Positive Behavior Support
Fall, 2010
Tuesdays 4-6:40 – Room 281 Ruffner Hall

Host University   **Participating Universities**

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University of Virginia: *EDIS 5700 Positive
Behavior Support*
George Mason University: *EDSE 532 Positive
Behavioral Support, Section 5S1*
Virginia Commonwealth University: *TEDU
631 Behavior Management of Students with
Disabilities*
Radford University: *EDSP 670 Proactive
Classroom Management and PBS*
Norfolk State University: *STE 516 Managing
Human Behavior*

Prerequisite Courses: Introduction to special education, a basic course in behavior management or the equivalent, and past and/or current involvement with student who have disabilities and behavior problems.
Purposes: This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities or with young children who have disabilities. It is required for endorsement in these areas: severe disabilities and early childhood special education (UVA's ECSE program). The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student's environment that relate to the problem behavior, and (d) to incorporate, as appropriate, individually designed crisis intervention procedures.

This course addresses the following competencies (Virginia Licensure Regulations):
1. The ability to implement and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with the norms, standards and rules of the educational environment.
2. These techniques and interventions include: a) identifying the origin and function of the behavior, b) identifying and teaching alternative behaviors, c) developing positive behavior support plans, d) developing schedules and routines, e) applying behavioral research, f) providing positive behavioral support.

This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The primary CEC standard that will be addressed in this class will be Standard 5: Learning environments/social interactions.

Practical Application: Course content is taught using case studies, videotapes, application assignments, and practicum applications. Course assignments include 2 in-class and 2 out-of-class application tasks that are completed within class work groups and 4 take-home application tasks that are completed either independently. Those taking the related course *practicum credit* will complete applied assignments related to the material presented in this course. With parental and school permission, students will apply designated class material to an individual who exhibits problem behavior. Feedback will be given on drafts of the assignments by your practicum supervisors. ECSE students at UVA will fulfill practicum assignments in their 4888 practicum setting, while all SD major students will enroll for one credit of supervised practicum. To complete these applied assignments, students will need to have regular interactions over the semester with a student who presents a behavior problem. Practicum requirements for this course can be found on Blackboard in the Syllabus folder.

Required Texts
Bambara, L.M., & Kern, L. (2005). *Individualized supports for students with problem behaviors:*
       Designing positive behavior plans. New York: The Guilford Press.
Carr, R.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., & Smith, C.E. (1994).
       Communication-based intervention for problem behavior. Baltimore: Brookes.

Date	Topic	Readings	Other Assignments
8/31/10	**Review of Behavioral Concepts; Continuum of PBS**	Hojnoski (2009), Alberto (Glossary)	**Due 9/2**: Student information sheet on BlackBoard
9/7/10	**Schoolwide PBS**	B/K: 13, Taylor-Greene OR Scott	Form work groups. Research review
9/14/10	**PBS History, Assessing reinforcers, Environmental determinants**	B/K: 1,2 Lohrmann (2000), Hedeen (1996) 127-149	
9/21/10	**Behavior support process, Teaming, Defining, Prioritizing behavior, Crisis management**	B/K: 3,4, Hedeen: 149-71; Carr: 1-3	***1. Out of class Group Due 9/26** Shawn/Becky: Behavior definitions, priority, crisis management, reinforcers
9/28/10	**Measuring behaviors**	B/K: 5, Carr et al. (1999); Carr 4, Hojnoski (review)	***2. Individual Due 10/3** Counting Bracelets and behavior definition, count, and graph. Research review.
10/5/10	**Indirect & direct functional behavioral assessment**	B/K: 6, Carr: 5; O'Neill 9-35	***3. Individual Due 10/17** FBA Interview
10/12/10*	**Psychotropic medications & behavior Guest: Dr. Carol Schall**	Schall (2002), Horner et al. (2011) (chapter not in either text)	
10/19/10	**Hypotheses, Functional behavioral assessment & analysis, Testing hypotheses**	B/L: 7; Carr: 6; Kern et al. (1995), O'Neill: 35-64	***4. Individual Due 10/24** FBA Observation. Research review
10/26/10	**Intervention: Antecedent and setting event interventions, Establishing rapport**	B/K: 8; Carr: 7 Duda et al. (2005)	Mid semester evaluation. Research review
11/2/10	**Teaching alternative skills, Functional communication training, AAC**	B/K: 9; Durand (1999) Carr: 8	In-class Durand research review
11/9/10	**Functional communication training, visual support systems, effective instruction**	Carr: 8-9; Mirenda et al. (2002)	**5. In-class Group Due 11/10** Teaching alternative skills, FCT, visual supports
11/16/10	**Self management; delay of S^{R+} embedding; Video: Sam**	Carr 10-11; Todd et al. (1997); B/K: 9, 259-268	***6. Out of class Group Due 11/21** Self management In-class Todd research review
11/23/10	**Thanksgiving Break – No Class**		
11/30/10	**Responding to problem behavior, aversive interventions, choice**	B/K: 10; Carr 12, visit website (p. 9)	**7. In-class Group Due 12/1** Responding to problem behavior
12/7/10	**Ordinary methods of prevention; generalization &**	B/K: 11, 12; Carr: 13-14, Vaughn et	***8. Individual Due 12/10** Vaughn questions & research review

