



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

Fall 2013

EDSE 625 DL1: Applied Behavior Analysis: Verbal Behavior
CRN: 77316, 3 - Credits

Instructor: Dr. Theodore Hoch	Course Beginning and Ending Dates: 8/26/2013 - 12/18/2013
Phone: 703.987.8928 / 703.993.5245	Synchronous Meeting Day(s): 5 Synchronous Meetings, Tuesdays, 9/3, 9/10, 11/12, 11/26, & 12/3 from 6:30 pm – 7:20 pm, US Eastern Time
E-Mail: thoch@gmu.edu	Course Access Required: Minimum Weekly
Office Hours: Mondays and Thursdays from 1:30 pm – 3:45 pm, US Eastern Time through Blackboard Collaborate (although may be phoned or e-mailed any time)	Meeting Location: Synchronous Meetings through Blackboard Collaborate; Course Access through Blackboard

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

Course Description

Further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

Prerequisite(s): EDSE 623

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

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

Learner Outcomes

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

- Define and describe characteristics of verbal behavior.
- Distinguish between structural and functional approaches to verbal behavior.
- Define, describe, identify, and exemplify basic verbal operants.
- Describe, identify, and exemplify audience and other historic and contextual variables as they pertain to verbal behavior.
- Describe and demonstrate assessment of verbal behavior repertoires using the ABLLS-R and the VB-MAPP.
- Interpret verbal behavior assessment data and identify goals and objectives for instruction.
- Develop instructional and intervention procedures based on verbal behavior assessment outcomes.
- Develop behavioral data collection and data based decision making systems to incorporate into instructional and assessment procedures based on verbal behavior assessment outcomes.
- Describe philosophical and ethical aspects of verbal behavior assessment, instruction, and intervention.

Required Textbooks

Partington, J.W. (2007). *The assessment of basic language and learning skills (Revised) (ABLLS-R)*. Pleasant Hill, CA: Behavior Analysts, Inc.

Sundberg, M.L. (2008). *Verbal Behavior Milestones Assessment and Placement Program*. Concord, CA: AVB Press. ISBN 978-0-9818356-1-7 and 978-0-9818356-0-0.

Sundberg, M.L., and Partington, J.W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hill, CA: Behavior Analysts, Inc.

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

None.

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.

Additional Readings

Articles selected by the student from *The Analysis of Verbal Behavior*.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:
<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStanda>

nds/ . The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 6: Language.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to be present for the duration of every synchronous discussion, and to participate in every synchronous discussion. Students may not reschedule missed Synchronous Discussions or Research Worksheet presentations.

Late Work.

Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. Lesson recordings and their embedded quizzes will remain available for the duration of the course once they become available. Written assignments submitted after the due date listed on the syllabus will be assessed a 10% possible point penalty. No work may be edited or submitted after 18 December 2013 at 11:59 pm, US Eastern Time.

TaskStream Submission

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

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Total Possible
ABLLS-R Based VB Instructional Project	1 Project	40 points	40 points	40 points
VB-MAPP Based VB Instructional Project	1 Project	40 points	40 points	80 points
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	150 points
Research Worksheets	3 Worksheets	10 points	30 points	180 points
Discussion Board Items	13 items	2 points per item	26 points	206 points
Embedded Presentation Quizzes	100 questions	1 point	100 points	306 points
Synchronous Discussion Participation	5 Discussions	5 points	25 points	331 points
A = 315 – 331 points	A- = 298 - 314 points	B = 265 - 297 points	C = 232 - 264 points	F < 232 points

Assignments

NCATE/TaskStream Assignments.

Both of these assignments are the Taskstream Assignments for this course, and as such, they must be submitted through Taskstream.

