



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

Summer 2018

EDSE 625 001: Applied Behavior Analysis: Verbal Behavior

CRN: 40969, 3 – Credits

Instructor: Dr. Brandis Ruise	Meeting Dates: 5/21/2018 – 8/11/2018
Phone: (352)-359-4092	Meeting Day(s): Tuesday
E-Mail: bruise2@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: Mondays 5:00 pm – 7:00 pm (By appointment)	Meeting Location: Fairfax, KH 15
Office Location: TBD	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

Co-requisite(s): None

Course Description

Expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

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

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. (Easiest to purchase from www.partingtonbehavioranalysts.com)

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. (Easiest to purchase from www.avbpress.com)

Sundberg, M.L., and Partington, J.W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hill, CA: Behavior Analysts, Inc. (Easiest to purchase from www.partingtonbehavioranalysts.com)

Winokur, S. (1976). *A primer of verbal behavior: An operant view*. Englewood Cliffs, NJ: Prentice-Hall, Inc. (PURCHASE THIS ONE FROM THE GMU BOOKSTORE.)

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 Taskstream. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

ABLLS-R based Verbal Behavior Instructional Project – Please see Blackboard. 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 – Please see Blackboard. 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)

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

ABA Toolchest Video Assignments and Quizzes – Please **see Blackboard.**

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 and the quizzes will be in the Weekly Folders for Weeks 2 – 8. Each correctly answered question is worth 1 point toward your final grade, and you will have 15 minutes in which to complete each quiz. You will have only one opportunity to take each quiz, and once you answer a question, you may not return to it.

1. Watch the video.

2. Complete the Video Quiz for that week (online, through Blackboard).

There are 10 points possible for each quiz. Quizzes may be taken only within two weeks of their having been assigned.

Research Worksheets – Please see Blackboard.

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.

Submit your research worksheets under the *Research Worksheets* tab on our Blackboard site. You may earn up to 10 points for each correctly completed Research Worksheet, up to a total possible of 30 points. Research Worksheets are due at any point during the course, but no later than prior to your submission of your Verbal Behavior Instructional Projects.

Discussion Board Items – Please see Blackboard.

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. Discussion board items must be responded to before 7:30 pm on the due date to earn credit.

Weekly Quizzes – Please **see Blackboard.**

There are quizzes to be completed AFTER CLASS BUT BEFORE THE NEXT CLASS for weeks 2 – 8. There is a total of 75 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. You will have one opportunity to take each quiz, and once you answer a question you may not return to it. Quizzes are available only for two weeks from the date assigned.

BAO Online Reaction Papers – Please **see Blackboard.**

Complete two reaction papers. One will be for:

1. One will be for: Speech Shaping for Young Children with Autism, by Dr. Gail McGee
2. The other will be for: ABA and SLP: Bridging the Gap, by Dr. Joanne Gerenser.

To do these assignments,

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.
9. Ensure that your spelling, grammar, and punctuation are correct.
10. Submit your reaction paper through the links under the *Reaction Paper Assignments* tab on our Blackboard site.

Course Policies and Expectations

Attendance/Participation

Students are expected to be present for the duration of every class session, and to participate in each of them. Students who are absent must secure notes or other session content from a classmate. No point earning opportunities missed due to absence may be made up.

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 will be assessed a 10% possible point penalty. No work may be edited or submitted after August 11, 2018 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
Introductory Behavior Analysis Final Exam	1 Exam	5 points	5 points	5 points
ABLLS-R Based VB IP	1 Project	40 points	40 points	45 points
VB-MAPP Based VB IP	1 Project	40 points	40 points	85 points
ABA Toolchest Video Quizzes	7 Quizzes	10 points	70 points	155 points
Research Worksheets	3 Worksheets	10 points	30 points	185 points
Discussion Board Items	10 items	2 points per item	20 points	205 points
Weekly Quizzes (Weeks 2 – 8)	75 questions	1 point	75 points	280 points
Reaction Paper Assignments	2 Assignments	10 points	20 points	300 points
A = 282 - 297 points	A- = 267 - 281 points	B = 237 - 266 points	C = 207 - 236 points	F < 207 points

*Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

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.

Week Beginning	Topics	Assignments
22 May 18 Week 1	Review syllabus; begin discussion on basic verbal operants	1. Examine Lesson 1 Documents 2. Interact with Extension Resources Complete before 7:20 pm on May 29th <ul style="list-style-type: none"> • Introductory Behavior Analysis Final Exam
29 May 18 Week 2	Lecture, Discussion, Practice Basic Verbal Operants – Mand, Tact	Before Class 1. Read Winokur Ch. 1 – 4 2. Examine Lesson 2 Documents 3. Interact with Extension Resources Complete before 7:20 pm on June 5th <ul style="list-style-type: none"> • DB 2 • Week 2 Quiz • ABA Toolchest Video 1 Quiz
5 June 18 Week 3	Lecture, Discussion, Practice on Extended Tacts and Echoics	Before Class 1. Read Winokur Ch. 5 and 6 2. Examine Lesson 3 Documents 3. Interact with Extension Resources Complete before 7:20 pm on June 12th <ul style="list-style-type: none"> • DB 3 • Week 3 Quiz ABA Toolchest Video 2 Quiz
12 June 18 Week 4	Lecture, Discussion, Practice on Echoics, Textuals, and Intraverbals	Before Class 1. Read Winokur Ch. 7-9 2. Examine Lesson 4 Documents 3. Interact with Extension Resources Complete before 7:20 pm on June 19th