	maintenance, ongoing evaluation of progress; **Video: Super Nanny Optional**	al. (2002)	**Final exam available 12/7**
12/12			**Final exam due 12/12** **Final evaluation due 12/12**

B/K: Bambara & Kern text; Carr: Carr et al. text; underlined readings are research articles.
*All 4 Individual and 2 Group (out of class) application assignments should be handed in electronically via the Blackboard dropbox; these assignments are due Sunday evening before class. The 2 in-class assignments (both Group) are due on the class day or the next day. *GMU and UVA reading day/fall break: If you miss class you need to watch the video stream and then email me or it will count as an absence.

Required Reading: Articles
PDF files are located on Blackboard in a file called required readings.

*Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., Smith, C.E., & McLaughlin, D.M. (1999). Comprehensive multi-situational intervention for problem behavior in the community: Long-term maintenance and social validation. *Journal of Positive Behavior Interventions, 1,* 5-25.

*Duda, M., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education, 24*, 143-155.

*Durand, V.M. (1999). Functional communication training using assistive devices: Recruiting natural communities of reinforcement. *Journal of Applied Behavior Analysis. 32*, 247-267.

Hedeen, D.L., Ayres, B.J., Meyer, L.H., & Waite, J. (1996). Quality inclusive schooling for students with severe behavioral challenges. In D.H. Lehr & F. Brown (Eds.) *People with disabilities whochallenge the system* (pp. 127-171). Baltimore, MD: Paul H. Brookes.

Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12* (4), 15-30.

Horner, R.H., Albin, R.W., Todd, A.W., Newton, J.S., & Sprague, J.H. (2011). *Designing and implementing individualized positive behavior support.* In M.E. Snell & F. Brown (Eds.), Instruction of students with severe disabilities (7th, 257-303). Upper Saddle River, NJ: Pearson.

*Kern, L., Mauk, J.E.,Marder, T.J., & Mace, F.C. (1995). Functional analysis and intervention for breath holding. *Journal of Applied Behavior Analysis, 28*, 339-340.

Lohrmann-O'Rourke, S., Browder, D.M., & Brown, F. (2000). Guidelines for conducting socially valid systematic preference assessments. *Journal of the Association for Persons with Severe Handicaps, 25*, 42-53.

Mirenda, P., MacGregor, T., & Kelly-Keough, S. (2002). Teaching communication skills for behavioral support in the context of family life. In J. M. Lucyshyn, G. Dunlap, & R.W. Albin, (Eds.), *Families and positive behavior support: Addressing problem behaviors in family contexts* (185-207). Baltimore: Paul H. Brookes.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior.* Pacific Grove, CA: Brooks/Cole Publishing. [Chapter 2: Functional Assessment and Analysis Procedures]

Schall, C. (2002). A consumer's guide to monitoring psychotropic medications for individuals with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 17*, 229-235.

*Scott, T.M. (2001). A schoolwide example of positive behavioral support. *Journal of Positive Behavior Interventions, 3*, 88-94 **[Read Scott OR Taylor-Green]**

*Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R.H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education, 7*, 99-112. **[Read Scott OR Taylor-Green]**

*Todd, A.W., Horner, R.H., Vanater, S.M., & Schneider, C.F. (1997). Working together to make change: An example of positive behavioral support for a student with traumatic brain injury.

