



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

Spring 2013

EDSE 625 6A9: Applied Behavior Analysis: Verbal Behavior
CRN: 20356, 3 - Credit(s)

Instructor: Dr. Theodore Hoch	Meeting Dates: 01/10/13 - 03/14/13
Phone: 703-987-8928	Meeting Day(s): Thursdays
E-Mail: thoch@gmu.edu	Meeting Times: 4:30PM-8:30PM
Office Hours: Wednesday and Thursday 1:30 – 3:30, through Blackboard Collaborate and by phone and e-mail	Meeting Location: Off-campus/Other, OCL OCL

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

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

Prerequisite(s): EDSE 623

Co-requisite(s): EDSE 623

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 students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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, students will be able to:

- Define and describe characteristics of verbal behavior.
- Distinguish between structural and functional approaches to verbal behavior.
- Define, describe, identify, and exemplify basic verbal operants.
- Describe, identify, and exemplify audience and other historic and contextual variables as they pertain to verbal behavior.
- Describe and demonstrate assessment of verbal behavior repertoires using the ABLLS-R and the VB-MAPP.
- Interpret verbal behavior assessment data and identify goals and objectives for instruction.
- Develop instructional and intervention procedures based on verbal behavior assessment outcomes.
- Develop behavioral data collection and data based decision making systems to incorporate into instructional and assessment procedures based on verbal behavior assessment outcomes.
- Describe philosophical and ethical aspects of verbal behavior assessment, instruction, and intervention.

Required Textbooks

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.

Recommended Textbooks None.

Required Resources: None

Additional Readings: Five articles selected by the student from *The Analysis of Verbal Behavior*, available at <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. 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 Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 6: Language.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Policies & Expectations

Attendance.

All students will sign in at each session on a form circulated by the instructor at the beginning of the session. Students are expected to remain present and actively participating throughout each session. Should a student miss a session, that student will secure notes and other information regarding missed content and assignments from other students.

Late Work.

Students will do their SAFMEDS demonstrations in the first 10 minutes of class each week. SAFMEDS missed due to tardiness or absence may not be made up. Weekly quizzes will be given immediately after completing SAFMEDS demonstrations. Quizzes missed due to tardiness or absence may be made up during the following week's SAFMEDS period only, and will be assessed a 1 point penalty. All other work submitted after the assigned due date will be assessed a 10% possible point penalty. No work will be accepted after 11:59 pm on the date of the last class session listed in the Course Schedule (below).

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at

<http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale

The assignments are each described in detail below, and their due or dates appear in the calendar that also follows below. The assignments and the point values associated with them are:

Assignment	Points / Instance	# Instances	Cumulative Points
ABLRS-R Based VB Instructional Project	35	1	35
VB-MAPP Based VB Instructional Project	35	1	70
Written R/L/D Quizzes	10	8	150
Syllabus Quiz	10	1	160
Video Quizzes	10	7	230
Research Worksheets	10	5	280
SAFMEDS	5	9	325

Given these assignments and their point values, the grading scale is as follows:

A	A-	B	C	F
309 – 325 pts	292 – 308 pts	260 – 291 pts	228 – 259 pts	< 228 pts

Assignments

NCATE/TaskStream Assignments.

ABLRS-R based Verbal Behavior Instructional Project. You will select a completed ABLRS-R, a description of your learner, and a programming grid. On the basis of the ABLRS-R, you will:

1. select five different targets for instruction (giving preference to cusps) (up to 5 points). For each target, you will:
 - a. identify the procedure(s) you will use to teach the target (up to 5 points),
 - b. write step by step procedures for implementing the procedure(s) (up to 5 points),
 - c. develop a data collection procedure (to include a recording form and step by step data collection instructions) (up to 5 points),
 - d. develop and write decision rules for moving the target to maintenance and then retention (up to 5 points),
 - e. write instructions for assessing maintenance and retention (up to 5 points),
 - f. and write instructions for actions to be taken if the target is or is not maintained or retained (up to 5 points).

All procedures will be written into the programming grid. You may earn up to 35 points for this assignment.

VB-MAPP based Verbal Behavior Instructional Project. You will select a completed VB-MAPP, a description of your learner, and a programming grid. On the basis of the VB-MAPP, you will

2. select five different targets for discussion (giving preference to cusps) (up to 5 points). For each target, you will
 - a. identify the procedure(s) you will use to teach the target (up to 5 points),
 - b. write step by step procedures for implementing the procedure(s) (up to 5 points),
 - c. develop a data collection procedure (to include a recording form and step by step data collection instructions) (up to 5 points),
 - d. develop and write decision rules for moving the target to maintenance and then retention (up to 5 points),
 - e. write instructions for assessing maintenance and retention (up to 5 points),
 - f. and write instructions for actions to be taken if the target is or is not maintained or retained (up to 5 points).

