



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

Fall 2015

EDSE 625 695: Applied Behavior Analysis: Verbal Behavior
CRN: 81638, 3 - Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 09/16/15 - 12/09/15
Phone: 703-993-5245 / 703-987-8928	Meeting Day(s): Wednesday
E-Mail: thoch@gmu.edu Skype: drtheodorehoch	Meeting Time(s): 5:00 pm-8:30 pm
Office Hours: by appointment; am available by phone, email, or skype at most times, though	Meeting Location: Off-campus/Other OCL OCL

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 619 Hours of Lecture or Seminar per week: 3 Hours 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.

Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Nature of Course Delivery

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

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

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 Resources 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 9 December 2015 at 11:59 pm, US Eastern Time.

Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Total Possible
ABLLS-R Based VB IP	1 Project	40 points	40 points	40 points
VB-MAPP Based VB IP	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	10 items	2 points per item	20 points	200 points
Weekly Quizzes (Weeks 2 – 8)	77 questions	1 point	77 points	277 points
SAFMEDS (Weeks 2 – 7)	6 Demonstrations	5 points	30 points	307 points
Reaction Paper Assignments	2 Assignments	10 points	20 points	327 points
A = 311 - 327 points	A- = 294 - 310 points	B = 262 - 309 points	C = 229 - 261 points	F < 229 points

Assignments

Performance-based Assessment (Blackboard submission required).

Both of these assignments are the Performance-Based Assessment Assignments for this course, and as such, they must be submitted through Blackboard.

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 Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
2. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
3. For each target, you will identify the procedure(s) you will use to teach the target, and
4. give the rationale for those procedure(s), (up to 5 points)
5. write step by step instructions for implementing the procedure(s), (Up to 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 Blackboard (15 points)

Performance-based Common Assignments (No Blackboard 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. 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. You will be assigned one of these for each of Weeks 10 and 11. 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

Week	Topics	Assignments
Beginning 16 Sept Week 1	Review syllabus; begin discussion on basic verbal operants	<input type="checkbox"/> Select article to present through the Article Presentation Wiki NLT and presentation date through doodle poll <input type="checkbox"/> Examine Lesson 1 Documents <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete DB 1 before next week! <input type="checkbox"/> Prepare for your SAFMEDS demonstration for next week
23 Sept Week 2	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	<input type="checkbox"/> Read Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents <input type="checkbox"/> Complete DB 2 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 2 <input type="checkbox"/> Complete Week 2 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 1 and Video 1 Quiz after class

30 Sept Week 3	Lecture, Discussion, Practice on Extended Tacts and Echoics	<input type="checkbox"/> Read Winkour Ch. 5 and 6 <input type="checkbox"/> Examine Lesson 3 Documents <input type="checkbox"/> Complete DB 3 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 3 <input type="checkbox"/> Complete Week 3 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 2 and Video 2 Quiz after Class
7 Oct Week 4	Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals	<input type="checkbox"/> Read Winokur Ch. 7, 8, and 9 <input type="checkbox"/> Examine Lesson 4 Documents <input type="checkbox"/> Complete DB 4 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 4 <input type="checkbox"/> Complete Week 4 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 3 and Video 3 Quiz after class
14 Oct Week 5	Lecture, Discussion, Practice on Autoclitics and Implications	<input type="checkbox"/> Read Winokur Ch. 10 and 11 <input type="checkbox"/> Examine Lesson 5 Documents <input type="checkbox"/> Complete DB 5 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 5 <input type="checkbox"/> Complete Week 5 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 4 and Video 4 Quiz after class
21 Oct Week 6	Introduction, administering, and interpreting the VB-MAPP	<input type="checkbox"/> Read through as much of the VB-MAPP as you can this week <input type="checkbox"/> Examine Lesson 6 Documents <input type="checkbox"/> Complete DB 6 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 6 <input type="checkbox"/> Complete Week 6 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 5 and Video 5 Quiz after class
28 Oct Week 7	Practice scoring, interpreting, and planning instruction using the VB-MAPP	<input type="checkbox"/> Finish reading the VB-MAPP <input type="checkbox"/> Examine Lesson 7 Documents <input type="checkbox"/> Complete DB 7 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 7 <input type="checkbox"/> Complete Week 7 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 6 and Video 6 Quiz after class

<p>4 Nov Week 8</p>	<p>Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read through as much of the ABLLS-R as you can this week. <input type="checkbox"/> Examine Lesson 8 Documents <input type="checkbox"/> Complete DB 8 before next week! <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Demonstrate SAFMEDS for Week 8 <input type="checkbox"/> Complete Week 8 Quiz after class <input type="checkbox"/> Complete ABA Toolchest Video 7 and Video 7 Quiz after class
<p>11 Nov Week 9</p>	<p>Measuring verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Finish reading the ABLLS-R <input type="checkbox"/> Examine Lesson 9 Documents <input type="checkbox"/> Complete DB 9 before next week! <input type="checkbox"/> Interact with Extension Resources
<p>18 Nov Week 10</p>	<p>Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch 4 – 6 <input type="checkbox"/> Examine Lesson 10 Documents <input type="checkbox"/> Complete DB 10 before next week! <input type="checkbox"/> View McGee Video in Graded Activities folder and submit reaction paper this week <input type="checkbox"/> Interact with Extension Resources
<p>2 Dec Week 11</p>	<p>Lecture, discussion, and practice on teaching verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch. 7 – 12 <input type="checkbox"/> Examine Lesson 11 Documents <input type="checkbox"/> Complete DB 10 before coming to class <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> View Gerenser Video in Graded activities folder and submit reaction paper this week
<p>9 Dec Week 12</p>	<p>VB Research Discussions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Present your research worksheet to your group <input type="checkbox"/> Completion celebration! <input type="checkbox"/> Submit Research Worksheets before submitting your VB Instructional Project <input type="checkbox"/> Retake any quizzes and submit any extra credit before submitting your VB Instructional Project <input type="checkbox"/> Submit VB Instructional Projects No Later than 11:59 pm tonight