



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

Spring 2017

EDSE 625 DL1: Applied Behavior Analysis: Verbal Behavior

CRN: 18083, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-987-8928 / 703-993-5245	Meeting Day(s): Wednesday; 2/8, 2/15, 4/19, 4/26, & 5/3 ONLY
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:30pm – 8:30pm
Office Hours: Mondays from 1:30 – 4:00 and by appointment; available by phone, text, email, or skype most other times	Meeting Location: Blackboard; Blackboard Collaborate Ultra
Office Location: Suite 100, Finley Building / MS 1F2 / 4400 University Drive / Fairfax, VA 22030	Skype: drtheodorehoch

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

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): B- or higher in EDSE 619.

Prerequisite(s) enforced by registration system.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 623

Co-requisite(s): None

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 the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

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 format (with five synchronous discussions) via 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 email password. The course site will be available on Saturday 21 September 2017.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 will need a working webcam, working microphone, and earbuds or headphones to participate in synchronous discussion. Participation points will only be granted for those with working webcams and microphones.

- 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/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.

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 three 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 insure 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, Graduate School of Education (GSE), 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 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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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.

Additional Readings

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 625, the required PBA is Verbal Behavior Instructional Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Both of these assignments are the Performance Based Assessment Assignments for this course, and as such, they must be submitted through TK20.

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)

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 VBMAPP, you will:

1. Fill in the VB-MAPP Milestones Assessment, Barriers Assessment, Transitions Assessment, and Task Analysis grids correctly (5 points)
2. Select five different targets for instruction (giving preference to cusps), across at least three operants. (Up to 5 points)

3. For each target, you will identify the procedure(s) you will use to teach the target, and
4. give the rationale for those procedure(s), (up to 5 points)
5. write step by step instructions for implementing the procedure(s), (Up to 10 points)
6. develop a data collection procedure (to include a recording form and step by step data collection instructions), (Up to 10 points)

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 TK20.

College Wide Common Assessment (Tk20 submission required)

Not applicable.

Performance-based Common Assignments (No Tk20 submission required.)

Verbal Behavior 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.

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 three articles that you will use for your research worksheets.
3. Decide which of these articles you will present during the last class session.
4. Complete your three 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 three research worksheets into one word document.

Submit your research worksheets by Monday of the weeks indicated in the course calendar. You may earn up to 10 points for each correctly completed Research Worksheet, up to a total possible of 30 points.

Reaction Papers . To complete this assignment:

1. Go to <https://bao.unt.edu/BAO/continuingEducation.html>.
2. Create an account. (Note: You will not be charged for creating the account or for watching the videos. You will only be charged if you request a continuing education certificate. If you do not want the certificate, do not need the continuing education credit, and do not wish to pay the fee, do not request continuing education.)
3. Log In.
4. Click on Lectures and Reactions: 1 Hour Continuing Education. (Note: you will not complete UNT's reaction form unless you wish to receive continuing education – and pay the fee. Instead, follow the instructions below to complete this assignment.)
5. Locate the video from among the titles listed.
6. Click on the title.
7. Watch the video.
8. Write and submit a brief (1 – 2 page) paper in which you:
 - a. Summarize the presentation.
 - b. Explain what was new to you in this presentation.
 - c. Explain how you may incorporate this new information into your work.

Ensure that your spelling, grammar, and punctuation are correct. Submit your reaction paper through the links in the graded activities folders during the weeks for which they were assigned.

Discussion Board Items. During all but the first and last week of the course, you will have a Discussion Board Item to which to respond. To respond to the Discussion Board Item, read the item, and then do the activity listed in that item. Then, tell your classmates about it – describe what you did and what you found (or what happened) in the Discussion Board, for one point. Go back later that day or another day that week and read your classmates posts, and respond to one or more for a second point.

Weekly Quizzes. There are quizzes to be completed AFTER CLASS BUT BEFORE THE NEXT CLASS for weeks 2 – 8. There is a total of 77 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.

Other Assignments

EXTRA CREDIT RESEARCH WORKSHEETS: Students may opt to complete up to 5 extra research worksheets for articles from *Analysis of Verbal Behavior* for up to 4 points each. Submit these under the Extra Credit tab on Blackboard.

ATTENDANCE AT THE VIRGINIA ASSOCIATION FOR BEHAVIOR

ANALYSIS CONFERENCE: The Virginia Association for Behavior Analysis is meeting in Richmond on 7 and 8 April 2017. If you attend this conference on either or both days, check in with Dr. Hoch (small conference – easy to find) each day of your

attendance to earn 5 points per day of attendance. To join VABA and register for the conference, go to <http://virginiaaba.org/conference/> .