Education and Treatment of Children, 20, 425-440.
*Vaughn, B.J., Wilson, D., & Dunlap, G. (2002). Family-centered intervention to resolve problem
        behaviors in a fast-food restaurant. *Journal of Positive Behavior Interventions, 4*, 38-45.
 [* Single Subject Research Articles (AB/nonexperimental design or single subject experimental design)]

Assignments

Attendance: If you miss two classes your participation points will be cut in half; if you miss three classes you will lose all your participation points and your final grade will be lowered one grade (A will be a B); if you miss more than three classes you cannot pass the course. If you miss no classes and contribute you get all 14 points.

Reading Assignments and Class Participation (14 points; 7 %)
There are many readings for this class. Because I will be using a "read-discuss-and-apply" approach, you will need to read all required readings **prior to** the respective class and also to bring them to class. For the required readings posted on Blackboard, it is best to download/print them. Activities, lectures, and in-class discussion will be dependent upon the completion of these reading assignments. Your ability to actively participate in these discussions will be part of your participation grade. In-class participation means that you read the assignment and that you frequently (in at least half of the classes) offered comments in class related to assigned readings – whenever you were called on in class you gave good responses. During class, I will draw several names from a stack of class participants at each site to select discussants for each reading.

Out of Class/In Class Application Assignments (80 points; 8 @ 10 points; 44 %)
Almost every week there will be a class application activity, each will build on readings for that week. There will be eight **such assignments that will count for course points**. **Two of these will be completed in assigned work groups in class during class time within work groups** (#5, 7). These will be due after class or the next day uploaded to Blackboard; UVA students will hand in a hard copy. There will be **six out of class Application Assignments** (#1, 2, 3, 4, 6, 8), two are done in work groups assigned at each site (1, 6) and four will be done individually (2, 3, 4, 8). Materials needed for these out of class assignments will be posted on Blackboard under class assignments in dated folders. With the exception of #3, *all out of class assignments must be completed by the Sunday before the class or sooner and uploaded into Blackboard as a Word file (or rich text file).* **All assignments must be pledged** (e.g., type the words: PLEDGED by [your name] [date]. Work groups will write the answer together but only send *one response* for the group; the whole group will receive the same grade and all members are expected to contribute equally. You have to be in the group to get credit for group assignments; these are not done alone. *List on the assignment only the group members who have participated* (not any who were absent). Work groups will consist of 4 to 6 students from the same university site. We will form work groups the second class. **Late assignments (work group and individual) will be penalized 3 points for every day they are late.**

1. Out of class Group Due 9/26 Shawn/Becky: Behavior definitions, priority, crisis management, reinforcers
2. Individual Due 10/3 Counting Bracelets and behavior definition, count, and graph
3. Individual Due 10/17 FBA Interview
4. Individual Due 10/24 FBA Observation
5. In-class Group Due 11/10 Teaching alternative skills, FCT, visual supports
6. Out of class Group Due 11/21 Self management
7. In-class Group Due 12/1 Responding to problem behavior
8. Individual Due 12/10 Vaughn questions/research Review

Research Reviews (will constitute aspects of class participation and application tasks)
As a teacher you should be able to read and apply research in your field. Thus, for each single subject experimental research article that is assigned, we will work together to identify independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article and the use of PBS technology. As part of in-class activities, I will have you complete a simple research review for several research articles. The last individual assignment will be a research review that you do on your own. I also will summarize other relevant, nonassigned research in class (listed as Research Application in class).

Final Exam (80 points; 44%)
On 12/7, the exam will be made available on Blackboard and I will review it briefly in class. The exam is take home, open book and notes, though all work must be done independently and pledged. Questions will be organized into two sections: objective (T/F, multiple choice, etc.) and short answer. The exam will be comprehensive across the entire semester. The **test answer sheet** will be turned into the Blackboard drop box. The pledged answer sheet is **due on Blackboard Friday, December 12. Only if you have nonresolvable problems with Blackboard** should you send your answer sheet to me by email as an attachment. Late exams will be penalized 10 points a day.

Course Evaluations (6 points)
Evaluations are important to ongoing course quality. I take them seriously. There will be two evaluations: mid-semester and final. Failure to post either of these evaluations on blackboard within a week of being posted will mean a reduction in your course points (mid = 3, final = 3). UVA students are also expected to complete the UVA final evaluation. Blackboard (and UVA's Collab) indicates those who have completed and who have not completed evaluations.

