DIS 559: Verbal and Social Behavior Course Syllabus  
(Fall 2012)

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I prefer email correspondence and will generally respond to your email or phone call within 24 hours.

COURSE DESCRIPTION

This semester, we will be learning about assessment and development of verbal and social behavior in children with ASD. This course covers an introduction to the development of verbal and social behavior in young children and how autism affects skill development. Although this course’s focus is on the treatment of young children, the principles of verbal/behavior analysis apply to any age, any developmental level.

This course consists of on-line lessons, readings, quizzes, group discussions, practice exercises, and a final project. Throughout the course, students will be guided through the process of assessing a child’s verbal and social skills and then designing a Behavioral Intervention Plan (BIP) that focuses on verbal and social behavior specifically. This means that all students must have access to a child for whom they can assess and teach new skills. This also means that the student must be clear with parents, teachers and other caregivers about the nature of their class project and the involvement of both the child and caregivers.

You will need access to a computer with high speed Internet access for this class. If you do not have high speed access at home, contact Distance Learning- Student Resources

COURSE PREREQUISITES

DIS 519: Introduction to Positive Behavior Support  
DIS 549: Methods in EIBI

COURSE STRUCTURE/APPROACH

This course will be taught on line with readings to be included from relevant journals, textbooks, and web sites. Quizzes will also be completed weekly to assess student understanding. Additionally, students will complete a final project. Group discussions will be expected and graded throughout the semester. Unlike some other online classes, you will not have the option of working at your own pace. You may work any time of day or night most convenient to you, but you will need to keep up with the weekly lessons, quizzes and assignments. All work due at the end of each week must be finished by midnight each Saturday. Please note that the pace of this course is very fast (i.e., lots of reading, writing, studying for quizzes), so it is important that you keep up so you don’t fall behind.

This course requires the creation of various documents that will be reviewed by the instructor. When an assignment is due, students will upload their documents through gdocs, which is accessible through NAU gmail. Make sure you know how to use this feature (http://mail.nau.edu/). Feedback will be provided in the same manner from the instructor. All correspondence related to this course will be through gmail.
IMPORTANT: Unlike DIS 549 (Methods in EIBI) where students were allowed to upload sections of their final project for review by the instructor before the final paper was due, DIS 559 will not follow the same format. Students will be responsible for keeping up with the writing of their own final project and will not receive feedback prior to the submission of their final paper. Final papers will be reviewed by the instructor at the end of the course when they are due. To assist students in staying on track, suggestions for when each section should be completed will be provided within the weekly modules.

Because you are working with a real child to develop your final project, some of you will run into challenges. It is important to note that if you do run into a problem (e.g., you are having trouble finding a child to work with, your child is sick and not available to observe, your child moves, etc...) that you email your instructor as soon as possible to come up with a plan as to if or how your situation can be resolved. Despite potential problems, your final project must be turned in by 11:59pm on Monday December 10. Failure to turn in your project on time will result in a score of zero for the project.

COOPER, HERON, & HEWARD TEXTBOOK REVIEW

As in other courses within this course series, students will review relevant material in the Cooper, Heron, and Heward (2007) textbook and are responsible for the completion of the DIS 559 section on their Tasklist Worksheet-Revised (TLW-R) by the end of the semester. Review of the material is meant to help students practice important concepts in behavior analysis as well as assist in the development of final projects. Please note that students will not be quizzed specifically on these chapters within weekly modules (except for week 1) in DIS 559. Weekly modules will provide information on which chapters will be reviewed and how they relate to material discussed that week (as well as within the "Course Contents" below).

TLW-R Assignments in DIS 559 will include:
- Chapter 4: Measuring Behavior
- Chapter 5: Improving and Assessing the Quality of Behavioral Measurement
- Chapter 6: Constructing and Interpreting Graphic Displays
- Chapter 16: Motivating Operations
- Chapter 18: Imitation
- Chapter 19: Shaping
- Chapter 20: Chaining
- Chapter 24: Functional Behavior Assessment
- Chapter 25: Verbal Behavior
- Chapter 28: Generalization and Maintenance of Behavior Change

Note: All students taking this course as part of a larger program of studies (such as PBS Graduate Certificate - PBS Cert, Board Certified Behavior Analyst - BCBA, Positive Behavior Support Consultant - PBC, sometimes know as a Behavior Support Specialist - BSS) must do the following IF YOU HAVEN'T ALREADY:

1. Complete the online Publisher's multiple choice quizzes for the assigned Cooper chapters at http://wps.prenhall.com/chet_cooper_appliedbeh_2/0,14024,4788619-,00.html. *Please Note - sometimes following a link like this will open inside the Bb Learn course shell, but you won't know it until you scroll up. If the link fails to open, simply copy it and paste it into a new browser window or tab.

