



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

Fall 2019

EDSE 625 648: Applied Behavior Analysis: Verbal Behavior

CRN: 82708, 3 – Credits

Instructor: Dr. Kristy Park	Meeting Dates: 09/12/2019 – 12/05/2019
Phone: 703 993 5251	Meeting Day(s): Thursdays
E-Mail: kparkc@gmu.edu	Meeting Time(s): 5 pm – 8:30 pm
Office Hours: Email to schedule an appointment	Meeting Location: Off Campus
Office Location: GMU Fairfax campus,	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 B-

Co-requisite(s): None

Course Description

Expands students' abilities to deal with more complex behavioral situations and enables students to relate to more sophisticated professional issues and environments.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact 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.

Professional Standards

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. (NOTE: PURCHASE THIS ONLY FROM THE GMU BOOKSTORE!)

Recommended Textbooks

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

Required Resources

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.

Scanned multiple page documents must be in pdf format, and must include all pages for the document in a single pdf file. Uploads of multiple, single page pdfs, and uploads of jpg files will not be accepted.

Course Performance Evaluation

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

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

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

1. Fill in the ABLRS-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 VB-MAPP 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 ABLRS-R Skills Tracking grids and your ABLRS-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)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Other Assignments

Final Exam. The final exam includes course content learned over the span of this course. A total of 70 multiple-choice questions, each worth one point, will be given. You will have one opportunity to complete the timed final exam.

Quizzes. Quizzes will include multiple-choice questions based on course content/topics listed on the schedule. Quizzes will be completed in class with one timed opportunity to complete.

Student Article Presentations. You will be preparing and discussing an oral presentation of an article related to verbal behavior. In a 5-minute presentation, include the following elements:

- brief summary of the article
- explain the theory/operant/framework,
- relevance of the article

Discussion Questions. Your instructor will provide a discussion prompt based on the course objective and readings assigned on the syllabus. Your small group will formulate a response and share out in a class discussion. This is an in-class activity so please be prepared by completing assigned readings and participating in the group discussion.

ABA Tool Chest Video Assignments and Quizzes. Assigned videos will be available to watch online and located in Blackboard. Watch the video and complete the Video Quiz for that week (online, through Blackboard). There will be 10 points possible for each quiz.

Reaction Papers. To complete this assignment:

1. Watch the assigned video.
2. Write and submit a brief (1 page) paper in which you:
 - a. Summarize the presentation with 3 main ideas.
 - b. Share 2 facts, concepts, or ideas that was new to you.
 - c. Specify 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.

Course Policies and Expectations

Attendance/Participation

Please arrive to class on time and stay for the duration of the time required. During class, it is expected that students exhibit professional behaviors such as preparedness and participation in small and large group activities. In addition, for in class assignments, you must be present to earn the points for the assignments. Class absences may result in additional work activities related to the importance of professional behaviors.

Late Work

Assignments are due at the start of class on the date indicated on the syllabus. 10% of the available points for the assignment will be deducted each week for late submissions. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

Grading Scale

95-100% = A	92-94% = A
89-91% = B+	85-88% = B
80-83% = B-	70-79% = C

*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/policies-procedures/>.

Class Schedule

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

Week	Topic	Read / View	Complete / Submit
1	Introduction to Verbal Behavior	Syllabus Blackboard navigation	<ul style="list-style-type: none"> • Pre-test • DB 1 (In class)

Sept 12			<ul style="list-style-type: none"> • Quiz (In class)
2 Sept 19	Verbal behavior Operants <ul style="list-style-type: none"> • Mandas, • Tacts, • Echoics, • 	<ul style="list-style-type: none"> • Winokur, Chapters 1-4 and 7 • Discussion Board 1 	<ul style="list-style-type: none"> • DB 2 (In class) • Quiz (In class)
3 Sept 26	Verbal behavior Operants <ul style="list-style-type: none"> • Textuals, • Audience control • 	<ul style="list-style-type: none"> • Winokur Chapters 6 and 8-11 • Discussion Board 2 	<ul style="list-style-type: none"> • DB 3 (In class) • Quiz (In class)
4 Oct 3	Verbal behavior Operants <ul style="list-style-type: none"> • Intraverbals, • autoclitics 	<ul style="list-style-type: none"> • Winokur Chapters and 9-11 • Discussion Board 3 	<ul style="list-style-type: none"> • DB 4 (In class) • Quiz (In class)
5 Oct 10	Measuring Verbal Behavior <ul style="list-style-type: none"> • Direct measures • Indirect measures • How to collect behavioral data 	<ul style="list-style-type: none"> • Sundberg and Partington (1998) chapters 1-2 • Sundberg (2008) chapter 1 	<ul style="list-style-type: none"> • DB 5 (In class) • Quiz (In class)
6 Oct 17	Teaching VB Assessment:VB MAPP <ul style="list-style-type: none"> • Administration • Interpretation 	Sundberg (2008) VB-MAPP Guide and Protocol	VBIP draft
7 Oct 24	Teaching VB Assessment: ABLLS-R <ul style="list-style-type: none"> • Administration • Interpretation 	Partington (2007) ABLLS	VBIP draft
8 Oct 31	ABA Tool Chest Video - Online Class	<ul style="list-style-type: none"> • ABA videos 	<ul style="list-style-type: none"> • Reaction Papers (Sundberg, Skinner, Dreyfus)
9 Nov 7	VB Instructional Project	<ul style="list-style-type: none"> • VB assessments 	<ul style="list-style-type: none"> • VBIP draft • DB 6
10 Nov 14	More on Teaching Verbal Behavior	<ul style="list-style-type: none"> • Sundberg and Partington (1998 or newer) Chapters 4, 13, 14 	<ul style="list-style-type: none"> • DB 7 • Quiz
11 Nov 21	Special Topics in Verbal Behavior	<ul style="list-style-type: none"> • Verbal behavior article 	Student article presentation

Nov 28	Thanksgiving Break		
12 Dec 5	Last day of class	• Verbal Behavior Final exam	Final Exam

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://coursessupport.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)

	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; ▪ 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 	<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; ▪ 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 	<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; ▪ 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

	behavior analysis services	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 ▪ 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 	<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 ▪ 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 	<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 ▪ 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

	<ul style="list-style-type: none"> ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ○ Environmental and resource constraints ○ Social validity of the intervention 	<ul style="list-style-type: none"> ○ 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