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

Fall 2024
EDSE 625: Applied Behavior Analysis: Verbal Behavior
Section 003; CRN: 74303
3 – Credits

Instructor: Dr. Lisa Tullo	**Meeting Dates**: 8/26/24-10/20/24
Phone: 703-993-6589	**Meeting Day(s)**: Online
E-Mail: ltullo@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Finley 100D	**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 their LMS (Learning Management System).

Prerequisite(s): EDSE 619 with a grade of B- or XS.
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 Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

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 your LMS

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date of the course.

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
  o   To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

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 updated browsers.
  o   Blackboard Learn supported browsers:
       https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

- Technical Support 24/7
  - chat: https://support.edu.help
  - call: 1-844-306-1785
  - e-mail: Mason@support.edu.help

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday at 11:59 pm.
- Log-in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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.

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, School of Education (SOED), 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 Ethics Code for Behavior Analysts. The Professional and Ethics Code for Behavior Analysts is listed on the following website: https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks

Cooper, J., Heron, T., & Heward, W. (2019). *Applied behavior analysis, 3rd Edition*. Pearson.

Fryling, M., Rehfeldt, R., Tarbox, J., & Hayes, L. (2020). *Applied behavior analysis of language and cognition: Core concepts and principles for practitioners*. Context Press.

- o   NOTE: DO NOT PURCHASE- This is available as a free digital resource from the GMU library.

Partington, J.W. (2007). *The assessment of basic language and learning skills (Revised) (ABLLS-R).* Behavior Analysts, Inc.
- o   NOTE: YOU CANNOT PURCHASE THIS FROM THE BOOKSTORE! Order from the publisher directly or a 3rd party site.
- o   You need both the assessment and the protocol.

Sundberg, M.L. (2008). *Verbal Behavior Milestones Assessment and Placement Program.* AVB Press. ISBN 978-0-9818356-1-7 and 978-0-9818356-0-0.
- o   You need both the assessment and the protocol

Sundberg, M.L., and Partington, J.W. (1998). *Teaching language to children with autism or other developmental disabilities*. Behavior Analysts, Inc.

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
https://foxylearning.com/oer/an-introduction-to-verbal-behavior/

https://foxylearning.com/oer/an-introduction-to-relational-frame-theory/

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

Signature assessment. The sum of the two Verbal Behavior Instructional Projects will be the signature assessment for this course.
Please submit your Verbal Behavior Instructional Projects as outlined below.

Assignments and/or Examinations

Verbal Behavior Instructional Project
For this project you will apply what you have learned about assessment and intervention with verbal behavior targets. Using a completed ABLLS-R and a completed VB-MAPP, you will:
1. Fill in the ABLLS-R Skills Tracking grids and VB-MAPP grids correctly (10

points per assessment)
2. Select six different targets for instruction across six different operants/domains (2 points per goal). For each target, you will:
   a. Operationally define each goal (2 points per goal)
   b. Select a research-based instructional procedure with a rationale (2 points per goal)
   c. Select a data collection measure (1 point per goal)
   d. Create a data collection form (1 point per goal)
   e. Write step-by-step data collection procedures (2 points per goal)
   f. Write step-by-step instructional procedures (2 points per goal)
3. Include a reference list in APA 7 format (6 points)
4. Submit as 3 documents- ABLLS-R grid, VB-MAPP grid, instructional grids with references (2 points)

Verbal Behavior Instructional Project Drafts. Beginning in Module 3, you will be assigned a portion of the VB Instructional Project to draft and submit prior to the next week's class session. Each draft submitted on time will be graded based on completeness rather than accuracy. Late drafts will not be accepted. You will be provided feedback on your drafts, which you will be expected to incorporate when putting together your final project.

