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

Fall 2014
EDSE 625 ML1: Applied Behavior Analysis: Verbal Behavior
CRN: 77441, 3 - Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates:** 8/25/2014 - 12/15/2014
Phone: 703-993-5245 / 703-987-8928	**Meeting Day(s):** Five synchronous meetings on Tuesdays (9/2, 9/9, 11/11, 11/25, & 12/2 Only) through Blackboard Collaborate
E-Mail: thoch@gmu.edu	**Meeting Time(s):** 6:30pm – 7:20pm on those Tuesdays listed above through Blackboard Collaborate; multiple times weekly throughout the course, asynchronously, through Blackboard
Office Hours: Tuesday and Thursday from 12:30 – 2:30 in office, by phone, or through Blackboard Collaborate.	**Meeting Location:** Internet, NET NET

> ***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:
This course will be delivered online using both synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 25 August 2014.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Sunday.
  - ➢ **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site

and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.

- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery
Learning activities include the following:
1. Asynchronous and synchronous 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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the
Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

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.

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.

Additional Readings

Articles selected by the student from ***The Analysis of Verbal Behavior***. This journal
may be accessed at http://www.ncbi.nlm.nih.gov/pmc/journals/609/.

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/ProfessionalStandards/ . 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 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-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. All work is due no later than two weeks after it is first assigned. 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 be assessed a 10% possible point penalty. No work may be edited or submitted after 15 December 2014 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
Disucssion Board Items	13 items	2 points per item	26 points	206 points
Embedded Presentation Quizzes	101 questions	1 point	101 points	307 points
Synchronous Discussion Participation	5 Discussions	5 points	25 points	332 points
Reaction Paper Assignments	3 Assignments	10 points	30 points	362 points
A = 344 - 362 points	A- = 326 - 343 points	B = 290 – 326 points	C = 254 - 289 points	F < 254 points

Assignments

Performance-based Assessment (TaskStream submission required).

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 instructions 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)

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:
1. Fill in the VB-MAPP Milestones Assesment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
2. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
3. For each target, you will identify the procedure(s) you will use to teach the target, and
4. give the rationale for those procedure(s), (up to 5 points)
5. write step by step instructions for implementing the procedure(s), (Up to 5 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (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 (15 points), and you will submit that document through Taskstream (15 points). 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: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training	Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for each assessment: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training	Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 2 of these into assessment-derived instructional procedures for each assessment: ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training
Identification of the Problem	Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following for procedures derived from either assessment:	Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment:	Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following for procedures derived from each assessment: ▪ Reviews records and available

	▪ 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	▪ 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	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	Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following, for either assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers	Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following, for each assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers	Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following, for each assessment: ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers

Intervention	Given a completed ABLLS-R and a completed VB-MAPP, student does the following for fewer than 4 instructional targets from each assessment:
	▪ State intervention goals in observable and measurable terms.
	▪ Identify potential interventions based on assessment results and best available scientific evidence
	▪ Program for stimulus and response generalization
	▪ Program for maintenance
	▪ Select behavioral cusps for intervention
	▪ Select intervention strategies based on:
	  o Client preference
	  o Client's current repertoire
	  o Supporting environments
	  o Environmental and resource constraints
	  o Social validity of the intervention
		Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 4 instructional targets from each assessment:
		▪ State intervention goals in observable and measurable terms.
		▪ Identify potential interventions based on assessment results and best available scientific evidence
		▪ Program for stimulus and response generalization
		▪ Program for maintenance
		▪ Select behavioral cusps for intervention
		▪ Select intervention strategies based on:
		  o Client preference
		  o Client's current repertoire
		  o Supporting environments
		  o Environmental and resource constraints
		  o Social validity of the intervention
			Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 5 instructional targets from each assessment:
			▪State intervention goals in observable and measurable terms.
			▪Identify potential interventions based on assessment results and best available scientific evidence
			▪Program for stimulus and response generalization
			▪Program for maintenance
			▪Select behavioral cusps for intervention
			▪Select intervention strategies based on:
			  o Client preference
			  o Client's current repertoire
			  o Supporting environments
			  o Environmental and resource constraints
			  o Social validity of the intervention

Foundational Knowledge	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the	Given a completed VB-MAPP and a completed ABLLS-R,	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the

	following for intervention for one of the two assessments: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	student correctly targets at least two of the following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals

Performance-based Common Assignments (No TaskStream submission required).