All procedures will be written into the programming grid. You may earn up to 35 points for this assignment.

NOTE: YOU WILL COMBINE YOUR ABLLS-R BASED VERBAL BEHAVIOR INSTRUCTIONAL PROJECT AND YOUR VB-MAPP BASED VERBAL BEHAVIOR INSTRUCTIONAL PROJECT INTO ONE DOCUMENT, AND SUBMIT TO TASKSTREAM NO LATER THAN 11:59 PM ON THE DATE LISTED IN THE COURSE SCHEDULE, BELOW. NO PROJECTS WILL BE ACCEPTED ON PAPER OR BY E-MAIL – ALL MUST BE SUBMITTED THROUGH TASKSTREAM.

The rubrics used to evaluate this combined assignment through Taskstream are:

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Behavior Change Systems BACB Task List Items D02, D13, TS03-TS08	Candidate demonstrates further learning needed by: 1) identifying one or more instructional procedure to teach each target, and 2) giving a functional relevant rationale for choosing that behavior; on fewer than three of five opportunities for either procedure or rationale.	Candidate demonstrates competence by: 1) identifying one or more instructional procedures to teach each target, and 2) give a function relevant rationale for choosing that procedure; on four of five opportunities each, or four of five for either procedure or rationale, and five of five on the other.	Candidate demonstrates mastery by: 1) identifying one or more instructional procedures to teach each target, and 2) give a function relevant rationale for choosing that procedure; on five of five opportunities.

<p>Identification of the Problem</p> <p>BACB Task List Items A01 – A08, F43 – F46, C08 – C09, D13</p>	<p>Candidate demonstrates further learning needed by selecting five behavioral targets (with fewer than two being behavioral cusps) for each of two verbal behavior assessments provided.</p>	<p>Candidate demonstrates competence by selecting five behavioral targets (at least two of which are behavioral cusps) for each of two verbal behavior assessments provided.</p>	<p>Candidate demonstrates mastery by selecting five behavioral targets (at least three of which are behavioral cusps) for each of two verbal behavior assessments provided.</p>
<p>Assessment</p> <p>BACB Task List Items B01 – B05, C01 – C12, M01 – M15</p>	<p>Candidate demonstrates further learning needed by: 1) correctly identifying a data collection procedure for three or fewer behavioral targets identified; and / or 2) correctly developing a recording form for three or fewer data collection procedures identified; and / or 3) correctly writing step by step instructions for three or fewer of the data collection procedures identified; for one or both of the verbal behavior assessments provided.</p>	<p>Candidate demonstrates competence by: 1) correctly identifying a data collection procedure for four of five behavioral targets identified; and / or 2) correctly developing a recording form for four out of five data collection procedures identified; and / or 3) correctly writing step by step instructions for four out of five data collection procedures identified; for at least four out of five behavioral targets for each of two verbal behavior assessments provided.</p>	<p>Candidate demonstrates mastery by: 1) correctly identifying a data collection procedure for each behavioral target identified; 2) correctly developing a recording form for each data collection procedure identified; and 3) correctly writing step by step data collection instructions for each data collection procedure identified; for five out of five behavioral targets for each of two verbal behavior assessments provided.</p>
<p>Intervention</p> <p>BACB Task List Items D02 – D15, TE01 – TE25, TP01 – TP13, TS01 – TS-08</p>	<p>Candidate demonstrates further learning needed by: 1) writing step by step instructions; 2) for no more than three of five instructional procedures identified; 3) for each of two verbal behavior assessments provided; and 4) that include: a) how to implement the instructional procedure, and / or b) materials needed, and / or c) conditions under which to conduct the instructional procedure.</p>	<p>Candidate demonstrates competence by: 1) writing step by step instructions; 2) for four of five instructional procedures identified; 3) for each of two verbal behavior assessments provided; and 4) that include: a) how to implement the instructional procedure, and / or b) materials needed, and / or c) conditions under which to conduct the instructional procedure.</p>	<p>Candidate demonstrates mastery by: 1) writing step by step instructions; 2) for five of five instructional procedures identified; 3) for each of two verbal behavior assessments provided; and 4) that include: a) how to implement the instructional procedure, b) materials needed, and c) conditions under which to conduct the instructional procedure.</p>
<p>Foundational Knowledge</p> <p>BACB Task List Items D11-12, D14-15</p>	<p>Candidate demonstrates further learning needed by: 1) correctly writing decision rules for moving from acquisition to maintenance, and maintenance to retention; and 2) correctly writing decision rules for what to do if the target is not</p>	<p>Candidate demonstrates competence by: 1) correctly writing decision rules for moving from acquisition to maintenance, and maintenance to retention; and 2) correctly writing decision rules for what to do if the target is not maintained or retained; for at least</p>	<p>Candidate demonstrates mastery by: 1) correctly writing decision rules for moving from acquisition to maintenance, and maintenance to retention; and 2) correctly writing decision rules for what to</p>