Reaction Papers. There are two Reaction papers in Module 8. To complete these assignments:

1. Choose two of the videos or resources.
2. Write and submit a brief (about 2 pages) paper for each resource in which you:
   a. Summarize the information.
   b. Explain what was new to you.
   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. (15 points possible per paper)

Discussion Board Items. Each week you will have a Discussion Board Item to which to respond. To respond to the Discussion Board Item, read the item, and then follow the instructions to complete the activity. Respond to your peers

throughout the week- each discussion has specific instructions on what to include. Make sure to implement feedback from your instructor as well. (10 points per discussion)

Weekly Quizzes. There are several quizzes in each week of the course that check your knowledge of the assigned videos and reading materials. Each correct answer is worth one point toward your final grade. Total quiz availability time is equivalent to 1.5 min per question. (124 points total)

Verbal Operant Summary Table. Download or print this in Week 1. Write in the content of each of the cells during Weeks 1 and 2 as you work through the lessons. Double check all answers and correct, as needed. Upload as part of Week 2's assignments. (5 points)

Foxy Learning Modules. Foxy Learning is an online learning platform that includes open education resources. Throughout the course you will complete the following modules: 1) Introduction to Verbal Behavior and 2) Introduction to Relational Frame Theory. Throughout the two learning modules, there are 51 lessons. After you pass each lesson, you will take a screenshot which will be submitted in the corresponding assignment on the LMS. Each lesson is worth one point.

Assignment	Points
Discussions (8) • M1 Discussion: Verbal or Nonverbal? (10 pts) • M2 Discussion: Engineering Verbal Operants Part 1 (10 pts) • M3 Discussion: Engineering Verbal Operants Part 2 (10 pts) • M4 Discussion: Convergent and Divergent Control (10 pts) • M5 Discussion: Verbal Behavior Assessment Goals (10 pts) • M6 Discussion: Verbal Behavior Teaching Procedures (10 pts) • M7 Discussion: Stimulus Equivalence (10 pts) • M8 Discussion: Wrapping Up Verbal Behavior (10 pts)	80 pts
Verbal Operant Worksheet (1)	5 pts
Quizzes (7)	128 pts
Assignments (4) • Foxy Learning Lessons (M1, M2, M4, M7) (51 pts) • M2 Assignment: Verbal Operant Worksheet (5 pts) • M8 Reaction Papers (2): Sundberg Reaction Paper (15 pts each)	86 pts

Verbal Behavior Instructional Project (VBIP) (6) • M3 Assignment: VBIP Draft 1 (3 pts) • M4 Assignment: VBIP Draft 2 (3 pts) • M4 Assignment: VBIP Draft 3 (6 pts) • M5 Assignment: VBIP Draft 4 (6 pts) • M6 Assignment: VBIP Draft 5 (6 pts) • M8 Assignment: VBIP Final (87 pts)	111 pts
Total	**405 pts**

Course Policies and Expectations

Attendance/Participation

Given that this is an asynchronous course, we do not have course meetings. We do have recordings to be watched, discussion boards with discussions with your classmates to be completed, quizzes to be taken, drafts to be completed, and so forth, every week, it is essential that you plan - and follow through with that plan – to interact with the course at minimum three times per week. More will probably be needed for many students. It is strongly recommended that you distribute your work throughout the week, and don't let it wait until the weekend during which the grade earning assignments are due. Much of the content in this course will be new to you, will be difficult, and will require time and thought to "sink in."

Late Work

Assignments are due at 11:59 pm on Monday at the end of the week for which they were assigned. Late work is not accepted.

Other Requirements

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 the LMS. 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.

Grading Scale (traditional rounding principles apply)
93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

Assignment Type	Number of Instances	Points per Instance	Total Possible for Assignment Type	Cumulative Points Possible
ABLLS-R VBIP	1 Project	40 points	40 points	40 points
VB-MAPP VBIP	1 Project	40 points	40 points	80 points
Discussion Boards	7 DBs	5 points	40 points	120 points
ABA Toolchest Vide0 Quizzes	7 Quizzes	10 points	70 points	190 points
VB IP Drafts	5 Drafts	2 points	10 points	200 points
Reaction Papers	4 Papers	15 points	60 points	260 points
Content Quizzes	111 questions	1 point per question	110 points	370 points
Verbal Operant Worksheet	1 Worksheet	5 points	5 points	375 points

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See Academic Standards (http://academicstandards.gmu.edu/) and Catalog - Academic Standards (https://catalog.gmu.edu/policies/academic-standards/) Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted.

Professional Dispositions
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide).