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 procedures for implementing the procedure(s), (Up to 5 points)
6. develop a data collection procedure (to include a recording form and step by step

- data collection instructions), (Up to 5 points)
7. develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)
 8. write instructions for assessing maintenance and retention, (Up to 5 points)
 9. and write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)

VB-MAPP based Verbal Behavior Instructional Project. You will be provided with a completed VB-MAPP, a description of your learner, and a programming grid. On the basis of the VBMAPP, you will:

10. Fill in the VB-MAPP Milestones Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
11. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
12. For each target, you will identify the procedure(s) you will use to teach the target, and
13. give the rationale for those procedure(s), (up to 5 points)
14. write step by step procedures for implementing the procedure(s), (Up to 5 points)
15. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 5 points)
16. develop and write decision rules for moving the target to maintenance and then retention, (Up to 5 points)
17. write instructions for assessing maintenance and retention, (Up to 5 points)
18. and write instructions for actions to be taken if the target is or is not maintained or retained. (Up to 5 points)

You will scan your ABLLS-R Skills Tracking grids, the VB-MAPP Barriers Assessment grid, the VB-MAPP Milestones Assessment Grid, the VB-MAPP Transitions Assessment grid, the VB-MAPP Transitions Assessment grid, your programming grids, and your step by step instructions into one document, ensuring that your name is atop every page in the document, and you will submit that document through Taskstream. Your projects will be graded according to the specifications above, and will be rated through Taskstream according to this rubric:

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Behavior Change Systems	Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for either ABLLS-R or VB-MAPP based procedures: <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction 	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: <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction 	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: <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching

	<ul style="list-style-type: none"> ▪ Incidental teaching ▪ Functional communication training 	<ul style="list-style-type: none"> ▪ Incidental teaching ▪ Functional communication training 	<ul style="list-style-type: none"> ▪ Functional communication training
Identification of the Problem	<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"> ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services 	<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"> ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services 	<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"> ▪ Reviews records and available data at the outset; ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one's professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services
Assessment	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following, for either assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following, for each assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following, for each assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers
Intervention	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client's current repertoire ○ Supporting environments 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client's current repertoire 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 5 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client's current repertoire ○ Supporting environments

	<ul style="list-style-type: none"> ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ○ Supporting environments ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ○ Environmental and resource constraints ○ Social validity of the intervention
Foundational Knowledge	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for one of the two assessments:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals 	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals 	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals

Common Assignments.

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. To find the video, go to <http://torrent.gmu.edu> . Next:

1. Scroll down to ABA Movies, and click on it.
 2. Find your assigned video from those offered at ABA Movies. Click on it.
 3. Watch the video.
 4. Complete the Video Quiz for that week (online, through Blackboard).
- There will be 10 points possible for each quiz.

Research Worksheets. Two research worksheet formats are posted on Blackboard – one is a Data-based Study format, and the other is a Conceptual Paper format. To do this assignment:

1. Go to <http://www.ncbi.nlm.nih.gov/pmc/journals/609/> and peruse the offerings there.
2. Choose three articles that you will use for your research worksheets.
3. Decide which of these articles you will present during the last class session.
4. Complete your three research worksheets.
 - a. Simply answer the questions on the research worksheet formats.
 - b. Do not do this assignment as a paper – just answer the questions.
 - c. Ensure that your name and a page number is in the header for each page.
 - d. Copy and paste the three research worksheets into one word document.

You will choose one research worksheet to present during our last class meeting. To select this worksheet / article, go to the Wiki under the Research Worksheets tab on Blackboard. Read the references for the articles that your classmates have provided. If the article / worksheet you'd like to present hasn't already been taken – please go ahead and claim it by putting the reference for your article in that Wiki. If the article / worksheet you'd like to present has already been taken, please choose another article (even if it means reading a fourth one!).

You may earn up to 10 points for each correctly completed Research Worksheet, up to a total possible of 30 points.

Other Assignments.

