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

Summer 2023
EDSE 625 001: Applied Behavior Analysis: Verbal Behavior
CRN 40606; 3 – Credits

Instructor: Lisa Tullo	**Meeting Dates**: 5/18/23 – 7/5/23
Phone: 703-993-6589	**Meeting Day(s)**: Online
E-Mail: ltullo@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Finley 100 D	**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 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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

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 Patriot Pass 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/) (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/)

- Technical Support 24/7
  - chat: https://support.edu.help

- o   call: 1-844-306-1785
- o   e-mail: Mason@support.edu.help

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Thursdays at 12:01 AM, and finish on Mondays 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 ensure 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 Ethics Code for Behavior Analysts. The Professional and Ethics Code for Behavior Analysts is listed on the following website: https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks

Cooper, J., Heron, T., & Heward, W. (2019). *Applied behavior analysis, 3rd Edition*. Pearson.

Fryling, M., Rehfeldt, R., Tarbox, J., & Hayes, L. (2020). *Applied behavior analysis of language and cognition: Core concepts and principles for practitioners*. Context Press.
- o NOTE: DO NOT PURCHASE- This is available as a free digital resource from the GMU library.

Partington, J.W. (2007). *The assessment of basic language and learning skills (Revised)*

(ABLLS-R). Behavior Analysts, Inc.
- o NOTE: YOU CANNOT PURCHASE THIS FROM THE BOOKSTORE! Order from the publisher directly or a 3rd party site.
- o You need both the assessment and the protocol.

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.
- o You need both the assessment and the protocol

Sundberg, M.L., and Partington, J.W. (1998). *Teaching language to children with autism or other developmental disabilities*. Behavior Analysts, Inc.

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).

Signature assessment. The Verbal Behavior Instructional Project will be the signature assessment for this course.
Please submit your Verbal Behavior Instructional Projects as outlined below.

Assignments and/or Examinations

Verbal Behavior Instructional Project

For this project you will apply what you have learned about assessment and intervention with verbal behavior targets. Using a completed ABLLS-R and a completed VB-MAPP, you will:

1. Fill in the ABLLS-R Skills Tracking grids and VB-MAPP grids correctly (10 points per assessment)
2. Select six different targets for instruction across six different operants/domains (2 points per goal). For each target, you will:
   a. Operationally define each goal (2 points per goal)
   b. Select a research-based instructional procedure with a rationale (2 points per goal)
   c. Select a data collection measure (1 point per goal)
   d. Create a data collection form (1 point per goal)
   e. Write step-by-step data collection procedures (2 points per goal)
   f. Write step-by-step instructional procedures (2 points per goal)
3. Include a reference list in APA 7 format (6 points)
4. Submit as 3 documents- ABLLS-R grid, VB-MAPP grid, instructional grids with references (2 points)

Verbal Behavior Instructional Project Drafts. Beginning in Module 3, you will be assigned a portion of the VB Instructional Project to draft and submit prior to the next week's class session. Each draft submitted on time will be graded based on completeness rather than accuracy. 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.

Reaction Papers. There are two reaction papers in Module 8. To complete these assignments:

1. Watch the assigned video.
2. Write and submit a brief (about 2 pages) 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. (15 points possible per paper)

Discussion Board Items. Each week you will have a Discussion Board Item to which to respond. To respond to the Discussion Board Item, read the item, and then follow the instructions to complete the activity. Respond to your peers

throughout the week- each discussion has specific instructions on what to include. Make sure to implement feedback from your instructor as well. (10 points per discussion)

Weekly Quizzes. There are several quizzes in each week of the course that check your knowledge of the assigned videos and reading materials. Each correct answer is worth one point toward your final grade. Total quiz availability time is equivalent to 1.5 min per question. (124 points total)

Verbal Operant Summary Table. Download or print this in Week 1. Write in the content of each of the cells during Weeks 1 and 2 as you work through the lessons. Double check all answers and correct, as needed. Upload as part of Week 2's assignments. (5 points)

Foxy Learning Modules. Foxy Learning is an online learning platform that includes open education resources. Throughout the course you will complete the following modules: 1) Introduction to Verbal Behavior and 2) Introduction to Relational Frame Theory. Throughout the two learning modules, there are 51 lessons. After you pass each lesson, you will take a screenshot which will be submitted in the corresponding assignment on Blackboard. Each lesson is worth one point.

