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

Summer 2015
EDSE 625 NO3: Applied Behavior Analysis: Verbal Behavior
CRN: 42994, 3 - Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates:** 5/19/2015 – 7/21/2015
Phone: 703-987-8928	**Meeting Day(s):** Tuesdays
E-Mail: thoch@gmu.edu Skype: drtheodorehoch	**Meeting Time(s):** 4:30pm – 10:00pm
Office Hours: Available by phone and email almost any time; in person meetings or skype by appointment	**Meeting Location:** TBA

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

- **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 class lecture and discussion
2. Synchronous class discussion
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. 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. (Note: the 2014 Second Edition may be used.)

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

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

Recommended Textbooks

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 Taskstream. 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 class session, and to participate in each of them. Students may only reschedule point earning opportunities missed due to absence such that the student completes the activity in advance of the absence.

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 21 July 2015 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	8 items	2 points per item	16 points	196 points
Weekly Quizzes (Weeks 2 – 8)	77 questions	1 point	77 points	273 points
SAFMEDS (Weeks 2 – 7)	6 Demonstrations	5 points	30 points	303 points
Reaction Paper Assignments	2 Assignments	10 points	20 points	323 points
A = 307 - 323 points	A- = 290 - 306 points	B = 258 - 305 points	C = 225 - 257 points	F < 225 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).

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

ABA Toolchest Video Assignments and Quizzes. For the weeks so noted in the schedule that appears later in this document, you will be assigned a video to watch online. These videos and the quizzes will be in the Weekly Folders for Weeks 2 – 8. You will have two opportunities to take each quiz, and the higher score will be counted. Each attempt is limited to 45 minutes.
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. *This assignment may be completed and submitted at any point during this course, provided that it is completed and submitted prior to 11:59 pm on 21 July 15.* 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. Research Worksheets are due at any point during the course, but no later than prior to your submission of your Verbal Behavior Instructional Projects.

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. To respond to the Discussion Board Item, read the item, and then do the activity listed in that item. Then, tell your classmates about it – describe what you did and what you found (or what happened) in the Discussion Board, for one point. Go back later that day or another day that week and read your classmates posts, and respond to one or more for a second point.

Weekly Quizzes. There are quizzes to be completed AFTER CLASS BUT BEFORE THE NEXT CLASS for weeks 2 – 8. There is a total of 77 questions across these quizzes. You will have two opportunities to complete each quiz, and the higher score will be counted.

BAO Online Reaction Papers. *This assignment may be completed and submitted at any point during this course, provided that it is completed and submitted prior to 11:59 pm on 21 July 15* You will be assigned two of these for Week 9. 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 complete up to 5 extra research worksheets for articles from *Analysis of Verbal Behavior* for up to 4 points each. ALL EXTRA CREDIT MUST BE SUBMITTED PRIOR TO SUBMISSION OF YOUR VERBAL BEHAVIOR INSTRUCTIONAL PRODUCT. ONLY UP TO 20 POINTS OF EXTRA CREDIT WILL COUNT TOWARD YOUR FINAL GRADE.

Schedule

Date	Topics	Assignments
19 May **Week 1**	Review syllabus; begin discussion on basic verbal operants	***Before Class*** ☐ Examine Lesson 1 Documents ☐ Interact with Extension Resources ***After Class*** ☐ Prepare for your SAFMEDS demonstration for next week ☐ Select article to present through the Article Presentation Wiki
26 May **Week 2**	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	***Before Class*** ☐ Read Winokur Ch. 1 – 4 ☐ Examine Lesson 2 Documents ☐ Interact with Extension Resources ***In Class*** ☐ Demonstrate SAFMEDS for Week 2 ***After Class*** ☐ Complete DB 1 ☐ Complete Week 2 Quiz ☐ Complete ABA Toolchest Video 1 and Video 1 Quiz
2 June **Week 3**	Lecture, Discussion, Practice on Echoics,Textuals, and Intraverbals	***Before Class*** ☐ Read Winkour Ch. 5 - 9 ☐ Examine Lesson 3 Documents ☐ Examine Lesson 4 Documents ☐ Interact with Extension Resources ***During Class*** ☐ Demonstrate SAFMEDS for Week 3 ***After Class*** ☐ Complete DB 2 ☐ Complete Week 3 Quizzes 1 and 2 ☐ Complete ABA Toolchest Video 2 and Video 2 Quiz
9 June **Week 4**	Lecture, Discussion, Practice on Autoclitics and Implications Introduction, administering, and interpreting the VB-MAPP	***Before Class*** ☐ Read Winokur Ch. 10 – 11; begin reading VB-MAPP ☐ Examine Lesson 5 Documents ☐ Examine Lesson 6 Documents ☐ Interact with Extension Resources ***During Class*** ☐ Demonstrate SAFMEDS for Week 4 ***After Class***

		□ Complete DB 3 □ Complete Week 4 Quizzes 1 and 2 □ Complete ABA Toolchest Video 3 and Video 3 Quiz
16 June **Week 5**	Continued Lecture, Discussion, Practice on introduction, administering, and interpreting the VB-MAPP Practice scoring, interpreting, and planning instruction using the VB-MAPP	***Before Class*** □ Finish reading VB-MAPP □ Examine Lesson 7 Documents □ Interact with Extension Resources ***During Class*** □ Demonstrate SAFMEDS for Week 5 ***After Class*** □ Complete DB 4 □ Complete Week 5 Quiz □ Complete ABA Toolchest Video 4 and Video 4 Quiz
23 Jun3 **Week 6**	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R	***Before Class*** □ Read ABLLS-R □ Examine Lesson 8 Documents □ Interact with Extension Resources ***During Class*** □ Demonstrate SAFMEDS for Week 6 ***After Class*** □ Complete DB 5 □ Complete Week 6 Quiz □ Complete ABA Toolchest Video 5 and Video 5 Quiz
30 June **Week 7**	Measuring verbal behavior	***Before Class*** □ Finish reading the ABLLS-R □ Examine Lesson 9 Documents □ Interact with Extension Resources ***During Class*** □ Demonstrate SAFMEDS for Week 7 ***After Class*** □ Complete DB 6 □ Complete Week 7 Quiz □ Complete ABA Toolchest Video 6 and Quiz
7 July **Week 8**	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	***Before Class*** □ Read Sundberg & Partington Ch. 4 - 6 □ Examine Lesson 10 Documents □ Interact with Extension Resources ***After Class*** □ Complete DB 7 □ Complete Week 8 Quiz □ Complete ABA Toolchest Video 7 and Video 7 Quiz

14 July Week 9	Lecture, discussion, and practice on teaching verbal behavior	*Before Class* ☐ Read Sundberg & Partington Ch. 7 - 12 ☐ Examine Lesson 11 Documents ☐ Interact with Extension Resources *After Class* ☐ Complete DB 8 ☐ View McGee Video in Graded Activities folder and submit reaction paper this week ☐ View Gerenser Video in Graded activities folder and submit reaction paper this week
21 July Week 10	VB Research Discussions	*During Class* ☐ Present your research worksheet to your group ☐ Completion celebration! *After Class* ☐ Submit Research Worksheets before submitting your VB Instructional Project ☐ Retake any quizzes and submit any extra credit before submitting your VB Instructional Project ☐ Submit VB Instructional Projects No Later than 11:59 pm tonight