		<ul style="list-style-type: none"> • DB 4 • Week 4 Quiz <p>ABA Toolchest Video 3 Quiz</p>
19 June 18 Week 5	Lecture, Discussion, Practice on Autoclitics and Implications	<p>Before Class</p> <ol style="list-style-type: none"> 1. Read Winokur Ch. 10 and 11 2. Examine Lesson 5 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on June 26th</p> <ul style="list-style-type: none"> • DB 5 • Week 5 Quiz <p>ABA Toolchest Video 4 Quiz</p>
26 June 18 Week 6	Introduction, administering, and interpreting the VB-MAPP	<p>Before Class</p> <ol style="list-style-type: none"> 1. Read through as much of the VB-MAPP as you can this week 2. Examine Lesson 6 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on July 10th</p> <ul style="list-style-type: none"> • DB 6 • Week 6 Quiz <p>ABA Toolchest Video 5 Quiz</p>
10 July 18 Week 7	Practice scoring, interpreting, and planning instruction using the VB-MAPP	<p>Before Class</p> <ol style="list-style-type: none"> 1. Finish reading the VB-MAPP 2. Examine Lesson 7 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on July 17th</p> <ul style="list-style-type: none"> • DB 7 • Week 7 Quiz <p>ABA Toolchest Video 6 Quiz</p>
17 July 18 Week 8	Introduction to, and administering, interpreting, and developing instruction based on the ABLLS-R	<p>Before Class</p> <ol style="list-style-type: none"> 1. Read through as much of the ABLLS-R as you can this week 2. Examine Lesson 8 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on July 24th</p> <ul style="list-style-type: none"> • DB 8 • Week 8 Quiz <p>ABA Toolchest Video 7 Quiz</p>
24 July 18 Week 9	Measuring verbal behavior	<p>Before Class</p> <ol style="list-style-type: none"> 1. Finish reading the ABLLS-R 2. Examine Lesson 9 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on July 31st</p> <ul style="list-style-type: none"> • DB 9 • Submit 1, 2, or all 3 of your Research

		Worksheets this week. It's a light week!
31 July 18 Week 10	Lecture, discussion, and practice on selection based v. topography based verbal behavior, and beginning teaching verbal behavior	<p>Before Class</p> <ol style="list-style-type: none"> 1. Read Sundberg & Partington Ch. 4-12 2. Examine Week 10 Documents 3. Interact with Extension Resources <p>Complete before 7:20 pm on August 7th</p> <ul style="list-style-type: none"> • McGee and Gerenser Reaction Papers • DB 10 • Any remaining research worksheets
7 Aug 18 Week 11		<p>Submit Verbal Behavior Instructional projects through TK20 no later than 11:59 pm today</p> <p>Submit any previously unsubmitted work no later than 11:59 pm today</p>

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 <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or

<https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courssupport.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 <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Assessment #3 – EDSE 625 Verbal Behavior Instructional Project (Both VB-MAPP-based and ABLLS-R based)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Behavior Change Systems	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for either ABLLS-R or VB-MAPP based procedures:</p> <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 1 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student incorporates at least 2 of these into assessment-derived instructional procedures for each assessment:</p> <ul style="list-style-type: none"> ▪ Self-management procedures ▪ Token economy ▪ Direct instruction ▪ Precision teaching ▪ Personalized system of instruction ▪ Incidental teaching ▪ Functional communication training
Identification of the Problem	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following for procedures derived from either assessment:</p> <ul style="list-style-type: none"> ▪ Reviews records and available data at the outset; 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> ▪ Reviews records and available data at the outset; 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following for procedures derived from each assessment:</p> <ul style="list-style-type: none"> ▪ Reviews records and available data at the outset;

	<ul style="list-style-type: none"> ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one’s professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services 	<ul style="list-style-type: none"> ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one’s professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services 	<ul style="list-style-type: none"> ▪ Explains behavioral concepts using non-technical language; ▪ Describes and explains behavior, including private events, in behavior analytic (non-mentalistic) terms ▪ Practices within limits of one’s professional competence in applied behavior analysis; ▪ Identifies and makes environmental changes that reduce need for behavior analysis services
Assessment	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does fewer than 4 of the following, for either assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 4 of the following, for each assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does 5 of the following, for each assessment:</p> <ul style="list-style-type: none"> ▪ Uses only observable and measurable terms to describe behavior ▪ Uses only observable and measurable terms to describe environmental events ▪ Organizes, analyzes, and interprets ABLLS-R and VB-MAPP data ▪ Makes recommendations regarding behaviors that must be established, increased, maintained, or decreased ▪ Identifies putative reinforcers
Intervention	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 4 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence 	<p>Given a completed ABLLS-R and a completed VB-MAPP, student does the following for no fewer than 5 instructional targets from each assessment:</p> <ul style="list-style-type: none"> ▪ State intervention goals in observable and measurable terms. ▪ Identify potential interventions based on assessment results and best available scientific evidence

	<ul style="list-style-type: none"> ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client’s current repertoire ○ Supporting environments ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client’s current repertoire ○ Supporting environments ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ▪ Program for stimulus and response generalization ▪ Program for maintenance ▪ Select behavioral cusps for intervention ▪ Select intervention strategies based on: <ul style="list-style-type: none"> ○ Client preference ○ Client’s current repertoire ○ Supporting environments ○ Environmental and resource constraints ○ Social validity of the intervention
Foundational Knowledge	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for one of the two assessments:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals 	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least two of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals 	<p>Given a completed VB-MAPP and a completed ABLLS-R, student correctly targets at least three of the following for intervention for each assessment:</p> <ul style="list-style-type: none"> ▪ Echoics ▪ Mands ▪ Tacts ▪ intraverbals