vincent J. Carbone,	SAFMEDS for Week 6
6 th	- 7	Ph.D., B.C.B.AD.	Quiz 5
Session	- /	More on planning and implementing	Quiz 5
26221011		instruction for basic verbal operants –	
		mand, echoic, and tact	
		More practice with ABLLS-R	
		Getting data while doing VB instruction	
		DVD: The Verbal Behavior Approach to	
		Teaching Children with Autism (Disc 5)	
7.21.11	Sundberg & Partington Ch. 8-	Guest speaker: Adam Dreyfus, M.A.,	SAFMEDS for Week 7
7.21.11 7 th	14	B.C.B.A.	Quiz 6
Session	' '	More on planning and implementing	2412 0
		instruction for basic verbal operants -	
		intraverbals and autoclitics	
		More practice with the VB-MAPP	
		More getting data while doing VB	
		instruction	
		DVD: The Verbal Behavior Approach to	
		Teaching Children with Autism (Disc 6)	
7.28.11		Guest speaker: Michael Fabrizio, M.S.,	Submit three research
8 th		B.C.B.A.	worksheets (in one Word
Session		Wrap up - Catch up on any activites on	document - no other
		which we've gotten behind	format will be accepted)
		DVD: The Verbal Behavior Approach to	through Taskstream by

	Teaching Children with Autism (E	Disc 7)	10:00 pm on this date.

Assignments and Point Distribution

F < 133 points

<u>Participating in class discussions</u>. This is expected of all students, at all sessions. Students must have completed the assigned reading for the class session, and during the course of the lecture or discussion, raise their comments or questions, or provide examples or clarification when requested by the instructor or discussion leader. As such participation is necessary if the class discussions are truly to be discussions, and as one generally learns better by participating rather than by being a spectator. No points are earned for meeting this expectation.

<u>SAFMEDS.</u> No, you're not seeing things. That is an acronym. It stands for Say All Fast for a Minute Each Day, Shuffled, and SAFMEDS are a fixture in precision teaching. The purpose of this exercise is to build fluent responding with regard to the subject matter. You'll receive your SAFMEDS lists, and will need to make you own flashcards. Practice them as many times as needed prior to the week for which they're assigned. During the class session, you'll have one opportunity to respond at the fluency criterion specified in the table above. You'll get 10 points for each successful SAFMEDS demonstration, with a total of 60 points possible by the end of the course.

<u>Quizzes.</u> Quizzes are assigned per the Course Schedule. You'll take all quizzes online, and must complete them before the class period for which they were assigned. You will have two opportunities to take each quiz, and your higher score will be the one that counts toward your grade. Quizzes will have 10 – 20 questions, and a total of 100 points toward your final grade will be possible form quizzes.

Research Worksheets. The format for the research article reviews will be posted on blackboard – one for data-based studies, and the other for conceptual / philosophical / review papers. Please complete three of these reviews using the articles specified above, and submit them by Taskstream before 10:00 pm on 7.28.11. Ten points per article review may be earned, for a total of up to 30 points. As the Research Worksheets are your signature assignments, these must be submitted by Taskstream, and will not be accepted if submitted in class, through e-mail, or through Blackboard. TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the Signature Assignment to TaskStream by 10:00 pm on the last evening of class will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required

<u>Point and Grade Distribution.</u> Given this description of assignments and associated point values, the point distribution across assignments is as follows:

TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Activity	Points Possible To		al Points Possible	
SAFMEDS Quizzes Research Worksheets	60 points 100 points 30 points	60 points 160 points 190 points		
	A- = 171 – 180 points	,	C = 133 – 151 points	

<u>Late Assignments:</u> Quizzes will be available for you to take any time from the Friday before the Thursday on which they are due, to 4:30 pm on the Thursday they are due. Given this, it is not unreasonable to expect that students have ample opportunity to complete the quizzes on time. No quiz may be taken after the due date.

Likewise, the SAFMEDS must be demonstrated no later than the date assigned. They may be demonstrated earlier, however. SAFMEDS may not be demonstrated after the date assigned.

Research worksheets are due to be submitted through Taskstream no later than 10:00 pm on 28 July 2011. Although they may be submitted earlier, Research Worksheets submitted after this date and time will be assessed a 3 point penalty per Research Worksheet.

ATTENDANCE

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout each session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence.

CONTACTING YOUR INSTRUCTOR

You may contact Dr. Hoch at thoch@gmu.edu, or at 703.993.5245 or 703.987.8928. Alternatively, you may drop by his office at 102F Finley Hall on the GMU Fairfax Campus during office hours, or by appointment.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

• The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

• The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].