Verbal Behavior 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.
1. Watch the video.
2. 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 101 quiz questions distributed across the video presentations in this course. 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.

BAO Online Reaction Papers. You will be assigned one of these for Lesson 10 and two for Lesson 14. To do these assignments,
1. Go to https://bao.unt.edu/BAO/continuingEducation.html.
2. Create an account. (Note: You will not be charged for creating the account or for watching the videos. You will only be charged if you request a continuing education certificate. If you do not want the certificate, do not need the continuing education credit, and do not wish to pay the fee, do not request continuing education.)
3. Log In.
4. Click on Lectures and Reactions: 1 Hour Continuing Education. (Note: you will not complete UNT's reaction form unless you wish to receive continuing education – and pay the fee. Instead, follow the instructions below to complete this assignment.)
5. Locate the video from among the titles listed.
6. Click on the title.
7. Watch the video.
8. Write and submit a brief (1 – 2 page) paper in which you:
    a. Summarize the presentation.
    b. Explain what was new to you in this presentation.
    c. Explain how you may incorporate this new information into your work.
9. Ensure that your spelling, grammar, and punctuation are correct.
10. Submit your reaction paper through the link located in the Graded Activities Folder for the week in which the paper was assigned.

EXTRA CREDIT: Students may opt to attend the workshops specified below at their own expense for 5 extra credit points per day of attendance. Alternatively, students may

opt to complete up to 5 extra research worksheets for articles from *Analysis of Verbal Behavior* for up to 4 points each. ONLY UP TO 20 POINTS OF EXTRA CREDIT WILL COUNT TOWARD YOUR FINAL GRADE.

Schedule

In this schedule, NLT means Not Later Than, RBNR means Recommended But Not Required, and EC means Extra Credit.

Week Beginning	Topics	Assignments
8/25/14 Week 1	Review syllabus; begin discussion on basic verbal operants	☐ Select article to present through the Article Presentation Wiki NLT and presentation date through doodle poll ☐ Examine Lesson 1 Documents ☐ View Lesson 1 Presentations and complete embedded questions NLT 9/8 ☐ Interact with Extension Resources ☐ RBNR Master SAFMEDS Deck 1
9/1/14 Week 2	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	☐ Read Winokur Ch. 1 – 4 ☐ Examine Lesson 2 Documents ☐ View Lesson 2 Presentations and complete embedded questions NLT 9/15 ☐ View Video in Graded Activities folder and complete accompanying quiz NLT 9/15 ☐ Complete DB 1 NLT 9/15 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 2 ☐ Participate in Synchronous Discussion on 9/2 at 6:30 pm through Blackboard Collaborate
9/8/14 Week 3	Lecture, Discussion, Practice on Extended Tacts and Echoics	☐ Read Winokur Ch. 5 and 6 ☐ Examine Lesson 3 Documents ☐ View Lesson 3 Presentations and complete embedded questions NLT 9/22 ☐ Complete DB 2 NLT 9/22 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 3 ☐ Participate in Synchronous Discussion on 9/9 at 6:30 pm through Blackboard Collaborate
9/15/14 Week 4	Lecture, Discussion, Practice on Echoics,Textuals, and Intraverbals	☐ Read Winokur Ch. 7, 8, and 9 ☐ Examine Lesson 4 Documents ☐ View Lesson 4 Presentations and complete embedded questions NLT 9/29 ☐ View Video in Graded Activities folder and complete accompanying quiz NLT 9/29 ☐ Complete DB 3 NLT 9/29

		☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 4 ☐ EC Opportunity – Carbone Workshop on 9/19-20
9/22/14 **Week 5**	Lecture, Discussion, Practice on Autoclitics and Implications	☐ Read Winokur Ch. 10 and 11 ☐ Examine Lesson 5 Documents ☐ View Lesson 5 Presentations and complete embedded questions NLT 10/6 ☐ Complete DB 4 NLT 10/6 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 4
9/29/14 **Week 6**	Introduction, administering, and interpreting the VB-MAPP	☐ Read through as much of the VB-MAPP as you can this week ☐ Examine Lesson 6 Documents ☐ View Lesson 6 Presentations and complete embedded questions NLT 10/13 ☐ View Video in Graded Activities folder and complete accompanying quiz NLT 10/13 ☐ Complete DB 5 NLT 10/13 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 5
10/6/14 **Week 7**	Practice scoring, interpreting, and planning instruction using the VB-MAPP	☐ Finish reading the VB-MAPP ☐ Examine Lesson 7 Documents ☐ View Lesson 7 Presentations and complete embedded questions NLT 10/20 ☐ Complete DB 6 NLT 10/20 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 5 ☐ EC Opportunity – Reid Workshops on 10/10 and 10/11
10/13/14 **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. ☐ Examine Lesson 8 Documents ☐ View Lesson 8 Presentations and complete embedded questions NLT 10/27 ☐ View Video in Graded Activities folder and complete accompanying quiz NLT 10/27 ☐ Complete DB 7 NLT 10/13 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 7
10/20/14 **Week 9**	Measuring verbal behavior	☐ Finish reading the ABLLS-R ☐ Examine Lesson 9 Documents ☐ View Lesson 9 Presentations and complete embedded questions NLT 11/3 ☐ Complete DB 8 NLT 11/3

		☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 8
10/27/14 **Week 10**	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	☐ Read Sundberg & Partington Ch 4 – 6 ☐ Examine Lesson 10 Documents ☐ View Lesson 10 Presentations ☐ View VB Video in Graded Activities folder and complete accompanying quiz NLT 11/10 ☐ View McGee Video in Graded Activities folder and submit reaction paper NLT 11/10 ☐ Complete DB 9 NLT 11/10 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 9
11/3/14 **Week 11**	Lecture, discussion, and practice on teaching verbal behavior	☐ Read Sundberg & Partington Ch. 7 – 9 ☐ Examine Lesson 11 Documents ☐ View Lesson 11 Presentations and complete the embedded quizzes NLT 11/17 ☐ View VB Video in Graded Activities folder and complete accompanying quiz NLT 11/17 ☐ Complete DB 10 NLT 11/17 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 10 ☐ EC Opportunity – McKeon Workshop on 11/7-8
11/10/14 **Week 12**	Lecture, discussion, practice on teaching verbal behavior	☐ Read Sundberg & Partington Ch 10 – 12 ☐ Examine Lesson 12 Documents ☐ View Lesson 12 Presentations ☐ View VB Video in Graded Activities folder and complete accompanying quiz NLT 12/1 ☐ Complete DB 11 NLT 12/1 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 11 ☐ Participate in Synchronous Discussion on 11/11 at 6:30 pm through Blackboard Collaborate
11/17/14 **Week 13**	Effective verbal behavior instruction	☐ Examine Lesson 13 Documents ☐ View Lesson 13 Presentations ☐ Complete DB 12 NLT 12/8 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 12 ☐ Participate in Synchronous Discussion on **11/25** at 6:30 pm through Blackboard Collaborate
12/1/14 **Week 14**	Working with others; Shaping the behavior of the listener Verbal Behavior Research Complete Course	☐ Complete DB 13 NLT 12/15 ☐ Complete the two reaction papers NLT 12/15 ☐ Interact with Extension Resources ☐ RNBR Master SAFMEDS Deck 13 ☐ Participate in Synchronous Discussion on **12/2** at 6:30 pm through Blackboard Collaborate –

	Evaluation!	Article presentations ☐ EC Opportunity – Gerhardt Workshop on 12/5 and 12/6
NLT 12/15/14 Week 15	Wrap up!	Complete all activities in the Week 15 folder Submit VB Training Projects through Taskstream Submit Research Worksheets through Blackboard Ensure that all work you wish to be considered for your grade is submitted NLT 11:59 pm on 12/15.