Course Grading

Course grades will be calculated by summing the points earned on assignments and class participation along with a consideration of the average and range of performance of others in class. **Generally** percentages in the low to high 90s are As, while Bs **may** begin in the low 90s or high 80s and extend through the mid 80s; pluses and minuses are also used. *These are only guidelines for grading, not hard and fast rules however. The average and range of performance of others in class is also considered in determining the grading curve.* By the late September, you will be able to access your current standing in class on Blackboard. Incompletes must be approved ahead with me and completed by or before January 12, 2009.

    1. Class attendance and participation across 14 classes   (14 points)
    2. Application Assignments   (8 tasks at 10 points each = 80 points)
          a) Four Individual Application Assignments
          b) Four Work Group Application Assignments (two in class, two out of class)
    3. Mid and final class evaluation   (2@3 = 6)
    4. Final Exam   (objective = 40; short answer = 40 for total 80)
                                   Total points: 180

Class Topics

October 31   Class Overview, Review of Behavioral Concepts, Continuum of PBS
    1. Preliminaries
        a. Beginning: introductions, schedule, people first, syllabus
        b. End: Blackboard training (6:00-6:40)
    2. Reviewing Behavioral Approaches and Terminology
        a. Basic terminology: PBS, basic behavioral operations, FBA, BSP, ABC
        b. Continuum of Positive Behavior Supports: primary, secondary, and tertiary pervention

      c.   Single Subject Design: Independent/dependent variables; baseline, intervention; x axis (abscissa – time measurement) and y axis (ordinate – behavior measurement) AB nonexperimental design, common experimental designs

      d.   Valuable reading on basic terminology and measurement available on Blackboard:

Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12* (4), 15-30.

Note: If you feel lost after this class, you may need to take a basic behavior management course first. Another option is to read and review basic behavioral concepts; locate a basic text on the topic such as:
Alberto, P.A., & Troutman, A.C. (2007). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
Student information sheet due 9/2 on Blackboard

September 7 Schoolwide Positive Behavior Support
    1.   Understand the three-tiered model of prevention for school discipline: primary or universal systems for all students and staff; secondary or specialized group systems for at-risk behavior; and tertiary or individualized systems for high-risk behavior
    2.   What are the advantages of this approach? What are the disadvantages?
    3.   Discuss how a schoolwide PBS system would apply to your school and the resources needed
Readings: B/K: 13; also read **either** Scott et al. (2001) **OR** Taylor-Green et al. (1997) [balance across site so about half read Scott and half read Taylor-Green]
Optional reading:
Hemmeter, M.L., Fox, L., Jack, S., & Broyles, L., (2007). A program-wide model of positive behavior support in early childhood settings. *Journal of Early Intervention, 29*, 337-355.
*Horner, R.H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, Anne W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-144.
*Sugai, G.,Lewis-Palmer, Todd, A.W., & Horner, R. (June, 2005). *School-wide evaluation tool (version 2.1*). University of Oregon.
Research Review: Review together in class the research characteristics of Scott (2001) and Taylor-Greene et al. (1997): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article; review research testing PBS, SWPBS

September 14   PBS History, Assessing Reinforcers, Environmental Determinants
    1.   PBS: Definition, contrast with behavior modification, IDEA and PBS, key features
    2.   Basic principals of behavior, 4-term contingency
    3.   Considerations of the individual and lifestyle
       a.   Assess the quality of a student's current education program
       b.   Identify ways in which it could be improved and linked to the individual's preferences, choice, and priority needs
       c.   Use a person-centered planning framework for PBS
    4.   Conduct systematic preference/reinforcer assessment
    5.   Form: **Interval Recording or Scatter Plot**
Readings: B/K: 1, 2, Lohrmann, Browder, & Brown (2000), Hedeen et al. (1996): 127-149
Optional reading:
DiCarlo, C.F., & Vagianos, L. (2009). Using child preferences to increase play across interest centers in inclusive early childhood classrooms. *Young Exceptional Children, 12*(4), 31-39.