	maintained or retained; for at three or fewer of five instructional targets; for either of two verbal behavior assessments provided.	four of five instructional targets; for each of two verbal behavior assessments provided.	do if the target is not maintained or retained; for each of five instructional targets; for each of two verbal behavior assessments provided.
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Common Assignments.

Reading / Lecture / Discussion (RLD) Quizzes. Quizzes are assigned per the Course Schedule. You'll take all quizzes in class, during the 15 minutes allotted in class for taking the quiz. Quizzes missed due to tardiness or absence must be made up during SAFMEDS time the following week. Quizzes will have 10 questions, and a total of 80 points toward your final grade will be possible from quizzes. (There is one additional written, in-class quiz – the Syllabus Quiz, which will be worth up to 10 points, and which will be taken partway through the first class session.)

Other Assignments.

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 fluency 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 demonstrate your fluency. Responding correctly to all of your cards in 30 seconds or less will earn 5 points. Responding with errors, or in more than 30 seconds, will earn 3 points. SAFMEDS may not be made up. A total of 45 points is possible from your SAFMEDS assignments.

Video Assignments and Quizzes. For weeks two through eight, you will be assigned a video to watch online. To find the video, go to <http://torrent.gmu.edu> . Next:

1. Scroll down to ABA Movies, and click on it.
2. Find your assigned video from those offered at ABA Movies. Click on it.
3. Watch the video.
4. Complete the Video Quiz for that week (online, through Blackboard).

You will have two opportunities with each Video Quiz. The highest score will be counted toward your grade. A total of 70 points is available from the Video Quizzes.

Research Worksheets. Two research worksheet formats are posted on Blackboard – one is a Data-based Study format, and the other is a Conceptual Paper format. To do this assignment:

1. Go to <http://www.ncbi.nlm.nih.gov/pmc/journals/609/> and peruse the offerings there.
2. Choose five articles that you will use for your research worksheets.
3. Decide which of these articles you will present during the last class session.
4. E-mail your instructor with the reference for the article you wish to present.
 - a. Your instructor will e-mail back and either approve your selection, or disapprove (if someone else has already selected that article).

- b. If your instructor disapproves your selection, please e-mail back with another selection.
 - c. Continue, until a selection has been approved.
5. Complete your five research worksheets.
 - a. Simply answer the questions on the research worksheet formats.
 - b. Do not do this assignment as a paper – just answer the questions.
 - c. Ensure that your name and a page number is in the header for each page.
 - d. Copy and paste the five research worksheets into one word document.
6. Present the article you chose for presentation (and that was approved by your instructor) in class on the date indicated in the course schedule.

You may earn up to 10 points for each correctly completed Research Worksheet, up to a total possible of 50 points.

Schedule

COURSE SCHEDULE (Subject to change)

Session Date	Read / Watch / Complete Before Class	Session Topic and Activities - Instructor	Point Earning Activities - Students
10 Jan 13 1 st Session	NA	Review syllabus; begin discussion on basic verbal operants Video: <i>Teaching Verbal Behavior</i>	Syllabus Quiz (midway through class session)
17 Jan 13 2 nd Session	Read Winokur Ch. 1 – 4 Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 1)	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	SAFMEDS for Week 2 Complete Video Quiz 1 PRIOR TO CLASS
24 Jan 13 3 rd Session	Read Winkour Ch. 5 - 9 Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 2)	Lecture, Discussion, Practice on Extended Tacts, Echoics, Textuals, and Intraverbals	SAFMEDS for Week 3 R/L/D Quiz 1 Complete Video Quiz 2 PRIOR TO CLASS
31 Jan 13 4 th Session	Read Winokur Ch. 10 and 11 <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 3)	Lecture, Discussion, Practice on Autoclitics, Implications, and Review of Basic Verbal Operants and Operant Control of Verbal Behavior	SAFMEDS for Week 4 R/L/D Quiz 2 Complete Video Quiz 3 PRIOR TO CLASS
7 Feb 13 5 th Session	Read VB-MAPP Watch <i>The Verbal Behavior Approach to Teaching Children with Autism</i> (Disc 4)	Lecture, Discussion, and Practice on Introduction, Administering, and Interpreting the VB-MAPP	SAFMEDS for Week 5 R/L/D Quiz 3 Complete Video Quiz 4 PRIOR TO CLASS

