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

Fall 2020
EDSE 625 010: Applied Behavior Analysis: Verbal Behavior
CRN: 83132; 3 – Credits

Instructor: Dr. Clara Kenny	**Meeting Dates**: 10/19/20 – 12/13/20
Phone: 202.841.9332	**Meeting Day(s)**: Online
E-Mail: ckenny4@gmu.edu	**Meeting Time(s)**: NA
Office Hours: By Appointment	**Meeting Location**: NA
Office Location: Phone, Collaborate, etc.	**Skype: NA**

*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 with a grade of B- or better.
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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at (703) 348-5006 (Option 2) 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 an asynchronous 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 in accordance with the posted start date of the course.

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)

    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)
- 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 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://support.microsoft.com/en-us/help/14209/get-windows-media-player)
    - 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 Tuesday, and finish on Monday at 11:59 pm.
  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, School of Education (SOED), 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)*. Behavior Analysts, Inc.

Sundberg, M.L. (2008). *Verbal Behavior Milestones Assessment and Placement Program*. 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*. Behavior Analysts, Inc.

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Prentice-Hall, Inc. (NOTE: PURCHASE THIS ONLY FROM THE GMU BOOKSTORE!)

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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, VIA, hard copy).

> **Assignments and/or Examinations**
> > Both of these assignments are the Peformance Based Assessment Assignments for this course, and as such, they must be submitted through VIA.
> >
> > **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 VIA.

Verbal Behavior Instructional Project Drafts. Beginning in Week 3, you will be assigned a portion of the VB Instructional Project to draft and submit prior to the next week's class session. You will do this for five consecutive weeks. Each draft submitted on time will receive 2 points. Late drafts will not be accepted. You will be provided feedback on your drafts, which you will be expected to incorporate when putting together your final project.

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.

Reaction Papers. To complete this assignment:
1. Watch the assigned video.
2. 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.

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.

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 is a total of 70 questions across these quizzes. Each correct answer is worth one point toward your final grade. Total quiz availability time is equivalent to 1.5 min per question.

EDSE 621 Final Exam. If you don't use it, you lose it! This statement is true about many things we do – including our behavior analytic skills. At any point during the first two weeks of the course, you will complete the final exam that this instructor gives when he teaches EDSE 621. Within one week, your instructor will email you a feedback form that tells you how you performed with regard to the objectives assessed by that course. Each correctly answered question is worth 0.2 points, and so this exam is worth up to 10 points.

Verbal Operant Summary Table. Print this up in Week 1. Hand write the content of each of the cells – in pencil! – during Weeks 1 and 2 as you work through the lessons. Double check all of your answers and correct, as needed (hence, pencil). Upload as part of Week 2's assignments. NOTE: CREDIT IS NOT GIVEN FOR COPIED AND PASTED RESPONSES, OR FOR RESPONSES THAT APPEAR TO BE HANDWRITTEN COPIES. Your work must be in your own words. 5 points possible.

Course Policies and Expectations
Attendance/Participation

Given that this is an asynchronous course, we do not have course meetings. We do have recordings to be watched, discussion boards with discussions with your classmates to be completed, quizzes to be taken, drafts to be completed, and so forth, every week, it is essential that you plan - and follow through with that plan – to interact with the course at minimum three times per week. More will probably be needed for many students. It is strongly recommended that you distribute your work throughout the week, and don't let it wait until the weekend during which the grade earning assignments are due. Much of the content in this

course will be new to you, will be difficult, and will require time and thought to "sink in."

Late Work

Assignments are due at 11:59 pm on Sunday at the end of the week for which they were assigned. Late work is not accepted.

Other Requirements

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.

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

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Points Possible
ABLLS-R VBIP	1 Project	40 points	40 points	40 points
VB-MAPP VBIP	1 Project	40 points	40 points	80 points
Discussion Boards	7 DBs	5 points	35 points	115 points

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Points Possible
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	185 points
VB IP Drafts	5 Drafts	2 points	10 points	195 points
Reaction Papers	4 Papers	5 points	20 points	215 points
Content Quizzes	100 questions	1 point per question	100 points	315 points
EDSE 621 Final Exam	1 Exam	10 points	10 points	325 points
Verbal Operant Worksheet	1 Worksheet	5 points	5 points	330 points

A	A-	B+	B	B-	C	F
314 – 330 points	297 – 313 points	287 - 296 points	274 – 286 points	264 - 273 points	230 – 263 points	< 230 points

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and 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 must 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 https://cehd.gmu.edu/students/polices-procedures/ .

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

Week	Read / View	Complete / Submit
1	☐ Winokur, Chapters 1-4 and 7 ☐ Week 1 Recordings (Use guided notes and Verbal Behavior Summary Table) ☐ ABA Toolchest Recording 1 (Use Guided Notes)	☐ DB 1 ☐ Week 1 Content Quizzes ☐ ABA TC Quiz 1
2	☐ Winokur Chapters 6 and 8-11 ☐ Week 2 Recordings (Use guided notes and Verbal Behavior Summary Table)	☐ DB 2 ☐ Week 2 Content Quizzes ☐ ABA TC Quiz 2

Week	Read / View	Complete / Submit
	☐ ABA Toolchest Recording 2 (Use Guided Notes)	
3	☐ VB MAPP Administration and Interpretation Instructions, and Protocol ☐ Week 3 Recordings ☐ ABA Toolchest Recording 3 (Use Guided Notes)	☐ DB 3 ☐ Week 3 Content Quizzes ☐ ABA TC Quiz 3 ☐ VBIP Draft 1
4	☐ ABLLS-R Administration and Interpretation Protocol ☐ Week 4 Recordings ☐ ABA Toolchest Recording 4 (Use Guided Notes)	☐ DB 4 ☐ Week 4 Content Quizzes ☐ ABA TC Quiz 4 ☐ VBIP Draft 2
5	☐ Week 5 Recordings ☐ ABA Toolchest Recording 5 (Use Guided Notes)	☐ DB 5 ☐ Week 5 Content Quizzes ☐ ABA TC Quiz 5 ☐ VBIP Draft 3 ☐
6	☐ Week 6 Recordings ☐ Sundberg and Partington (1998 or newer) Chapters 4 – 8 ☐ ABA Toolchest Recording 6 (Use Guided Notes)	☐ DB 6 ☐ Week 6 Content Quizzes ☐ ABA TC Quiz 6 ☐ VBIP Draft 4
7	☐ Week 7 Recordings ☐ Sundberg and Partington (1998 or newer) Chapters 9 – 13 ☐ ABA Toolchest Recording 7 (Use Guided Notes)	☐ DB 7 ☐ Week 7 Content Quizzes ☐ ABA TC Quiz 7 ☐ VBIP Draft 5
8	☐ View Sundberg recording ☐ View Skinner recording ☐ View Dreyfus recording ☐ Complete Verbal Behavior Instructional Project	☐ Sunderg Reaction Paper ☐ Skinner Reaction Paper ☐ Dreyfus Reaction Paper ☐ ABLLS-R Instructional Project ☐ VB-MAPP Instructional Project

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 https://ds.gmu.edu/).

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

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to 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 titleix@gmu.edu.

- For information on student support resources on campus, see 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 http://cehd.gmu.edu/.

Appendix
   Assessment Rubric(s)

	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 behavior analysis services	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 behavior analysis services	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
Assessment	Given a completed ABLLS-R and a completed VB-MAPP,	Given a completed ABLLS-R and a completed VB-MAPP,	Given a completed ABLLS-R and a completed VB-MAPP,

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

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

Foundational Knowledge	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for one of the two assessments:	Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment:	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	▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals	▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals