

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM**

**EDSE 625 6A6  
APPLIED BEHAVIOR ANALYSIS – VERBAL BEHAVIOR  
Spring 2011  
Thursdays, 4:30 – 9:00  
Laskin Road Annex, Virginia Beach, VA  
Begins: March 17, 2011 Ends: May 19, 2011**

**PROFESSOR**

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**COURSE DESCRIPTION**

**A Prerequisite**

Prior completion of EDSE 623 or consent of instructor.

**B Description**

This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments.

**NATURE OF COURSE DELIVERY**

Lecture, discussion, written assignments, in-class exercises, and review and discussion of instructional video.

**STUDENT OUTCOMES AND PROFESSIONAL STANDARDS**

This course is designed to enable students to perform as described by the following objectives, taken from the Behavior Analyst Certification Board's *Task List and Guidelines for Responsible Conduct*:

Course Objective Number	Objective	BACB TL or GRC Item
1	Use the most effective assessment and behavior change procedures within ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.	TL 1-8
2	Ensure that the dignity, health, and safety of one's client are fully protected at all times.	TL 1-11
3	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.	TL 1-12
4	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.	TL 2-1
5	Distinguish between mentalistic and environmental explanations of behavior.	TL 2-3
Course Objective Number	Objective	BACB TL or GRC Item
6	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic)	TL 2-5

	terms.	
7	Interpret articles from the behavior analytic literature.	TL 2-7
8	Define and provide examples of echoics and imitation.	TL 3-15
9	Define and provide examples of mands.	TL 3-16
10	Define and provide examples of tacts.	TL 3-17
11	Define and provide examples of intraverbals.	TL 3-18
12	State the primary characteristics of and rationale for conducting a descriptive assessment.	TL 4-1
13	Gather descriptive data.	TL 4-2
14	Organize and interpret descriptive data.	TL 4-3
15	Identify measurable dimensions of behavior (e.g., rate, duration, latency, or interresponse times).	TL 6-1
16	Define behavior in observable and measurable terms.	TL 6-2
17	Select the appropriate measurement procedure given the dimensions of the behavior and logistics of observing and recording.	TL 6-4
18	Interpret and base decision making on data displayed in various formats.	TL 7-6
19	Make recommendations to the client regarding target outcomes based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence.	TL 8-2
20	State target intervention outcomes in observable and measurable terms.	TL 8-3
21	Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results, and best available scientific evidence.	TL 8-4
22	Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcome.	TL 8-5
23	When a behavior is to be weakened, select an appropriate alternative behavior to be established or strengthened.	TL 8-6
24	Determine and make environmental changes that reduce the need for behavior analysis services.	TL 8-7
25	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.	TL 8-8
26	Use antecedent-based interventions, such as contextual or ecological variables, establishing operations, and discriminative stimuli.	TL 9-1
27	Use positive and negative reinforcement.	TL 9-2
28	Use extinction.	TL 9-4
29	Use differential reinforcement.	TL 9-6
30	Use discrimination training procedures.	TL 9-7
31	Use prompts and prompt fading.	TL 9-8
32	Use instructions and rules.	TL 9-9
33	Use modeling and imitation.	TL 9-10
34	Use shaping.	TL 9-11
35	Use chaining.	TL 9-12
36	Use incidental teaching techniques.	TL 9-13
37	Use precision teaching.	TL 9-15
38	Use discrete trials.	TL 9-17
39	Use stimulus equivalence procedures.	TL 9-21
40	Use language acquisition programs that employ Skinner's analysis of verbal behavior.	TL 9-25
41	Use language acquisition / communication training procedures.	TL 9-26
42	Reliance on scientific knowledge.	GRC 1.01
43	Treatment efficacy.	GRC 2.09
44	Describing conditions for program success.	GRC 3.08
45	Explaining assessment results.	GRC 3.09
46	Affirming principles.	GRC 8.01
47	Disseminating behavior analysis.	GRC 8.02
48	Public statements.	GRC 10.03
49	Avoiding false and deceptive statements.	GRC 10.04

**CEC Requirement**

Additionally, this course is designed to enable students to perform in accordance with the Council for Exceptional Children’s Standard 6 (Language: Support and facilitate family and child interactions as primary contexts for learning and development.) The signature assignments that demonstrate students’ achievement with regard to this standard are the Research Article Reviews completed as part of this course, and the scoring rubric used to determine whether the objective has been met is as follows:

Does not meet expectations	Meets expectations	Exceeds expectations
Submits fewer than three research article reviews with all sections completed, but more than three errors on at least one of the worksheets	Submits three research article reviews with all sections completed, with three or fewer errors per worksheet	Submits three research article reviews with no errors

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. (In preparation). *The Verbal Behavior MAPP*.

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.

**Additional Readings**

All of the following articles can be downloaded from the *Analysis of Verbal Behavior* website at <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>.

Barbera, M. L., & Kubina, R. M. (2005). Using transfer procedures to teach tacts to a child with autism. *The Analysis of Verbal Behavior, 21*, 155-161.

Cihon, T. M. (2007). A review of training intraverbal repertoires: Can precision teaching help? *The Analysis of Verbal Behavior, 23*, 123-133.

Danforth, J.S. (2001). Altering the function of commands presented to boys with oppositional and hyperactive behavior. *The Analysis of Verbal Behavior, 18*, 31-49.

Delaney, P. F., & Austin, J. (1998). Memory as behavior: The importance of acquisition and remembering strategies. *The Analysis of Verbal Behavior, 15*, 75-91.

Drash, P. W., & Tudor, R. M. (2004). An analysis of autism as a contingency – shaped disorder of verbal behavior. *The Analysis of Verbal Behavior, 20*, 5-23.

Drash, P.W., & High, R. L. (1999). Using mand training to establish an echoic repertoire in young children with autism. *The Analysis of Verbal Behavior, 16*, 29-44.

- Ewing, C. B., Magee, S. K., & Ellis, J. (2002). The functional analysis of problematic verbal behavior. *The Analysis of Verbal Behavior, 18*, 51-60.
- Halvey, C., & Rehfeldt, R. A. (2005). Expanding vocal requesting repertoires via relational responding in adults with severe developmental disabilities. *The Analysis of Verbal Behavior, 21*, 13-25.
- Hartman, E. C., & Klatt, K. P. (2005). The effects of deprivation, pre-session exposure, and preferences on teaching manding to children with autism. *The Analysis of Verbal Behavior, 21*, 135-144.
- Karmali, I., Greer, R. D., Nuzzolo-Gomez, R., Ross, D. E., & Rivera-Valdes, C. (2005). Reducing palilalia by presenting tact corrections to young children with autism. *The Analysis of Verbal Behavior, 21*, 145-153.
- Laraway, S., Snyckerski, S., Michael, J., & Poling, A. (2001). The abative effect: A new term to describe the action of antecedents the reduce operant responding. *The Analysis of Verbal Behavior, 18*, 101-104.
- Loewenkron, B. (2004). Meaning: A verbal behavior account. *The Analysis of Verbal Behavior, 20*, 77-97.
- Matos, M. A., Avanzi, A. L., & McIlvane, W. J. (2006). Rudimentary reading repertoires via stimulus equivalence and recombination of minimal verbal units. *The Analysis of Verbal Behavior, 22*, 3-19.
- Michael, J. (1988). Establishing Operations and the Mand. *The Analysis of Verbal Behavior, 6*, 3-9.
- Moore, J. (2000). Words are not things. *The Analysis of Verbal Behavior, 17*, 143-160.
- Newman, B., & Ten Eyck, P. (2005). Self-management of initiations by students diagnosed with autism. *Analysis of Verbal Behavior, 21*, 117-122.
- Petursdottir, A. I., Carr, J. E., & Michael, J. (2005). Emergence of mands and tacts of novel objects among preschool children. *The Analysis of Verbal Behavior, 21*, 59-74.
- Sautter, R. A., & LeBlanc, L. A. (2006). Empirical application of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior, 22*, 30 -44.
- Sidener, D. W., & Michael, J. (2006). Generalization of relational matching to sample in children: A direct replication. *The Analysis of Verbal Behavior, 22*, 171-181.
- Sundberg, M.L., Endicott, K., and Eigenheer, P. (2000). Using intraverbal prompts to establish tacts for children with autism. *The Analysis of Verbal Behavior, 17*, 89 – 104.
- Sundberg, M.L., Loeb, M., Hale, L., & Eigenbeer, P. (2002). Contriving establishing operations to teach mands for information. *The Analysis of Verbal Behavior, 18*, 15-29.

Sweeney-Kerwin, E. J., Carbone, V. J., O'Brian, L., Zecchin, G., & Janecky, M. N. (2007). Transferring control of the mand to the motivating operation in children with autism. *The Analysis of Verbal Behavior*, 23, 89-102.

Vignes, T. (2007). A comparison of topography-based and selection-based verbal behavior in typically developing children and developmentally disabled persons with autism. *The Analysis of Verbal Behavior*, 23, 113-122.

Yi, J. I., Christian, L. A., Vittimberga, G., & Loewenkron, B. (2006). Generalized negatively reinforced manding in children with autism. *The Analysis of Verbal Behavior*, 22, 21-33.

