



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

Fall 2017

EDSE 625 DL1: Applied Behavior Analysis: Verbal Behavior CRN:
81320, 3 – Credits

PSYC 592 DL1: Applied Behavior Analysis: Verbal Behavior
CRN: 81892, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 08/28/17 – 12/20/17
Phone: 703-987-8928	Meeting Day(s): Tuesdays, 9/12, 9/19, 11/7, 11/21, & 11/28 ONLY
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:30pm – 8:30pm on the dates indicated above.
Office Hours: Thursdays 1:00 – 4:30 pm	Meeting Location: Online,
Office Location: Suite 100, Finley Building, MS 1F2, 4400 University Drive, Fairfax, VA 22030	Skype: drtheodorehoch

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

Prerequisite(s) EDSE 619 **Co-requisite(s)** None

Course Description

Expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Required Prerequisite: EDSE 619B-.

B- Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method

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

This course will be delivered online (76% or more) using both an asynchronous and a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available no later than 21 August 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a set of headphones or earbuds, and a working microphone and webcam for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/> ○ Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-mediaplayer/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

Learner Outcomes

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

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

Course Relationship 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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

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.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to

upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 625, the required PBA is Verbal Behavior Instructional Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Both of these assignments are the Performance Based Assessment Assignments for this course, and as such, they must be submitted through TK20.

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 10 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 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 VB-MAPP 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 10 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 points)

You will scan your ABLLS-R Skills Tracking grids and your ABLLS-R based instructional grids, instructional procedures, data collection instructions, and data sheets into a single pdf document; and 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 VB-MAPP based instructional grids, instructional procedures, data collection instructions, and recording forms into a single, second document (10 points), and submit through TK20.

Performance-based Common Assignments (No Tk20 submission required.)

None.

Other Assignments

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 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. Watch the video. Complete the Video Quiz for that week (online, through Blackboard). There will be 10 points possible for each quiz.

Weekly Quizzes. During weeks 1 through 13, you will complete a multiple choice quiz based on the content for that week. During (roughly) the first half of the course, questions will be based only on the content assigned for that week. During (roughly) the second half of the course, quiz questions will be based on the week's content and / or prior week's content (to promote retention) and / Or introductory behavior analysis content. Each quiz is timed, and once a question is answered, one may not return to it. Each quiz question is worth 1 point toward one's final grade.

Reaction Papers. During weeks indicated in the calendar that appears later in this syllabus, students will view recordings by other experts in the field of Verbal Behavior. Students will then write a brief paper which summarizes the content of the recording, details what was new to the student in that recording, and how the student might incorporate what was new into the her or his work. (The last two reaction papers format differs slightly, and instructions are provided in the Week 14 folder.) Each reaction paper is worth up to 10 points.

Verbal Behavior Instructional Project Drafts. During Weeks 7 – 13, students are assigned a portion of the final project that is relevant to that week’s content. Students will complete these drafts of these portions of the final project, and upload to Blackboard by the date specified in the weekly folder. Drafts are worth 2 to 4 points. (Note: THESE DRAFTS DO NOT SUBSTITUTE FOR THE FINAL PROJECT: STUDENTS MUST STILL EDIT, CORRECT, COMPILE, AND SUBMIT FINAL PROJECTS TO TK20 BY THE DUE DATE.)

Discussion Boards. During Weeks 2 – 14, students will be prompted to engineer a verbal operant, and then to tell classmates (through Discussion Board) how the operant was engineered, how the other person responded, and whether or not the operant was reinforced. Specific instructions for each of these are in the weekly folders. A student must both report on the verbal operant that she or he engineered, and must comment on a classmate’s post (so, must make a minimum of two posts) by the due date, in order to receive credit of 2 points for the week’s discussion board assignment.

EDSE 619 Final Exam. Only students who have completed EDSE 619 (or its equivalent in another BACB Verified Course Sequence) may take EDSE 625. EDSE 619 provides a foundation for all other courses, and it is essential that students have a thorough grasp of the content of EDSE 619 if they are to do well in EDSE 625. You will complete the final exam that your instructor gives in EDSE 619 during the first week of this course. No later than the end of the third week of the course, your instructor will provide you with written feedback on your performance on this test, which you can use to determine your areas of strength and weakness with regard to the EDSE 619 content. (You are encouraged to further study those areas that are weaknesses.) Each question answered correctly on this test is worth 0.2 points toward your final grade.

Course Policies and Expectations

Attendance/Participation. All students are expected to be present, in Blackboard Collaborate, and ready to work, at 5:30 pm on Synchronous Discussion days. Your instructor will take a screen shot of the listing of those present at the beginning of each session. All whose names are listed at in that screen shot will earn 1 point for being present on time. All students are expected to remain for the entire Synchronous Discussion session, each session. Your instructor will likewise take a screen shot of the listing of names at the end of each Synchronous Discussion session, and all students whose names are on the list at that time will earn 1 point for being present at that time. Arriving late, leaving early, or absence from a Synchronous Discussion will preclude opportunity for earning attendance points. Each student is expected to contribute to each Synchronous Discussion by speaking. This means that each student’s microphone must work; participating from a computer without a working microphone will preclude opportunity to participate. Likewise, typing one’s comments or questions will not count toward contribution points. Contributing to a synchronous discussion by speaking will earn 2 points per

synchronous discussion. Absence from a discussion precludes opportunity to earn participation points.

