



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

Fall 2021

EDSE 625 001: Applied Behavior Analysis: Verbal Behavior

CRN: 81973, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 703-987-8938 (you may also text here)	Meeting Day(s): Thursday
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: Thursdays 1:00 – 4:00, and by appointment	Meeting Location: Fairfax; KH 15
Office Location: Suite 100, Finley Building, GMU Fairfax Campus	Go to Meeting: https://www.gotomeet.me/TheodoreHoch

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 XS.

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 spced@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. 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.

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. (NOTE: PURCHASE THIS ONLY 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 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

1. **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)

2. **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 blackboard.

3. **Verbal Behavior Instructional Project Drafts.** Beginning in Week 6, 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.

4. **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.
5. **Reaction Papers.** To complete this assignment:
 1. Watch the assigned video.
 2. Write and submit a brief (2 – 3 page) paper in which you:
 3. Summarize the presentation.
 4. Explain what was new to you in this presentation.
 5. Explain how you may incorporate this new information into your work.
 6. 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.
6. **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.
7. **Weekly Quizzes.** There is a total of 113 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.
8. **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. Each correctly answered question is worth 0.2 points, and so this exam is worth up to 10 points. (PLEASE SCAN YOUR SECOND HALF OF THIS EXAM INTO A SINGLE DOCUMENT, AND UPLOAD THAT DOCUMENT – MULTIPLE SINGLE-PAGE DOCUMENTS WILL NOT BE ACCEPTED.)

Grading Scale and Assignment Summary

Description				Points Possible	Cumulative Points Possible	
ABLLS-R and VB-MAPP Verbal Behavior Instructional Projects				80 points	80 points	
Verbal Behavior Instructional Project Drafts (7 drafts)				14 points	94 points	
ABA Toolchest Quizzes (7 quizzes)				70 points	164 points	
Reaction Papers (3 papers)				15 points	179 points	
Discussion Board Items (15 items)				30 points	209 points	
Weekly Quizzes (113 questions)				113 points	322 points	
EDSE 621 Final Exam				10 points	332 points	
A = 322 – 332 points	A - = 299 – 321 points	B+ = 289 – 298 points	B = 276 – 288 points	B- = 266 – 275 points	C = 233 – 265 points	F < 233 points

Course Policies and Expectations

Attendance/Participation

You are expected to be present and on time for every class session, and to remain until the class session ends. You are expected to bring all needed materials. You are expected to actively participate in all class sessions and discussions. In order to do this, you are expected to have all electronic equipment (including computers, phones, tablets, and other equipment) turned off and put away during class.

Late Work

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.

No links to assignments (or links of any kind) will be accepted for credit or for feedback. Only documents submitted in .doc, .docx, or .pdf format will be accepted.

***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/>). «Expanded_Dispositions»

Class Schedule

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

Week Beginning	Topics	Assignments
Week 1 26 August	Review syllabus; begin discussion on basic verbal operants	<input type="checkbox"/> Examine Lesson 1 Documents Complete before next class: <input type="checkbox"/> EDSE 621 Final Exam <input type="checkbox"/> Discussion Board Item (DBI) 1
Week 2 2 September	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	Read before Class: <input type="checkbox"/> Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents Complete before next class: <input type="checkbox"/> Week 2 Quiz <input type="checkbox"/> DBI 2
Week 3 9 September	Lecture, Discussion, Practice on Echoics, Audience Control, and Textuals	Read Before Class <input type="checkbox"/> Winkour Ch. 6 - 8 <input type="checkbox"/> Examine Lesson 3 Documents Complete before next class: <input type="checkbox"/> Week 3 Quiz <input type="checkbox"/> DBI 3