2. You may take the quiz repeatedly. When you have successfully obtained 100% then follow the online quiz instructions to email the results to Director of the PBS Certificate, Dan Davidson (dpd@nau.edu). Be sure to use your full name, and copy both yourself (for proof) and Dan using the html choice (not "text" choice or the "attached html" choice). You will not receive points towards your grade for doing this, but you will do better in the class and be allowed to take other classes in the PBS program of studies (DIS 529, DIS 539, DIS 549, and DIS 559).
3. Complete as many fields of the TaskList Worksheet - Revised (TLW-R) that apply after reading each chapter (see the very first page of each chapter and pgs 679 - 687 in the Cooper book). The sections of the TLW-R that apply to the Cooper chapters covered in this class are assigned a color (yellow for DIS 519, purple for DIS 549, orange for DIS 529, pink for DIS 539, and blue for DIS 559). If you are taking another class in the PBS Certificate at the same time, use the same TLW-R document for both classes (one document not two). You must have all required sections completed by the end of the semester in order to take any other class in the PBS program of studies.

Follow the instructions at the top of the TLW-R document.

The courses in the PBS Program of studies build on each other. In order to do well in DIS 529, you must retain content covered in DIS 519. If you want to go on to DIS 559 you must also complete the work of DIS 549. The TLW-R and the publisher’s online quizzes help you carry over knowledge from one class to the next. Registration for the next class begins before this class is over, so feel free to request enrollment in the next class as soon as it is available. But in order to remain in that class once the next semester begins, you must have completed and submitted all required publisher’s quizzes, and send a copy of your TLW-R to Dan.

TEXTBOOKS AND REQUIRED MATERIALS

You must purchase the following THREE materials for this course:


Note: We will also be using the Cooper, Heron, and Heward (2007) textbook, so make sure you still have that.

The following DVDs are also highly suggested for you to purchase along with this course, but it is not required (trying to keep your costs down). We will be covering much of this material, but you will not be specifically tested on these materials. They contain great samples of how to teach verbal behavior.

4. (DVD) Partington, J. Introduction to Teaching Language to Children with Autism or Other Developmental Disabilities. (cost: ~$70)

Journal Articles (These articles will be supplied to you within the weekly modules):


Sundberg, M. L. (2009) B.F. Skinner’s analysis of verbal behavior (*power point slides*)

Sundberg, M. L. (2008). The role of the listener in Skinner’s analysis of verbal behavior. (*power point slides*)


**Suggested Readings/DVDs** (i.e., NOT required, but highly suggested):


(DVD) Teaching the Tact: Expressive Label Teaching Verbal Behavior. EO, Inc. (*cost: ~$89*)

(DVD) Teaching Vocal Manding (Requesting) Teaching VB in the Natural Environment. EO, Inc. (*cost: ~$89*)

(DVD) Teaching Manding (Requesting) Using Sign Language Teaching VB in the Natural Environment. EO, Inc. (*cost: ~$89*)

DIS 559 Syllabus (Fall 2012)
COURSE OUTLINE

Week 1 (Aug 27-Sept 1): Introduction to the Analysis of Verbal Behavior
- Welcome to the Course
- Introduction to Verbal Behavior
- Assigned Readings:
    - Chapter 25: Verbal Behavior
    - Chapter 1: Verbal Behavior Analysis and Verbal Development
- Re-Introduction to Article Reviews
- Introduction to Final Project
  - Use a Team (Step 1)
- Discussion on Intro to Verbal Behavior
- Quiz on Intro to Verbal Behavior
- Begin Final Project Part 1: Use a Team (*complete by Sept. 15*)
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 25: Verbal Behavior