September 21 Behavior Support Process, Teaming, Defining Behavior, Prioritizing Behavior, Crisis Management/Safety Plan

1. Work within collaborative teams
   a. Collaborative approaches: team-building, communication, problem solving, consensus
   b. Contextual fit
2. Identify and operationally define relevant behavior(s)
3. Prioritize problem behavior(s)
   a. Serious enough to require immediate crisis management/safety plan, functional assessment, and intervention?
   b. Can the problem behavior be handled indirectly through classroom and support improvements?
4. Understand what crisis management is and is not; design safety plans in teams (<u>safety plan form</u>)
5. Keeping track and evaluation of safety plan use: **Interval Recording or Scatter Plot**

Readings: B/K: 3, 4, Carr: 1-3, Hedeen et al. (1996): 149-71
Assignment #1 (group) due 9/26 (application to Shawn/Becky)

September 28   Measuring Behavior
1. Measure target behavior(s):
   a. Direct observation (frequency/event, percentage, rate, duration, interval (whole or partial), task analytic, etc.)
   b. Non-continuous observation (permanent products, momentary time sampling)
2. Graphing behavior
3. Counting Bracelets
4. Form: **Interval Recording or Scatter Plot**

Readings: B/K: 5, Carr: 4; Carr et al. (1999)
Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12* (4), 15-30.
Research Review: Review together in class the research characteristics of Carr et al. (1999): independent and dependent variables, research design, inter-rater reliability, and social validation.
Assignment #2 (Individual) due 10/3 (counting bracelets, etc.)

October 5   Functional Behavioral Assessment – Indirect and direct methods
1. Understand the commonly identified motivational categories for problem behavior (social and nonsocial)
2. Understand, plan, and use indirect methods for functional assessment:
   a. interviews (Functional Assessment Interview, O'Neill et al.1997)
   b. checklists (Motivation Assessment Scale, Durand & Crimmins, 1992);
   c. schedule analyses (student schedule analysis form);
   d. Student-Centered FBA Profile (Janney & Snell, 2008)
   e. Brief Behavior Questionnaire and Intervention Plan (Preschool and Child Care Version) (Crimmins, 2009)
3. Name some key considerations for involving families in FBAs.
4. Develop summary hypothesis statements
5. Understand, plan, and use direct functional assessment methods ("Carr Cards," ABC, Functional Assessment Observation Form, scatterplots, etc.)
6. Student-directed Functional Assessment Interview (O'Neill et al., 1997)
7. Understand competing behavior pathway (setting events, triggering antecedents, desired behavior/problem behavior/alternative behavior and their respective maintaining consequences) and apply functional assessment observation data to model
8. Use summary tools to link FBA information to working hypotheses
9. Develop hypotheses: Review information and identify the functional relationship(s) between student behavior and antecedent and consequences

Readings: B/K: 6, Carr: 5; O'Neill 9-35
Research Review: Review together in class the research characteristics of Carr et al. (1999): independent and dependent variables, and discuss strengths and shortcomings of the article.
Assignment #3 (individual) due 10/17 (FBA interview)

October 12   A Consumer's Guide to Monitoring Psychotropic Medication
Dr. Carol Schall, Virginia Commonwealth University, Autism Resource Center
1. Understand the precautions of using psychotropic drugs in persons with severe disabilities and problem behavior
    a. Overused as a medical straightjacket; philosophy of "within person pathologies"
    b. May be used cautiously as a supplement to PBS
2. Issues: evaluation of drug effects, adverse side effects (tardive dyskinesia), interdisciplinary drug initiation and periodic review of prescriptions, dosage and prescription time limitations, polypharmacy, drug-free holidays, behavior problems associated with neuroleptic drug maintenance, etc.

Readings: Schall (2002)
Horner, R.H., Albin, R.W., Todd, A.W., Newton, J.S., & Sprague, J.H. (2011). *Designing and implementing individualized positive behavior support.* In M.E. Snell & F. Brown (Eds.), Instruction of students with severe disabilities (7th, 257-303). Upper Saddle River, NJ: Pearson.
[This comprehensive and current chapter provides an excellent review of FBA and clear examples of the design of PBS intervention plans.]