Week Beginning	Topics	Assignments
Week 4 16 September	Lecture, Discussion, Practice on Intraverbals and Multiple Causation	Read before Class: <input type="checkbox"/> Read Winokur Ch. 9 and 10 <input type="checkbox"/> Examine Lesson 4 Documents Complete before next class: <input type="checkbox"/> Week 4 Quiz <input type="checkbox"/> DBI 4
Week 5 23 September	Lecture, Discussion, Practice on Autoclitics and Implications	Read before class: <input type="checkbox"/> Winokur Ch. 11 <input type="checkbox"/> Examine Lesson 5 Documents Complete before next class: <input type="checkbox"/> Week 5 Quiz <input type="checkbox"/> DBI 5 <input type="checkbox"/> View ABA Toolchest Video 1 <input type="checkbox"/> Complete ABA Toolchest Quiz 1
Week 6 30 September	Introduction, administering, and interpreting the VB- MAPP	Read before class: <input type="checkbox"/> As much of the VB-MAPP as you can this week <input type="checkbox"/> Examine Lesson 6 Documents Complete before next class: <input type="checkbox"/> Week 6 Quiz <input type="checkbox"/> DBI 6 <input type="checkbox"/> View ABA Toolchest Video 2 <input type="checkbox"/> Complete ABA Toolchest Quiz 2
Week 7 7 October	Practice scoring, interpreting, and planning instruction using the VB- MAPP	Read before class: <input type="checkbox"/> The rest of the VB-MAPP <input type="checkbox"/> Examine Lesson 7 documents Complete before next class: <input type="checkbox"/> Week 7 Quiz <input type="checkbox"/> View ABA Tollchest Video 3 <input type="checkbox"/> Complete ABA Toolchest Quiz 3 <input type="checkbox"/> DBI 7 <input type="checkbox"/> VB Instructional Project Draft 1
Week 8 14 October	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R	Read before class: <input type="checkbox"/> ABLLS-R Guide and Protocol <input type="checkbox"/> Examine Lesson 8 Documents Complete before next class: <input type="checkbox"/> Week 8 Quiz <input type="checkbox"/> View ABA Toolchest Video 4 <input type="checkbox"/> Complete ABA Toolchest Quiz 4 <input type="checkbox"/> DBI 8 <input type="checkbox"/> VB Instructional Project Draft 2

Week Beginning	Topics	Assignments
Week 9 21 October	Measuring verbal behavior	Read before class <input type="checkbox"/> Examine Lesson 9 Documents Complete before next class: <input type="checkbox"/> Week 9 Quiz <input type="checkbox"/> View ABA Toolchest Video 5 <input type="checkbox"/> Complete ABA Toolchest Quiz 5 <input type="checkbox"/> DBI 9 <input type="checkbox"/> VB Instructional Project Draft 3
Week 10 28 October	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	Read before class <input type="checkbox"/> Sundberg & Partington Ch 4 – 6 <input type="checkbox"/> Examine Lesson 10 Documents Complete before next class: <input type="checkbox"/> Week 10 Quiz <input type="checkbox"/> View ABA Toolchest Video 6 <input type="checkbox"/> Complete ABA Toolchest Quiz 6 <input type="checkbox"/> DBI 10 <input type="checkbox"/> VB Instructional Project Draft 4
Week 11 4 November	Lecture, discussion, and practice on teaching verbal behavior	Read before class <input type="checkbox"/> Sundberg & Partington Ch. 7 – 9 <input type="checkbox"/> Examine Lesson 11 Documents Complete before next class <input type="checkbox"/> Week 11 Quiz <input type="checkbox"/> View ABA Toolchest Video 7 <input type="checkbox"/> Complete ABA Toolchest Quiz 7 <input type="checkbox"/> DBI 11 <input type="checkbox"/> VB Instructional Project Draft 5
Week 12 11 November	Lecture, discussion, practice on teaching verbal behavior	Read before class <input type="checkbox"/> Sundberg & Partington Ch 10 – 12 <input type="checkbox"/> Examine Lesson 12 Documents Complete before next class <input type="checkbox"/> Week 12 Quiz <input type="checkbox"/> DBI 12 <input type="checkbox"/> VB Instructional Project Draft 6
Week 13 18 November	Effective verbal behavior instruction	Read before class <input type="checkbox"/> Sundberg & Partington Ch 13 & 14 <input type="checkbox"/> Examine Lesson 13 Documents Complete before next class <input type="checkbox"/> Week 13 Quiz <input type="checkbox"/> DBI 13
Week 14 2 December	Working with others; Shaping the behavior of the listener Verbal Behavior Research	Complete before next class <input type="checkbox"/> Reaction papers 1, 2, and 3
Week 15 9 December	Wrap up!	Verbal Behavior Instructional Projects due no later than 11:59 pm on 9 December 2021.

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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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 “non-confidential 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

Assessment Rubric(s)

Type Here – If there is a Performance-based Assessment and/or College Wide Assessment, one applicable rubric must be inserted here.