Week 2 (Sept 2-8): The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- The VB-MAPP
- Assigned Readings:
    - Chapter 1: A Behavioral Approach to Language Assessment
    - Chapters 2-10: (Ch.2 explains general administration guidelines; Chs. 3-10 explain how to conduct the specific sections of the assessment; note that you will not be quizzed on Chapters 3-10)
- Practice Exercise: Filling out The VB-MAPP
- Discussion on the VB-MAPP
- Quiz on the VB-MAPP
- Begin Final Project Part 2: Assessing Skill Deficits using the VB-MAPP (*complete by Sept. 29*)

**NOTE: There is no class on Monday Sept. 3 (Labor Day), so take a day off and enjoy!**

Week 3 (Sept 9-15): Development of the Listener Repertoire
- Developing the Listener Repertoire
- Assigned Readings:
    - Chapter 3: Learning to Listen: Induction of the Listener Repertoire of Verbal Development
  - Sundberg, M. L. (2008). The role of the listener in Skinner’s analysis of verbal behavior. (power point slides)
- Discussion on development of the listener repertoire
- Quiz on development of the listener repertoire
- Final Project Part 1 should be completed
**Week 4 (Sept 16-22): Early Speaker Functions**
- Early Speaker Functions
- **Assigned Reading:**
    - Chapter 4: Basic Teaching Operations for Early Speaker Functions
- Discussion on Behavioral Functions of the Speaker
- Quiz on Behavioral Functions of the Speaker
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 18: Imitation
  - Chapter 19: Shaping
  - Chapter 20: Chaining

**Week 5 (Sept 23-29): Advanced Speaker Functions**
- Advanced Speaker Functions
- **Assigned Readings:**
    - Chapter 5: Inducing Advanced Speaker Functions and Correcting Faulty Vocal Behavior
  - Sundberg, M. L. (2009) B.F. Skinner's analysis of verbal behavior (power point slides)
- Discussion on Advanced Speaker Functions
- Quiz on Advanced Speaker Functions
- Final Project Part 2 should be completed
- Final Project Part 3: Set Goals and Improve Environment *(complete by Oct 13)*

**Week 6 (Sept 30- Oct 6): Measuring Verbal Behavior**
- Measuring Verbal Behavior
- **Assigned Reading:**
    - Chapter 2: Teaching and Learning Verbal Operants and Verbal Developmental Capabilities: Definitions and Measurement
- Discussion on Measuring Verbal Behavior
- Quiz on Measuring Verbal Behavior
- Final Project Part 4: Measure Target Skills *(complete by Oct 27)*
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 4: Measuring Behavior
  - Chapter 5: Improving and Assessing the Quality of Behavioral Measurement
  - Chapter 6: Constructing and Interpreting Graphic Displays

**Week 7 (Oct 7-13): Textual Verbal Behavior**
- Textual Verbal Behavior
- **Assigned Reading:**
    - Chapter 6: Reading and Writing: Print-Governed and Print-Governing Verbal Behavior
- Discussion on Textual Verbal Behavior
- Quiz on Textual Verbal behavior
- Final Project Part 3 should be completed
Week 8 (Oct 14-20): Identifying and Inducing Verbal Behavior

- Identifying and Inducing Verbal Behavior
- Assigned Reading:
- Discussion on Verbal Behavior Development
- Quiz on Verbal Behavior Development
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 16: Motivating Operations

Week 9 (Oct 21-27): Using Augmentative Communication Systems to Evoke Verbal Behavior

- Augmentative Communication Systems and Autism
- Assigned Reading:
- Discussion on Augmentative Communication Systems
- Quiz on Augmentative Communication Systems
- Final Project Part 4 should be completed

Week 10 (Oct 28- Nov 3): Introduction to Social Skills Training

- Introduction to Social Skills
- Assigned Reading:
    - Chapter 1: Why Play and Social Skills?
    - Chapter 2: Teaching Interactions
- Discussion on Play and Social Skills
- Quiz on Play and Social Skills
- Article Review: Laugeson et al. (2012)
- Final Project Part 5: Assess Function of Interfering Behaviors *(complete by Nov 17)*
Week 11 (Nov 4-10): Social Skills Groups
- Social Skills Groups
- Assigned Readings:
    - Chapter 3: Social Skills Groups
- Discussion on social skills groups
- Quiz on social skills groups

Week 12 (Nov 11-17): Socialization and Adolescence
- Socialization and Adolescence
- Assigned Reading:
    - Chapter 4: Socialization and Adolescence
- Discussion on Socialization and Adolescents
- Quiz on Socialization and Adolescence
- Final Project Part 5 should be completed
- Final Project Part 6: Develop a BIP *(complete by Nov 24)*
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 28: Generalization and Maintenance of Behavior Change

**NOTE:** There is no class on Monday Nov. 12 (Veteran’s Day), so take a day off and enjoy!

Week 13 (Nov 18-24): Elements of True Friendships *(Thanksgiving week)*
- True Friendships
- Assigned Readings:
    - Chapter 5: True Friendships
- Discussion on True Friendships
- Quiz on True Friendships

**NOTE:** There is no class on Thursday Nov. 22 and Friday Nov. 23 (Thanksgiving), so give yourself some thanks and enjoy your long weekend!

