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

Summer 2020
EDSE 625 001: Applied Behavior Analysis: Verbal Behavior
CRN: 40564, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Bryan J. Blair	**Meeting Dates**: 06/01/20 – 08/22/20
Phone: 617-903-7196	**Meeting Day(s)**: Tuesdays **ONLY!** **First meeting Tuesday 6/2/2020**
E-Mail: bblair5@gmu.edu	**Meeting Time(s)**: 7:20 pm – 9:05 pm
Office Hours: Tuesdays – 5:00 pm – 7:00 pm	**Meeting Location**: N/A; Online
Office Location: Remote – Zoom or WebEx	**Other Phone**: N/A

❖ 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 B-

Co-requisite(s):
None

Course Description
Expands students' abilities to deal with more complex behavioral situations and enables students to relate to more sophisticated professional issues and environments.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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. Synchronous class lecture and discussion (video conference)
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 a hybrid - synchronous and asynchronous - format via the 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 on 5/22/2020.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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 headset microphone or other reliable microphone that prevents excess background noise and/or feedback for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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/) (https://get.adobe.com/reader/)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)
  - WebEx (https://its.gmu.edu/service/webex/)

Expectations

- Course Week
  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.

Professional Standards
This course is part of the George Mason University, School of Education, 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/2016/03/160321-compliance-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 (VB-MAPP). 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. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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. 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 Peformance 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 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 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.

College Wide Common Assessment
(TK20 submission required)
N/A

Performance-based Common Assignments
(No Tk20 submission required)
N/A

Other Assignments

Final Exam. The final exam includes course content learned over the span of this course. A total of 70 multiple-choice questions, each worth one point, will be given. You will have one opportunity to complete the timed final exam.

Quizzes. Quizzes will include multiple-choice questions based on course content/topics listed on the schedule. Quizzes will be completed in class with one timed opportunity to complete.

Student Article Presentations. You will be preparing and discussing an oral presentation of an article related to verbal behavior. In a 5-minute presentation, include the following elements:
- brief summary of the article
- explain the theory/operant/framework,
- relevance of the article

Discussion Questions. Your instructor will provide a discussion prompt based on the course objective and readings assigned on the syllabus. Your small group will formulate a response and share out in a class discussion. This is an in-class activity so please be prepared by completing assigned readings and participating in the group discussion.

ABA Tool Chest Video Assignments and Quizzes. Assigned videos will be available to watch online and located in Blackboard. Watch the video and complete the Video Quiz for that week (online, through Blackboard). There will be 10 points possible for each quiz.

Reaction Papers. To complete this assignment:
1. Watch the assigned video.
2. Write and submit a brief (1 page) paper in which you:
   a. Summarize the presentation with 3 main ideas.
   b. Share 2 facts, concepts, or ideas that was new to you.
   c. Specify how you may incorporate this new information into your work.

Ensure that your spelling, grammar, and punctuation are correct. Submit your reaction paper through the links in the graded activities folders during the weeks for which they were assigned.

Course Policies and Expectations

Attendance/Participation
Please arrive to class on time and stay for the duration of the time required. During class, it is expected that students exhibit professional behaviors such as preparedness and participation in small and large group activities. In addition, for in class assignments, you must be present to earn the points for the assignments. Class absences may result in additional work activities related to the importance of professional behaviors.

Late Work
Late assignments will not be accepted except under extreme circumstances.

Grading Scale
93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

*Note: The George Mason University Honor Code will be strictly enforced (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]. 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 <u>must</u> be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Week	Topic	Read / View	Complete / Submit
1	Introduction to Verbal Behavior	Syllabus Blackboard navigation	• Pre-test • DB 1 (In class) • Quiz (in class)
2	Verbal behavior Operants • Mands, • Tacts, • Echoics,	• Winokur, Chapters 1-4 and 7 • Discussion Board 1	• DB 2 (In class) • Quiz (In class)
3	Verbal behavior Operants • Textuals, • Audience control	• Winokur Chapters 6 and 8-11 • Discussion Board 2	• DB 3 (In class) • Quiz (In class)
4	Verbal behavior Operants • Intraverbals, • autoclitics	• Winokur Chapters and 9-11 • Discussion Board 3	• DB 4 (In class) • Quiz (In class)
5	Measuring Verbal Behavior • Direct measures • Indirect measures • How to collect behavioral data	• Sundberg and Partington (1998) chapters 1-2 • Sundberg (2008) chapter 1	• DB 5 (In class) • Quiz (In class)
6	Teaching VB Assessment:VB MAPP • Administration • Interpretation	Sundberg (2008) VB-MAPP Guide and Protocol	VBIP draft

Week	Topic	Read / View	Complete / Submit
7	Teaching VB Assessment: ABLLS-R • Administration • Interpretation	Partington (2007) ABLLS	VBIP draft
8	ABA Tool Chest Video -	• ABA videos	• Reaction Papers (Sundberg, Skinner, Dreyfus)
9	VB Instructional Project	• VB assessments	• VBIP draft • DB 6
10	More on Teaching Verbal Behavior	• Sundberg and Partington (1998 or newer) Chapters 4, 13, 14	• DB 7 • Quiz
11	Special Topics in Verbal Behavior	• Verbal behavior article	Student article presentation
12	Last day of class	• Verbal Behavior Final exam	Final Exam

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: See Core Values (http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]).

- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [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 Disability Services [https://ds.gmu.edu/]).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).

- For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment 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: ▪ 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	Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment: ▪ 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	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 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

	behavior analysis services	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:
	  ○ Client preference
	  ○ Client's current repertoire
	  ○ Supporting environments
		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:
		  ○ Client preference
		  ○ Client's current repertoire
		  ○ Supporting environments
			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:
			  ○ Client preference
			  ○ Client's current repertoire
			  ○ Supporting environments
			  ○ Environmental and resource constraints

	o Environmental and resource constraints o Social validity of the intervention	o Environmental and resource constraints o Social validity of the intervention	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 following for intervention for one of the two assessments: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the following for intervention for each assessment: ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals