



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

Fall 2020

EDSE 625 DL1: Applied Behavior Analysis: Verbal Behavior

CRN: 85228, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 8/24/20 – 12/16/20
Phone: 703-987-8928 (can also text here)	Meeting Day(s): Tuesday
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: Suite 100, Krug Hall, GMU Fairfax Campus, 4400 University Drie, Fairfax, VA 22030 (will not be there!)	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 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 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 Instructional Method

«Instructional_Method»

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

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 Texts

Partington, J.W. (2007). *The assessment of basic language and learning skills (Revised) (ABLLS-R)*. Pleasant Hill, CA: Behavior Analysts, Inc. (Easiest to purchase from www.partingtonbehavioranalysts.com)

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. (Easiest to purchase from www.avbpress.com)

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

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Englewood Cliffs, NJ: Prentice-Hall, Inc. (PURCHASE THIS ONE FROM THE GMU BOOKSTORE.)

Recommended Texts

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 Taskstream. Given this, you will need to have access to a scanner that will permit you to scan a multiple page document into a single document and save it as a pdf file. Many of our home printers do this. Scanners are also available at Fedex Office, Staples, and other, similar stores for your use. Some employers will also permit use of their scanners for this purpose. Scanned multiple page documents must be in pdf format, and must include all pages for the document in a single pdf file. Uploads of multiple, single page pdfs, and uploads of jpg files will not be accepted.

Additional Readings

Articles selected by the student from *The Analysis of Verbal Behavior*. This journal may be accessed at <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>.

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments and/or Examinations

Verbal Behavior Instructional Project. You will complete two of these – one using a VB-MAPP, and one using an ABLLS-R. Each project will be worth a total of 40 points. 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 – Please **see Blackboard**. You will be provided with a completed VB-MAPP, a description of your learner, and a programming grid. On the basis of the VBMAPP, you will:

1. Fill in the VB-MAPP Milestones Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
2. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)
3. For each target, you will identify the procedure(s) you will use to teach the target, and
4. give the rationale for those procedure(s), (up to 5 points)
5. write step by step instructions for implementing the procedure(s), (Up to 10 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 points)

Other Assignments

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 118 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.

Verbal Operant Summary Table. Print this up in Week 2. Hand write the content of each of the cells – in pencil! – during Weeks 2 - 4 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.

EDSE 619 Final Exam – EXTRA CREDIT . 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 619. 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.

Course Policies and Expectations

Attendance/Participation. Each student is expected to attend each class session, in its entirety. Should a student need to miss a class session, be late for one, or leave early, the student is expected to email the instructor ahead of time and inform him of this. Each student is expected to actively participate in class discussions and to answer any questions she or he may have during class sessions.

Late Work

Work is due on the dates listed in the calendar, below. If an assignment must be submitted late, the student is expected to email the instructor ahead of time, requesting late submission. No work is accepted after 11:59 pm on the last date of the course.

Grading Scale

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	13 DBs	2 points	26 points	106 points
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	176 points
VB IP Drafts	5 Drafts	2 points	10 points	186 points
Reaction Papers	4 Papers	5 points	20 points	206 points
Content Quizzes	118 questions	1 point per question	118 points	324 points
Verbal Operant Worksheet	1 Worksheet	5 points	5 points	329 points

A 306 - 329 points	A- 296 - 305 points	B+ 284 - 293 points	B 281-293 points	B- 273-280 points	C 263-272 points	F < 263 points
--------------------------	---------------------------	---------------------------	------------------------	-------------------------	------------------------	----------------------

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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 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 [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