**Course Schedule** (Subject to change)

Session Date	Read Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
3.17.11		GMU Paperwork Review Syllabus Lecture – Behavior, Social Behavior, Verbal Behavior; 2, 3, and 4 term operant contingencies	
3.24.11	Winokur Ch. 1 – 4,	Lecture, Discussion, & Practice – EO, Mands, Tacts, and Mands in Tacts' Clothing Instructional Video 1 & 2	SAFMEDS Deck 1 – 15 correct / 30 s
3.31.11	Winokur Ch. 5-6 Sundberg & Partington Ch.4	Lecture, Discussion, & Practice - Extended Tacts, Audiences, Augmentative Communication Instructional Video 3	SAFMEDS Deck 2 – 15 correct / 30 s Quiz 1
4.7.11	Winokur Ch. 7-9	Lecture, Discussion, & Practice – Echoics, Textuals, Intraverbals, PECS Instructional Video 4	SAFMEDS Deck 3 – 15 correct / 30 s Quiz 2
4.14.11	S & P Ch. 1 – 3 & 5, ABLLS-R	Lecture, Discussion, & Practice – Conducting and Interpreting VB Assessments/ Beginning VB Intervention Discussion: VB and Matching Discussion and Practice – ABLLS-R	SAFMEDS Deck 4 – 15 correct / 30 s Quiz 3
4.21.11	S & P Ch. 6 - 9	Lecture, Discussion, and Practice – Teaching Imitation, Mands, Contriving and Capturing EOs, Tacts, & FFC Instructional Video 5	SAFMEDS Decks 4 – 15 correct / 30 s Quiz 4
4.28.11	S & P Ch. 10 - 12	Lecture, Discussion & Practice - Teaching Intraverbals, Advanced Tacts, and Advanced Mands; Instructional Video 6	SAFMEDS Deck 5 – 15 correct / 30 s Quiz 5
5.5.11	VB-MAPP	Lecture, Discussion, & Practice – Administering, interpreting, & planning instruction using the VB-	SAFMEDS Deck 6 – 15 correct / 30 s

		MAPP & developing instructional programming from the results.	
5.12.11	Winokur Ch. 10 – 11	Lecture, Discussion & Practice – Multiple Causation, Autoclitics Instructional Video 7	
<u>Reminder</u>	Read three of the articles recommended, completing a research article review for each article read, and submitting the reviews no later than 4 :30 on 5.19.11 via Taskstream. The format for the research article review will be on Blackboard.		Submit 3 Research Article Reviews by Taskstream no later than 4:30 on 5.19.11 (Must be in one Word document--- <b>NO OTHER FORMAT WILL BE ACCEPTED</b> )
5.19.11	Winokur Ch. 12 Sundberg & Partington Ch. 13 & 14	Lecture, Discussion & Practice – Teaching Modalities (e.g. DIT, IT, NET) Implications	
5.26.11	TBA	TBA	TBA

Assignments and Point Distribution

**Participating in class discussions.** This is expected of all students, at all sessions. Students must have completed the assigned reading for the class session, and during the course of the lecture or discussion, raise their comments or questions, or provide examples or clarification when requested by the instructor or discussion leader. As such participation is necessary if the class discussions are truly to be discussions, and as one generally learns better by participating rather than by being a spectator. No points are earned for meeting this expectation.

**SAFMEDS.** No, you're not seeing things. That is an acronym. It stands for Say All Fast for a Minute Each Day, Shuffled, and SAFMEDS are a fixture in precision teaching. The purpose of this exercise is to build fluent responding with regard to the subject matter. You'll receive your SAFMEDS lists, and will need to make you own flashcards. Practice them as many times as needed prior to the week for which they're assigned. During the class session, you'll have one opportunity to respond at the fluency criterion specified in the table above. You'll get 10 points for each successful SAFMEDS demonstration, with a total of 60 points possible by the end of the course.

**In-class quizzes.** A quiz will be given at the beginning of each class session so identified in the table above, including 10 - 20 multiple choice and / or short answer questions based on the previous week's content. A total of 100 points may be earned from quizzes.

**Research Article Reviews.** The format for the research article reviews will be posted on blackboard – one for data-based studies, and the other for conceptual / philosophical / review papers. Please complete three of these reviews using the articles specified above, and submit them by Taskstream before 4:30 on May 19, 2011. Ten points per article review may be earned, for a total of up to 30 points. ***As the research article reviews are your signature assignments, these must be submitted by Taskstream, and will not be accepted if submitted in class, through e-mail, or through Blackboard. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the Signature Assignment to TaskStream by 4:30pm on the last evening of class will result***

***in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.***

**Point and Grade Distribution.** Given this description of assignments and associated point values, the point distribution across assignments is as follows:

<i>Activity</i>	<i>Points Possible</i>	<i>Total Points Possible</i>
SAFMEDS	60 points	60 points
Quizzes	100 points	160 points
Research Worksheets	30 points	190 points

A = 171-190 points; B = 151-170 points; C = 131-159 points; F = fewer than 151 points.

**Late Assignments:** Assignments handed in past the due date will be reduced by 10 points for each day late. No assignment will be accepted that is more than 3 days late. Assignments over 3 days late will be given a zero.

## **ATTENDANCE**

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout each session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence.

## **CONTACTING YOUR INSTRUCTOR**

You can contact Nancy Harris-Kroll by phone at 757.428.3367, or by e-mail at [educateme@earthlink.net](mailto:educateme@earthlink.net).

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].