Discussion Board Items. During all but the first and last week of the course, you will have a Discussion Board Item to which to respond. These appear in the Graded Activities folder in the Weekly folders. To respond to the Discussion Board Item, read the item, and then do the activity listed in that item. Then, tell your classmates about it – describe what you did and what you found (or what happened) in the Discussion Board, for one point. Go back later that day or another day that week and read your classmates posts, and respond to one or more for a second point.

Embedded Quiz Questions. There are 100 quiz questions distributed across the video presentations in this course, usually appearing at the end of the video segments. Respond to these when you come to them. Your scores will be automatically entered into the gradebook. You may go back and retake these quizzes, but you must rewatch the video segment in which they appear in order to take them.

Synchronous Discussions. There are five synchronous discussions scheduled for this course. These will be conducted through Blackboard Collaborate. Please attend and participate in each. Attendance and participation will earn 5 points per discussion. The last two or three discussions (depending on number of students enrolled) will be devoted to research profile presentations. You will be e-mailed a doodle-poll invitation within the first week of class to schedule your presentation.

Schedule

Week Beginning	Topics	Assignments
8.26.13 Week 1	Review syllabus; begin discussion on basic verbal operants	Select Research Profile Presentation Date Complete all activities in the Week 1 Folder
9.2.13 Week 2	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact Synchronous Discussion through Collaborate on 9.3.13 at 6:30 pm	Read Winokur Ch. 1 – 4 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disc 1) Complete all activities in the Week 2 folder
9.9.13 Week 3	Lecture, Discussion, Practice on Extended Tacts and Echoics Synchronous Discussion through Collaborate on 9.10.13 at 6:30 pm	Read Winkour Ch. 5 and 6 Complete all activities in the Week 3 folder
9.16.13 Week 4	Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals	Read Winokur Ch. 7, 8, and 9 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disc 2) Complete all activities in the Week 4 folder

9.23.13 Week 5	Lecture, Discussion, Practice on Autoclitics and Implications	Read Winokur Ch. 10 and 11 Complete all activities in the Week 5 folder
9.30.13 Week 6	Introduction, administering, and interpreting the VB-MAPP	Read through as much of the VB-MAPP as you can this week Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disc 3) Complete all activities in the Week 6 folder
10.7.13 Week 7	Practice scoring, interpreting, and planning instruction using the VB-MAPP	Finish reading the VB-MAPP Complete all activities in the Week 7 folder
10.14.13 Week 8	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R	Read through as much of the ABLLS-R as you can this week. Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 4) Complete all activities in the Week 8 folder
10.21.13 Week 9	Measuring verbal behavior	Finish reading the ABLLS-R Complete all activities in the Week 9 folder
10.28.13 Week 10	Lecture, discussion, and practice on tselection based v. topography based verbal behavior, and beginning teaching verbal behavior	Read Sundberg & Partington Ch 4 – 6 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching children with Autism (Disk 5) Complete all activities in Week 10 folder
11.4.13 Week 11	Lecture, discussion, and practice on teaching verbal behavior	Read Sundberg & Partington Ch. 7 – 9 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 6) Complete all activities in Week 11 folder
11.11.13 Week 12	Lecture, discussion, practice on teaching verbal behavior Synchronous Discussion through Collaborate on 11.12.13 at 6:30 pm	Read Sundberg & Partington Ch 10 – 12 Watch ABA Toolchest: The Verbal Behavior Approach to Teaching Children with Autism (Disk 7) Complete all activities in Week 12 folder
11.18.13 Week 13	Effective verbal behavior instruction Synchronous Discussion through Collaborate on 11.26.13 at 6:30 pm	Complete all activities in the Week 13 folder
12.2.13	Verbal Behavior Research Synchronous Discussion through Collaborate on 12.3.13 at 6:30 pm	Complete all activities in the Week 14 folder

12.9.13	Verbal Behavior Research	Complete all activities in the Week 15 folder Submit VB Training Projects through Taskstream Submit Research Worksheets through Blackboard Ensure that all revised work is resubmitted no later than 11:59 pm on 12.16.13.
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Appendix

There is no appendix!