Class Schedule

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

Date	Read / View	Complete / Submit
25 Aug	<input type="checkbox"/> Introductions <input type="checkbox"/> Syllabus Review <input type="checkbox"/> Introduction to Verbal Behavior	
1 Sept	<input type="checkbox"/> Winokur, Chapters 1-4 <input type="checkbox"/> ABA Toolchest Recording 1 (Use Guided Notes)	<input type="checkbox"/> DB 1 <input type="checkbox"/> Week 2 Quiz <input type="checkbox"/> ABA TC Quiz 1 <input type="checkbox"/> EDSE 619 Final Exam (Extra Credit!)
8 Sept	<input type="checkbox"/> Winokur Chapters 6-9 <input type="checkbox"/> ABA Toolchest Recording 2 (Use Guided Notes)	<input type="checkbox"/> DB 2 <input type="checkbox"/> Week 3 Quiz <input type="checkbox"/> ABA TC Quiz 2
15 Sept	<input type="checkbox"/> Winokur Chapters 10 & 11 <input type="checkbox"/> ABA Toolchest Recording 3 (Use Guided Notes) <input type="checkbox"/> Summary of Verbal Operants	<input type="checkbox"/> DB 3 <input type="checkbox"/> Week 4 Quiz <input type="checkbox"/> ABA TC 3 <input type="checkbox"/> Verbal Operant Summary Table
22 Sept	<input type="checkbox"/> History of Verbal Behavior Assessment <input type="checkbox"/> VB MAPP Administration, Interpretation, and Instructional Planning – Read as much of the VB-MAPP Manual as you can!	<input type="checkbox"/> DB 4 <input type="checkbox"/> Week 5 Quiz
29 Sept	<input type="checkbox"/> Continue VB-MAPP Administration, Interpretation, and Instructional Planning – Finish the VB-MAPP Manual	<input type="checkbox"/> DB 5 <input type="checkbox"/> Week 6 Quiz <input type="checkbox"/> VBIP Draft 1
6 Oct	<input type="checkbox"/> ABLLS-R Administration, Interpretation, and Instructional	<input type="checkbox"/> DB 6 <input type="checkbox"/> Week 7 Quiz

Date	Read / View	Complete / Submit
	Planning – Read the ABLLS-R Manual	<input type="checkbox"/> VBIP Draft 2
13 Oct	<input type="checkbox"/> Measuring Verbal Behavior <input type="checkbox"/> Technical Writing <input type="checkbox"/> ABA Toolchest Recording 4 (Use Guided Notes)	<input type="checkbox"/> DB 7 <input type="checkbox"/> ABA TC Quiz 4 <input type="checkbox"/> VBIP Draft 3
20 Oct	<input type="checkbox"/> Teaching Verbal Behavior, Part 1 <input type="checkbox"/> Sundberg & Partington (1998 or newer) Ch 4 - 8 <input type="checkbox"/> ABA Toolchest Recording 5 (Use Guided Notes)	<input type="checkbox"/> DB 8 <input type="checkbox"/> Week 8 Quiz <input type="checkbox"/> ABA TC Quiz 5 <input type="checkbox"/> VBIP Draft 3 <input type="checkbox"/>
27 Oct	<input type="checkbox"/> Teaching Verbal Behavior, Part 2 <input type="checkbox"/> Sundberg & Partington (1998 or newer) Ch 9-11 <input type="checkbox"/> ABA Toolchest Recording 6 (Use Guided Notes)	<input type="checkbox"/> DB 9 <input type="checkbox"/> Week 9 Quiz <input type="checkbox"/> ABA TC Quiz 6 <input type="checkbox"/> VBIP Draft 4
3 Nov	<input type="checkbox"/> Teaching Verbal Behavior, Part 3 <input type="checkbox"/> Sundberg and Partington (1998 or newer) Ch 12-13 <input type="checkbox"/> ABA Toolchest Recording 76 (Use Guided Notes)	<input type="checkbox"/> DB 10 <input type="checkbox"/> Week 10 Quiz <input type="checkbox"/> ABA TC Quiz 6 <input type="checkbox"/> VBIP Draft 5
10 Nov	<input type="checkbox"/> Verbal Behavior Development	<input type="checkbox"/> DB 11 <input type="checkbox"/> Week 12 Quiz
17 Nov	<input type="checkbox"/> Issues in Verbal Behavior <ul style="list-style-type: none"> ○ Conversation and Matching Law ○ Verbal Behavior and Thinking ○ Verbal Behavior in Psychotherapy 	<input type="checkbox"/> DB 12
1 Dec	<input type="checkbox"/> Issues in Verbal Behavior <ul style="list-style-type: none"> ○ Managing and Supervising Verbal Behavior Instructional Programs 	<input type="checkbox"/> DB 13 <input type="checkbox"/> VBIP Peer Review
8 Dec	<input type="checkbox"/> Course Wrap-up	<input type="checkbox"/> ABLLS-R Instructional Project <input type="checkbox"/> 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: See [Core Values](http://cehd.gmu.edu/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/) (<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/) (<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/) (<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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). 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/) (<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](mailto:titleix@gmu.edu) (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) (<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/) (<http://cehd.gmu.edu/>).

Appendix

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
 - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
 - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
 - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
-

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
-

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
-