ALL EXTRA CREDIT MUST BE SUBMITTED PRIOR TO SUBMISSION OF YOUR VERBAL BEHAVIOR INSTRUCTIONAL PRODUCT. ONLY UP TO 20 POINTS OF EXTRA CREDIT WILL COUNT TOWARD YOUR FINAL GRADE.

Course Policies and Expectations

Attendance/Participation

Students are expected to be present for the duration of every synchronous discussion, and to participate in each of them. Students present at the beginning of a synchronous discussion whose webcams and microphones are operating during check in will receive one point for being there on time; and those present at the end of the session will earn a second point.

Late Work

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.

Students are strongly encouraged to complete all assignments during the weeks they first become available in order to keep up with the course. All work is due no later than two weeks after it is first assigned. Lesson recordings and their embedded quizzes will remain available for the duration of the course once they become available. Written assignments submitted after the due date be assessed a 10% possible point penalty. No work may be edited or submitted after 10 May 2017 at 11:59 pm, US Eastern Time.

Grading Scale

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Total Possible
ABLLS-R Based VB IP	1 Project	40 points	40 points	40 points
VB-MAPP Based VB IP	1 Project	40 points	40 points	80 points
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	150 points
Research Worksheets	3 Worksheets	10 points	30 points	180 points
Discussion	13 items	2 points per item	26 points	206 points

Board Items				
Weekly Quizzes (Weeks 2 – 8)	77 questions	1 point	77 points	283 points
Reaction Paper Assignments	2 Assignments	10 points	20 points	303 points
A = 287 – 303 points	A- = 272 - 286 points	B = 242 - 271 points	C = 212 - 241 points	F < 212 points

Professional Dispositions

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

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

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

In this schedule, NLT means Not Later Than, RBNR means Recommended But Not Required, and EC means Extra Credit.

Week Beginning	Topics	Assignments
Week 1 Week of 23 Jan 17	Review syllabus; begin discussion on basic verbal operants	<input type="checkbox"/> Examine Lesson 1 Documents <input type="checkbox"/> View Lesson 1 Presentations and complete quiz questions NLT 1/30/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RBNR Master SAFMEDS Deck 1
Week 2 Week of 30 Jan 17	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	<input type="checkbox"/> Read Winokur Ch. 1 – 4 <input type="checkbox"/> Examine Lesson 2 Documents <input type="checkbox"/> View Lesson 2 Presentations and complete quiz questions NLT 2/6/17 <input type="checkbox"/> View Video in Graded Activities folder and complete accompanying quiz NLT 2/6/17 <input type="checkbox"/> Complete DB 1 NLT 2/6/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 2

<p>Week 3 Week of 6 Feb 17</p>	<p>Lecture, Discussion, Practice on Extended Tacts and Echoics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winkour Ch. 5 and 6 <input type="checkbox"/> Examine Lesson 3 Documents <input type="checkbox"/> View Lesson 3 Presentations and complete quiz questions NLT 2/13/17 <input type="checkbox"/> Complete DB 2 NLT 2/13/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 3 <input type="checkbox"/> <i>Participate in Synchronous Discussion on 2/8 at 7:30 pm through Blackboard Collaborate</i>
<p>Week 4 Week of 13 Feb 17</p>	<p>Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winokur Ch. 7, 8, and 9 <input type="checkbox"/> Examine Lesson 4 Documents <input type="checkbox"/> View Lesson 4 Presentations and complete quiz questions NLT 2/20/17 <input type="checkbox"/> View Video in Graded Activities folder and complete accompanying quiz NLT 2/20/17 <input type="checkbox"/> Complete DB 3 NLT 2/20/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 4 <input type="checkbox"/> <i>Participate in Synchronous Discussion on 2/15 at 7:30 pm through Blackboard Collaborate</i>
<p>Week 5 Week of 20 Feb 17</p>	<p>Lecture, Discussion, Practice on Autoclitics and Implications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Winokur Ch. 10 and 11 <input type="checkbox"/> Examine Lesson 5 Documents <input type="checkbox"/> View Lesson 5 Presentations and complete quiz questions NLT 2/27/17 <input type="checkbox"/> Complete DB 4 NLT 2/27/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 4
<p>Week 6 Week of 27 Feb 17</p>	<p>Introduction, administering, and interpreting the VB- MAPP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read through as much of the VB-MAPP as you can this week <input type="checkbox"/> Examine Lesson 6 Documents <input type="checkbox"/> View Lesson 6 Presentations and complete quiz questions NLT 3/6/17 <input type="checkbox"/> View Video in Graded Activities folder and complete accompanying quiz NLT 3/6/17 <input type="checkbox"/> Complete DB 5 NLT 3/6/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 5
<p>Week 7 Week of 6 Mar 17</p>	<p>Practice scoring, interpreting, and planning instruction using the VB-MAPP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Finish reading the VB-MAPP <input type="checkbox"/> Examine Lesson 7 Documents <input type="checkbox"/> View Lesson 7 Presentations and complete quiz questions NLT 3/20/17 <input type="checkbox"/> Complete DB 6 NLT 3/20/17 <input type="checkbox"/> Submit Research Worksheet 1 NLT 3/20/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 5
<p>Week 8</p>	<p>Introduction to, and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read through as much of the ABLLS-R as you