Late Work. All assignments are due no later than the due dates indicated on the syllabus. Late assignments will not be accepted.

Grading Scale

Assignment Type	Number of Opportunities	Points Possible per Opportunity	Points Possible by Type	Cumulative Points Possible
EDSE 619 Final Exam	1 test	10 points	10 points	10 points
Weekly Quizzes	13 quizzes	1 point per question	137 points	147 points
ABA TC Video Quizzes	7 quizzes	10 points	70 points	217 points
Reaction Papers	6 papers	10 points	60 points	277 points
Discussion Board Posting	13 DBs	2 points Or 4 points	26 points	303 points
VBIP Drafts	7 Drafts	10 points	16 points	319 points
Verbal Behavior Instructional Project (Final)	1 ABLLS-R project 1 VB-MAPP project	40 points per project	80 points	399 points
Synchronous Discussions	5 Discussions	5 points	25 points	424 points
A 403 - 424 points	A- 382 - 403 points	B 339 – 382 points	C 297 - 338 points	F Fewer than 297 points

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	Assignments / Activities	Content Hours Distribution
<p>Week 1 Week of 28 Aug 17</p>	<p>Review syllabus; begin discussion on basic verbal operants</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Examine Lesson 1 Documents <input type="checkbox"/> View Lesson 1 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W1 Quiz by 11:59 pm on 9/4/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete EDSE 619 Final Exam by 11:59 pm on 9/4/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 60 min <input type="checkbox"/> Test / quiz: 90 min
<p>Week 2 Week of 4 Sept 17</p>	<p>Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents <input type="checkbox"/> View Lesson 2 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W2 Quiz by 11:59 pm on 9/11/17 <input type="checkbox"/> View ABA Toolchest recording <input type="checkbox"/> Complete ABA Toolchest Quiz 1 by 11:59 pm on 9/11/17 <input type="checkbox"/> Complete DB 1 by 11:59 pm on 9/11/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 150 min <input type="checkbox"/> Test / quiz: 33 min
<p>Week 3 Week of 11 Sept 17</p>	<p>Lecture, Discussion, Practice on Extended Tacts and Echoics Synchronous Discussion thru Blackboard Collaborate on 9/12 at 7:30 pm</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winkour Ch. 5 and 6 <input type="checkbox"/> Examine Lesson 3 Documents <input type="checkbox"/> View Lesson 3 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W3 Quiz by 11:59 pm 9/18/17 <input type="checkbox"/> Complete DB by 11:59 pm on 9/18/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 30 min <input type="checkbox"/> Test / quiz: 9 min <input type="checkbox"/> Synchronous Discussion: 60 min

Date	Topics	Assignments / Activities	Content Hours Distribution
<p>Week 4 Week of 18 Sept 17</p>	<p>Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals</p> <p>Synchronous Discussion thru Blackboard Collaborate on 9/19 at 7:30 pm</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winokur Ch. 7, 8, and 9 <input type="checkbox"/> Examine Lesson 4 Documents <input type="checkbox"/> View Lesson 4 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W4 Quiz by 11:59 pm on 9/25/17 <input type="checkbox"/> View ABA Toolchest Video 2 <input type="checkbox"/> Complete ABA TC Quiz 2 by 11:59 pm on 9/25/17 <input type="checkbox"/> Complete DB 3 by 11:59 pm on 9/25/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 150 minutes <input type="checkbox"/> Test / quiz: 34 min <input type="checkbox"/> Synchronous Discussion: 60 min
<p>Week 5 Week of 25 Sept 17</p>	<p>Lecture, Discussion, Practice on Autoclitics and Implications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winokur Ch. 10 and 11 <input type="checkbox"/> Examine Lesson 5 Documents <input type="checkbox"/> View Lesson 5 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W5 Quiz by 11:59 pm on 10/2/17 <input type="checkbox"/> Complete DB 4 by 11:59 pm on 10/2/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 37 min <input type="checkbox"/> Test / quiz: 20 min <p>(This would be a great week to work ahead and knock out one or two of those reaction papers!)</p>
<p>Week 8 Week of 16 Oct 17</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"/> <input type="checkbox"/> Examine Lesson 8 Documents <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> View Lesson 8 Presentations <input type="checkbox"/> Complete W8 Quiz by 11:59 pm on 10/23/17 <input type="checkbox"/> View ABA TC Video 4 <input type="checkbox"/> Complete ABA TC Q4 by 11:59 pm on 10/23/17 <input type="checkbox"/> Complete DB 7 by 11:59 pm on 10/23/17 <input type="checkbox"/> Complete VBIP-2 by 11:59 pm on 10/23/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 105 min <input type="checkbox"/> Test / quiz: 35 min