Week 14 (Nov 25- Dec 1): Assessment of Social Skills
- Assessment of Social Skills
- Assigned Readings:
    - Chapter 6: Assessment of Social Skills in ASD: A User’s Guide
    - Chapter 7: Creating Curricula: Task and Strategic Analysis
    - Chapter 8: Social Skills Taxonomy Explained
- Discussion on Assessment of Social Skills
- Quiz on Assessment of Social Skills
- Final Project Part 6 should be completed
- Final Project Part 7: Support Caregivers and Evaluate Plan *(complete by Dec 1)*
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 24: Functional Behavior Assessment
Week 15 (Dec 2-8): Course Wrap-Up
- Course Wrap-Up
- Final Project Part 7 should be completed
- Final Project and Completed Scoring Rubric due on Dec 10

Monday December 10: Final Projects and TLW for DIS 559 due by 11:59pm

ASSESSMENT OF STUDENT LEARNING OUTCOMES

There are four methods for evaluating your performance in this course: 1) weekly quizzes, 2) weekly discussions, 3) practice exercises, and 4) final project. Although there are no chat rooms or other scheduled times that specify when you must participate, you will be expected to pace yourself to complete your work each week. Quizzes, discussions, and assignments will all open on a specified date and close on a date approximately one week later. The reason for this is to ensure that all students contribute to the same discussion items with the same background knowledge at the same time. This avoids the problems associated with a student contributing to a discussion item three weeks after everyone else has moved on. This course will move quickly so you must keep up to do well. Total points possible for this course are as follows:

Weekly Quizzes (140 points): A total of 14 quizzes, 10 points each, are required. Each week you will need to assess your knowledge on the content covered through your readings, and other materials.

Discussions (28 points): Throughout the semester, each student’s participation in the class-wide discussions will be rated by the instructor. A total of 28 points are available per student (0-2 points per discussion x 14 discussions).

Article Reviews (20 points): Throughout the semester, students will write 2 article reviews on research studies related to the topic we are discussing that week. Each article review is worth 10 points.

Practice Exercise (10 points): A total of one practice exercise worth 10 points will be expected.

Final Project (120 points): Final projects will be graded on their own merits, based on clarity, comprehensiveness, internal consistency, whether it is realistic, and for following the Final Project guidelines. Students will be submitting their projects in stages in order to receive feedback, but the scoring of the final project will happen one time at the end of the term.

GRADING SYSTEM

Final Course Grades: Final grades will be assigned based on the percentage of points accrued during the semester, based on the following scale:

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<td>60-69%</td>
<td>D</td>
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<tr>
<td>below 60%</td>
<td>F</td>
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COURSE POLICY

Makeup Work:
All course responsibilities are listed within weekly modules on this syllabus. There will be no exceptions. If you are unable to complete your assignments for a given week because of circumstances beyond your control, you can quickly assess how many points you will miss during your absence using the above information.

Participation:
The discussion activities are meant to be participatory in nature. Discussions are designed to have you examine a problem or challenge, to respond based on your own experiences, and comment on another student’s responses in a positive, relevant, and helpful manner. They also allow the instructor to quickly monitor your understanding and to give you feedback if necessary.

Plagiarism:
Plagiarism or any other form of cheating will result in an immediate zero (0) for the assignment, project, or exam. Because you will be visiting Internet sites and reading online articles, plagiarism also includes copying/pasting text from any of these sources without referencing the original source. Please refer to the Student Handbook section on Academic Dishonesty http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm.

In General:
• Plan to be actively involved in the class.
• Read and complete each assignment by the due date listed below.
• Communicate effectively and respectfully with the instructor, staff/students in the schools, and your fellow student in class.

All students are expected to be familiar with NAU Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements: http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html.