Use of Generative AI
Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

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

Module	Readings and Activities	Deliverables
1	☐ ABALC, Ch. 1, 2 ☐ Cooper, Ch. 18 ☐ Module 1 Lessons (Use guided notes and Verbal Operant Worksheet)	☐ Module 1 Content Quizzes ☐ Discussion: Verbal or Nonverbal? ☐ Assignment: FoxyLearning Lessons ☐ Assignment: Verbal Operant worksheet (due in M2) ☐
2	☐ Review Cooper, Ch. 18	☐ Module 2 Content Quizzes

	☐ Module 2 Recordings (Use guided notes and Verbal Operant Worksheet)	☐ Discussion: Engineering Verbal Operants Part 1
		☐ Assignment: Foxy Learning Lessons
		☐ Assignment: Verbal Operant Worksheet
3	☐ Sundberg, VB-MAPP Guide and Protocol	☐ Module 3 Content Quizzes
	☐ Module 3 Recordings (use guided notes)	☐ Discussion: Engineer Verbal Operants Part 2
		☐ VBIP Draft 1
4	☐ ABLLS-R Guide and Protocol	☐ Module 4 Content Quizzes
	☐ Palmer & Sundberg, The multiple control of verbal behavior	☐ Discussion: Convergent and Divergent Control
	☐ Module 4 Recordings (Use guided notes)	☐ Assignment: VBIP Draft 2
		☐ Assignment: VBIP Draft 3
		☐ Assignment: Foxy Learning Lessons
5	☐ Module 5 Recordings (Use guided notes)	☐ Module 5 Content Quizzes
		☐ Discussion: Verbal Behavior Assessment Goals
		☐ Assignment: VBIP Draft 3
6	☐ ABALC Ch. 3-4	☐ Module 6 Content Quizzes
	☐ Sundberg and Partington Chapters 5 – 9	☐ Discussion: Verbal Behavior Teaching Procedures
	☐ Module 6 Recordings (Use guided notes)	☐ Assignment: VBIP Draft 5
7	☐ Cooper, Ch. 19	☐ Module 7 Content Quizzes
	☐ ABALC, Ch. 5	☐ Discussion: Stimulus Equivalence
	☐ Sundberg and Partington Ch. 10 – 12	☐ Assignment: FoxyLearning Lessons
	☐ Module 7 Recordings (Use guided notes)	☐ Extra Credit Assignment: Muldoon and Hoch Reaction Paper
8	☐ Sundberg, Ch. 13-14	☐ Assignment: Reaction Paper 1 and 2
	☐ Module 7 Recordings (Use guided notes)	☐ Discussion: Wrapping Up Verbal Behavior
		☐ Assignment: VBIP Final

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core

Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/)

- 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 https://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:

  o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

  o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  o TimelyCare: https://caps.gmu.edu/timelycare-services/

  o Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence,

and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the [Student Support and Advocacy Center (SSAC)]() at 703-380-1434 or [Counseling and Psychological Services (CAPS)]() at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu]().

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (http://cehd.gmu.edu/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [she/her/hers] for myself and you may address me as "Dr. Tullo" or "Professor Tullo." in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As

a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Signature assessment. The Verbal Behavior Instructional Project will be the signature assessment for this course. You will not need to make a VIA submission. Your instructor will submit this assessment score for you. Please submit your Verbal Behavior Instructional Projects as outlined in the Verbal Behavior Instructional Projects portion of the Assignments section of this document.

Discussion Rubric

Criteria	Exceeds Expectations	Competent	Needs Improvement	Not Competent
Initial Timing of Post	**3 points** Initial post submitted by deadline on course schedule	**2 points** Initial post is submitted up to 1 day after deadline on course schedule	**1 point** Initial post is submitted up to 2 days after deadline on course schedule.	**0 points** Submits initial post more than 2 days after the deadline.
Quality of Initial Post	**4 points** Posts well-developed assignment that fully addresses, develops, and critically interacts with the task. Adds to initial post with corrections if feedback is given by the instructor.	**3 points** Posts assignment which addresses at least one aspect of the task; lacks full development of concepts and critical interaction. Does not add to the initial post with corrections if feedback is	**1 to 2 points** Posts assignment with superficial thought and preparation; does not sufficiently address the task. Response is unclear.	**0 points** Does not participate in discussion, or only posts after the discussion is closed.