14 Feb 13 6 th Session	Review VB-MAPP <i>Watch The Verbal Behavior Approach to Teaching Children with Autism (Disc 5)</i>	Practice scoring, interpreting, and planning and developing instruction programming using the VB-MAPP	SAFMEDS for Week 6 R/L/D Quiz 4 Complete Video Quiz 5 PRIOR TO CLASS
21 Feb 13 7 th Session	ABLRS-R <i>The Verbal Behavior Approach to Teaching Children with Autism (Disc 6)</i>	Lecture, Discussion, and Practice on Introduction, Administering, and Interpreting the ABLRS-R; Practice scoring, interpreting, and planning instruction using the ABLRS-R Practice interpreting ABLRS-R and developing instructional programming from them	SAFMEDS for Week 7 R/L/D Quiz 5 Complete Video Quiz 6 PRIOR TO CLASS
28 Feb 13 8 th Session	Read Sundberg & Partington Ch 4 – 9 <i>Watch The Verbal Behavior Approach to Teaching Children with Autism (Disc 7)</i>	Teaching Verbal Behavior; Additional practice scoring, interpreting, and planning instruction using the VB-MAPP and ABLRS-R	SAFMEDS for Week 8 R/L/D Quiz 6 Complete Video Quiz 7 PRIOR TO CLASS
7 Mar 13 9 TH Session	Sundberg & Partington Ch 10 - 14	Lecture, Discussion, and Practice on Teaching Verbal Behavior	SAFMEDS for Week 9, R/L/D Quiz 7
14 Mar 13 10 th Session	Complete Research Worksheets	Research Worksheet Presentations	SAFMEDS for Week 10 R/L/D Quiz 8 Submit Research Worksheets (paper documents) UPLOAD VB-MAPP AND ABLRS-R INSTRUCTIONAL BASED PROJECT DOCUMENT TO TASKSTREAM NO LATER THAN 11:59 PM ON THIS DATE

Appendix – EXTRA CREDIT

There are two extra credit options in this course. A student may complete and submit one or the other for credit, or both. Extra Credit submissions must be complete, and must be submitted through Blackboard no later than 11:59 pm on the last day of this course. The two extra credit options are:

1. Purchase a subscription to the Behavior Development Solutions behavior analyst certification exam study software (at your own expense). Complete the two modules listed below, and submit your completion report through Blackboard no later than 11:59 pm on 14 March 2013.
 - a. Behavioral Assessment
 - b. Displaying and Interpreting Behavioral Data
 - c. Completing and submitting completion reports for these two modules will earn you 20 extra credit points. There will be no penalty for not doing this assignment.
2. Download, read, and complete research worksheets for each of the following articles. Compile the research worksheets into one document, and upload it to Blackboard no later than 11:59 pm on 14 March 2013. Completing and submitting research worksheets for these five articles (compiled into one document) will earn you 20 extra credit points. There will be no penalty for not doing this assignment.
 - a. Moore, J.C. (2000). Words are not things. *Analysis of Verbal Behavior*, 17, 143-160.
 - b. Parsons, H.M. (1989). Lying. *The Analysis of Verbal Behavior*, 7, 43-47.
 - c. Sundberg, C.T., & Sundberg, M.L. (1990). Comparing topography-based verbal behavior with stimulus-selection based verbal behavior. *The Analysis of Verbal Behavior*, 8, 31-41.
 - d. Sundberg, M.L. (1993). Selecting a response form for nonverbal persons: Facilitated communication, pointing systems, or sign language? *Analysis of Verbal Behavior*, 11, 99-116.
 - e. Shafer, E. (1995). A review of interventions to teach a mand repertoire. *Analysis of Verbal Behavior*, 12, 53-66.