Date	Topics	Assignments / Activities	Content Hours Distribution
<p>Week 9 Week of 23 Oct 17</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"/> View Lesson 9 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W9 Quiz by 11:59 pm on 10/30/17 <input type="checkbox"/> Complete DB 8 by 11:59 pm on 10/30/17 <input type="checkbox"/> Submit Gerenser Reaction Paper by 11:59 pm on 10/30/17 <input type="checkbox"/> Submit VBIP-3 by 11:59 pm on 10/30/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 124 min <input type="checkbox"/> Test / quiz: 15 min
<p>Week 10 Week of 30 Oct 17</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"/> View Lesson 10 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W10 Quiz by 11:59 pm on 11/6/17 <input type="checkbox"/> View ABA TC Video 5 <input type="checkbox"/> Complete ABA TC Q5 by 11:59 pm on 11/6/17 <input type="checkbox"/> Complete DB 9 by 11:59 pm on 11/6/17 <input type="checkbox"/> Submit VBIP-4 by 11:59 pm on 11/6/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 106 min <input type="checkbox"/> Test / Quiz: 30 min
<p>Week 11 Week of 6 Nov 17</p>	<p>Lecture, discussion, and practice on teaching verbal behavior</p> <p>Synchronous Discussion through Blackboard Collaborate on 11/7/17 at 7:30 pm</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch. 7 – 9 <input type="checkbox"/> Examine Lesson 11 Documents <input type="checkbox"/> View Lesson 11 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W11 Quiz by 11:59 pm on 11/13/17 <input type="checkbox"/> View ABA TC Video 6 <input type="checkbox"/> Complete ABA TC Q6 by 11:59 pm on 11/13/17 <input type="checkbox"/> Complete DB 10 by 11:59 pm on 11/13/17 <input type="checkbox"/> Submit VBIP-5 by 11:59 pm on 11/13/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 179 min <input type="checkbox"/> Test / Quiz: 35 min <input type="checkbox"/> Synchronous Discussion: 60 min

Date	Topics	Assignments / Activities	Content Hours Distribution
<p>Week 12</p> <p>Week of 13 Nov 17</p>	<p>Lecture, discussion, practice on teaching verbal behavior</p> <p>Synchronous Discussion through Blackboard Collaborate on 11/21/17 at 7:30 pm</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch 10 – 12 <input type="checkbox"/> Examine Lesson 12 Documents <input type="checkbox"/> View Lesson 12 Presentations <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Complete W12 Quiz by 11:59 pm on 11/27/17 <input type="checkbox"/> View ABA TC Video y <input type="checkbox"/> Complete A BA TC Q7 by 11:59 pm on 11/27/17 <input type="checkbox"/> Complete DB 11 by 11:59 pm on 11/27/17 <input type="checkbox"/> Submit VBIP-6 by 11:59 pm on 11/27/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 110 min <input type="checkbox"/> Test / quiz: 35 min <input type="checkbox"/> Synchronous Discussion: 60 min
<p>Week 13</p> <p>Week of 27 Nov 17</p>	<p>Effective verbal behavior instruction</p> <p>Synchronous Discussion through Blackboard Collaborate on 11/28/17 at 7:30 pm</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete DB 12 by 11:59 pm on 12/4/17 <input type="checkbox"/> View McGee Recording <input type="checkbox"/> Submit McGee Reaction Paper by 11:59 pm on 12/4/17 <input type="checkbox"/> View Crowley et al. Recording <input type="checkbox"/> Submit Crowley et al. Reaction Paper by 11:59 pm on 12/4/17 <input type="checkbox"/> Complete W13 Quiz by 11:59 pm on 12/4/17 <input type="checkbox"/> Submit VBIP-7 by 11:59 pm on 12/4/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 120 min <input type="checkbox"/> Test / quiz: 30 min <input type="checkbox"/> Synchronous Discussion: 60 min
<p>Week 14</p> <p>Week of 4 Dec 17</p>	<p>Dr. Skinner’s work and Verbal Behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete DB 13 by 11:59 pm on 12/11/17 <input type="checkbox"/> Watch Skinner recording <input type="checkbox"/> Submit Skinner Reaction Paper by 11:59 pm on 12/11/17 <input type="checkbox"/> Watch Sundberg recording <input type="checkbox"/> Complete Sundberg Reaction Paper by 11:59 pm on 12/11/17 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded content: 100 min
<p>Week 15</p> <p>Week of 11 Dec 17</p>	<p>Wrap up!</p>	<p>Submit VB Training Projects through TK20 no later than 11:59 pm on 12/12/17</p>	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course-support.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.