Assignment	Points
Discussions (8) • M1 Discussion: Verbal or Nonverbal? (10 pts) • M2 Discussion: Engineering Verbal Operants Part 1 (10 pts) • M3 Discussion: Engineering Verbal Operants Part 2 (10 pts) • M4 Discussion: Convergent and Divergent Control (10 pts) • M5 Discussion: Verbal Behavior Assessment Goals (10 pts) • M6 Discussion: Verbal Behavior Teaching Procedures (10 pts) • M7 Discussion: Stimulus Equivalence (10 pts) • M8 Discussion: Wrapping Up Verbal Behavior (10 pts)	80 pts
Quizzes (7)	124 pts
Assignments (4) • Foxy Learning Lessons (M1, M2, M4, M7) (51 pts) • M2 Assignment: Verbal Operant Worksheet (5 pts) • M8 Assignment: Skinner Reaction Paper (15 pts) • M8 Assignment: Sundberg Reaction Paper (15 pts)	86 pts
Verbal Behavior Instructional Project (VBIP) (6) • M3 Assignment: VBIP Draft 1 (3 pts) • M4 Assignment: VBIP Draft 2 (3 pts) • M4 Assignment: VBIP Draft 3 (6 pts) • M5 Assignment: VBIP Draft 4 (6 pts) • M6 Assignment: VBIP Draft 5 (6 pts)	111 pts

• M8 Assignment: VBIP Final (87 pts)	
Extra Credit (1) • M7 Assignment: Muldoon and Hoch Reaction Paper (up to 15 pts of extra credit)	
Total	**401 pts**

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

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, late work will not be accepted without prior permission from the instructor.

APA Style

The standard format for any written work in the College of Education and Human Development here at Mason is APA. If you are unfamiliar with APA, it would benefit you to explore the *Publication Manual of the American Psychological Association* (7th ed.) or access one of the internet sites that provides a summary of this information. For online resources regarding APA Style, please access the *Library Resources* button on the course Blackboard site.

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

*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.

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted.

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.

Module	Topic	Deliverables
1	☐ ABALC, Ch. 1, 2 ☐ Cooper, Ch. 18 ☐ Module 1 Lessons (Use guided notes and Verbal Operant Worksheet)	☐ Module 1 Content Quizzes ☐ Discussion: Verbal or Nonverbal? ☐ Assignment: FoxyLearning Lessons ☐ Assignment: Verbal Operant worksheet (due in M2) ☐
2	☐ Review Cooper, Ch. 18 ☐ Module 2 Recordings (Use guided notes and Verbal Operant Worksheet)	☐ Module 2 Content Quizzes ☐ Discussion: Engineering Verbal Operants Part 1 ☐ Assignment: Foxy Learning Lessons ☐ Assignment: Verbal Operant Worksheet
3	☐ Sundberg, VB-MAPP Guide and Protocol ☐ Module 3 Recordings (use guided notes)	☐ Module 3 Content Quizzes ☐ Discussion: Engineer Verbal Operants Part 2 ☐ VBIP Draft 1
4	☐ ABLLS-R Guide and Protocol ☐ Palmer & Sundberg, The multiple control of verbal behavior ☐ Module 4 Recordings (Use guided notes)	☐ Module 4 Content Quizzes ☐ Discussion: Convergent and Divergent Control ☐ Assignment: VBIP Draft 2 ☐ Assignment: VBIP Draft 3 ☐ Assignment: Foxy Learning Lessons
5	☐ Module 5 Recordings (Use guided notes)	☐ Module 5 Content Quizzes ☐ Discussion: Verbal Behavior Assessment Goals ☐ Assignment: VBIP Draft 3
6	☐ ABALC Ch. 3-4 ☐ Sundberg and Partington Chapters 5 – 9 ☐ Module 6 Recordings (Use guided notes)	☐ Module 6 Content Quizzes ☐ Discussion: Verbal Behavior Teaching Procedures ☐ Assignment: VBIP Draft 5
7	☐ Cooper, Ch. 19 ☐ ABALC, Ch. 5 ☐ Sundberg and Partington Ch. 10 – 12 ☐ Sidman, Reading and auditory-visual equivalences ☐ Walker, Rehfeldt, & Ninness, Using the stimulus equivalence paradigm to teach course material in an undergraduate rehabilitation course.	☐ Module 7 Content Quizzes ☐ Discussion: Stimulus Equivalence ☐ Assignment: FoxyLearning Lessons ☐ Extra Credit Assignment: Muldoon and Hoch Reaction Paper

	□ Module 7 Recordings (Use guided notes)	
8	□ Sundberg, Ch. 13-14 □ Module 7 Recordings (Use guided notes)	□ Assignment: Skinner Reaction Paper □ Assignment: Sundberg Reaction Paper □ Discussion: Wrapping Up Verbal Behavior □ Assignment: VBIP Final

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, sexual harassment, interpersonal violence, and stalking:

> As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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

Signature assessment. The Verbal Behavior Instructional Project will be the signature assessment for this course. You will not need to make a VIA submission. Your instructor will submit this assessment score for you. Please submit your Verbal Behavior Instructional Projects as outlined in the Verbal Behavior Instructional Projects portion of the Assignments section of this document.