		given by the instructor		
Quality of Response Posts to Classmates	**3 points** Responds to at least 2 classmates' posts. Demonstrates reflectivity about and analysis of others' posts; critically interacts with others' posts by respectfully challenging ideas and extending discussion through the synthesis of ideas; statements are supported by scholarly sources and personal experiences. Posts meet criteria of specific assignment instructions and are submitted before the discussion closes.	**2 points** Responds to at least 2 classmates' posts before the discussion closes. One of two responses demonstrates reflectivity about and analysis of others' posts; critically interacts with others' posts by respectfully challenging ideas and extending discussion through the synthesis of ideas; statements are supported by scholarly sources and personal experiences. Posts meet criteria of specific assignment instructions.	**1 point** Responds to at least 1 classmates' posts before the discussion closes. Posts shallow contribution to discussion (e.g., simply agrees or disagrees); does not enrich discussion; does not introduce information from additional source material. Posts do not meet criteria of specific assignment instructions.	**0 points** No responses to classmates, or posts are submitted after the instructions close.

Reaction Papers Rubric (15 points total per paper)

Criteria	Exceeds Expectations	Competent	Needs Improvement	Not Competent
Content of Paper	**10 Points**	**8 Points**	**6 Points**	**0 Points**

	Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating all elements of assigned topic, with explicit references to relevant course content and concepts.	Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating all elements of assigned topic, with explicit references to relevant course content and concepts.	Demonstrates general comprehension of some elements of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Format & Organization of Paper	**3 Points** Submission is well organized and adheres to all formatting requirements with minimal errors.	**2 Points** Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors.	**1 Points** Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements.	**0 Points** Submission is disorganized and/or disregards one or more formatting requirements**.**
Conventions of Paper	**2 Points** Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors.	**1.5 Points** Generally applies the conventions of academic writing style with occasional minor errors.	**1 Points** Generally applies the conventions of academic writing style with one or two significant or repeated errors.	**0 Points** Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.

Final Verbal Behavior Instructional Project Rubric

Criteria	Exceeds Expectations	Competent	Needs Improvement	Not Competent

	10 to 10 points	8 to 9 points	7 points	0 to 6 points
ABLLS-R Tracking Grids	**10 to 10 points** Tracking grids are filled out correctly and completely	**8 to 9 points** One component is missing or incorrect from the tracking grid.	**7 points** 2 components are missing or incorrect from the tracking grid.	**0 to 6 points** 3 or more components are missing or incorrect from the tracking grid.
VB-MAPP Grid	**10 to 10 points** Tracking grids are filled out correctly and completely	**8 to 9 points** One component is missing or incorrect from the tracking grid.	**7 points** 2 components are missing or incorrect from the tracking grid.	**0 to 6 points** 3 or more components are missing or incorrect from the tracking grid.
Target 1	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) •	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1

	collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	Write step-by-step instructional procedures (2 points per goal)	point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Target 2	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select

	form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Target 3	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a

	measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Target 4	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based

	rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Target 5	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally define the goals (2 points per goal) • Select a research-	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) • Select a research-based instructional procedure with a	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally define the goals (2 points per

	based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Target 6	**10 to 10 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. Targets include the following components that are complete and correct: • Operationally	**8 to 9 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 1-2 errors or elements missing from the following components. • Operationally	**7 points** Six different targets are completed across six operants/domains. 3 are from the VB-MAPP and 3 are from the ABLLS-R. There are 3-4 errors or elements missing from the following components. • Operationally define the goals (2 points per goal) •	**0 to 6 points** Inadequately addresses the target, or the target is missing. There are 5 or more errors or elements missing from the following components. • Operationally

	define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)	define the goals (2 points per goal) • Select a research-based instructional procedure with a rationale (2 points per goal) • Select a data collection measure (1 point per goal) • Create a data collection form (1 point per goal) • Write step-by-step data collection procedures (2 points per goal) • Write step-by-step instructional procedures (2 points per goal)
Format & Organization	**2 points** Final report submitted as 3 documents: • ABLLS-R grid • VB-MAPP grid • Instructional grids with a reference page at the end	**N/A**	**N/A**	**0 Points** Final report is incomplete or formatted improperly
APA References	**5 to 5 points** All references are in correct APA 7	**3 to 4 points**	**1 to 2 points**	**0 points** References are not in

	format, with up to one error.	There are two to four errors in APA 7 formatting.	There are 5 or more errors in APA 7 formatting.	APA7 format, or are missing.