<p>Week of 20 Mar 17</p>	<p>administering, interpreting, and developing instruction based on the ABLLS-R</p>	<p>can this week.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine Lesson 8 Documents <input type="checkbox"/> View Lesson 8 Presentations and complete quiz questions NLT 3/27/17 <input type="checkbox"/> View Video in Graded Activities folder and complete accompanying quiz NLT 3/27/17 <input type="checkbox"/> Complete DB 7 NLT 3/27/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> Submit Research Workhseet 2 NLT 3/27/17 <input type="checkbox"/> RNBR Master SAFMEDS Deck 7
<p>Week 9 Week of 27 Mar 17</p>	<p>Measuring verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Finish reading the ABLLS-R <input type="checkbox"/> Examine Lesson 9 Documents <input type="checkbox"/> View Lesson 9 Presentations and complete quiz questions NLT 4/3/17 <input type="checkbox"/> Complete DB 8 NLT 4/3/17 <input type="checkbox"/> Submit Research Worksheet 3 NLT 4/3/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 8
<p>Week 10 Week of 3 Apr 17</p>	<p>Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch 4 – 6 <input type="checkbox"/> Examine Lesson 10 Documents <input type="checkbox"/> View Lesson 10 Presentations <input type="checkbox"/> View VB Video in Graded Activities folder and complete accompanying quiz NLT 4/10/17 <input type="checkbox"/> View McGee Video in Graded Activities folder and submit reaction paper NLT 4/10/17 <input type="checkbox"/> Complete DB 9 NLT 4/10/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 9
<p>Week 11 Week of 10 Apr 17</p>	<p>Lecture, discussion, and practice on teaching verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch. 7 – 9 <input type="checkbox"/> Examine Lesson 11 Documents <input type="checkbox"/> View Lesson 11 Presentations and complete the embedded quizzes NLT 4/17/17 <input type="checkbox"/> View VB Video in Graded Activities folder and complete accompanying quiz NLT 4/17/17 <input type="checkbox"/> Complete DB 10 NLT 4/17/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 10
<p>Week 12 Week of 17 Apr 17</p>	<p>Lecture, discussion, practice on teaching verbal behavior</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Sundberg & Partington Ch 10 – 12 <input type="checkbox"/> Examine Lesson 12 Documents <input type="checkbox"/> View Lesson 12 Presentations <input type="checkbox"/> View VB Video in Graded Activities folder and complete accompanying quiz NLT 4/24/17 <input type="checkbox"/> Complete DB 11 NLT 4/24/17 <input type="checkbox"/> Submit McGee Reaction Paper NLT 4/24/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 11

		<input type="checkbox"/> <i>Participate in Synchronous Discussion on 4/19/17 at 7:30 pm US Eastern Time through Blackboard Collaborate</i>
Week 13 Week of 24 Apr 17	Effective verbal behavior instruction	<input type="checkbox"/> Examine Lesson 13 Documents <input type="checkbox"/> View Lesson 13 Presentations <input type="checkbox"/> Complete DB 12 NLT 5/1/17 <input type="checkbox"/> Submit Gerenser Reaction Paper NLT 5/1/17 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 12 <input type="checkbox"/> <i>Participate in Synchronous Discussion on 4/26/17 at 6:30 pm through Blackboard Collaborate</i>
Week 14 Week of 1 May 17	Working with others; Shaping the behavior of the listener Verbal Behavior Research	<input type="checkbox"/> Complete DB 13 NLT 12/13/16 <input type="checkbox"/> Complete the two reaction papers NLT 12/13/16 <input type="checkbox"/> Interact with Extension Resources <input type="checkbox"/> RNBR Master SAFMEDS Deck 13 <input type="checkbox"/> <i>Participate in Synchronous Discussion on 5/3/17 at 6:30 pm through Blackboard Collaborate</i>
NLT 5/10/17 Week 15	Wrap up!	Complete all activities in the Week 15 folder Submit VB Training Projects through TK20 <i>Ensure that all work you wish to be considered for your grade is submitted NLT 11:59 pm on 5/10/17.</i>

Assessment Rubric(s)

Included with assignments.