October 19   Hypotheses, Functional behavioral assessment and analysis; testing hypotheses
1. Understand the difference between functional assessment and functional analysis, the suitability for the individual, and plan assessment accordingly
2. Testing hypotheses: Testing the function of problem behaviors
    a. Plan suitable ways to test hypotheses about the function(s) of a problem behavior
        i. Testing hunches or competing hypotheses on function (Janney & Snell, 2000)
        ii. Naturalistic manipulations to verify function (Carr et al., 1993)
        iii. Structural analysis of antecedents (Wacker et al., 1999)
        iv. Functional analysis of consequences: ABAB or treatment manipulation designs (Kern, 1995; O'Neil et al., 1997)
    b. Implement tests, observe and record student's responses, and explore findings; adjust hypotheses as needed

Readings: B/L: 7, Carr: 6, Kern et al. (1995), O'Neill (pp. 35-64)
Research Review: Review together in class the research characteristics of Kern et al. (1995): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article
Assignment #4 (Individual) due 10/24 (FBA observation)

October 26 Antecedent and setting event interventions, Establishing rapport, Choice
1. Design assessment-based behavior support plans that
    a. Are team generated (including family members)
    b. Have contextual fit (resources, skills, peer and community standards)
    c. Suit the student's preferences, chronological age, and setting characteristics
    d. Examples: transition behavior and antecedents interventions (active supervision, precorrection, warning, access to toy)
2. Select antecedent and setting event interventions that will remediate the deficient environmental conditions identified during functional assessment (setting events, fast triggers, school curriculum, instruction, activities, options for choice, active involvement, need for supports, etc.)

3. Understand the importance of establishing rapport with students and methods to do so
4. Understand the power of offering choices and describe ways to teach students who cannot choose to make choices

Readings: B/K: 8, Carr: 7, Duda et al. (2004) [refer back to Horner et al. 2011 chapter]
Research Review: Review together in class the research characteristics of Duda et al. (2004): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article
Optional reading:
Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism.
    Journal of Positive Behavior Interventions, 1, 77-87.
Mid-semester evaluation due.

November 2   Teaching alternative skills, Functional Communication Training (FCT)
1.   Understand the basic elements of FCT and how to use them
2.   Use augmentative and alternative communication (AAC) strategies to support beginning communicators (Marci Kinas Jerome, Assistant Professor, GMU)

Readings: B/K: 9; Durand
Research Review: Review together in class the research characteristics of Durand (1999): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article

November 9   FTC, Visual Support Systems, Effective Instruction
1.   Design intervention approaches that remediate deficient behavior repertoires:
    a.   Apply effective methods to quickly teach new behaviors or strengthen existing behaviors that effectively and efficiently replace or serve as alternates to the problem behavior
    b.   Expand the individual's skill repertoire by teaching age-appropriate skills that will enrich life, make the person more acceptable, and create new options for enjoyment and reinforcement in the long term
2.   Understand and use visual support systems (activity schedules, within task symbol scripts, etc.)
3.   Use effective teaching methods to promote low error learning of useful skills

Readings: Carr: 8, 9; Mirenda
Assignment #5 (in class group) due 11/10 (teaching alternative skills, FCT, visual supports)

November 16 Self Management; Delay of reinforcement and Embedding
1.   Understand and apply self managements strategies (self monitor, self, reinforce, self instruct)
2.   Be able teach students to delay reinforcement from immediate schedules to intermittent schedules
3.   Use embedding strategies (also behavioral momentum, pretask requesting, interspersal training, task variation)

Video: Samantha
Research Review: Review together in class the research characteristics of Todd et al. (1997): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article
Readings: Carr:10-11, B-K: 9 (259-268), Todd et al. (1997)
Assignment #6 (out of class group) due 11/21 (self management)
Research Review: Review together in class the research characteristics of Todd et al. (1997): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article

November 30   Responding to problem behavior, Choice

1. Be familiar with the history of the use of punishment and extreme aversives and with ongoing practices (e.g., Judge Rotenberg School; also see two reports below) http://en.wikipedia.org/wiki/Judge_Rotenberg_Educational_Center
2. Apply strategies to support behavior change (e.g., change the student's mood, the social climate, the interaction pattern; apply anger management, systematic desensitization, self-regulation; change problem habits; complementary psychotropic medication, etc.)
3. Understand a student's problem behavior cycle
4. Write and Review crisis management plans
5. Understand how episodic severity influences behavior support plans
6. Redesign typically punishing consequences so they are nonpunitive, effective, and instructional (e.g., in place of time out use redirection and choice or planned ignoring or quiet areas) and may involve antecedent strategies (e.g., in place of reprimands use rule rehearsal or social stories)
7. Consider carefully and only as needed the use of non-PBS or environmentally based interventions (differential reinforcement of other behavior, extinction, timeout or withdrawal of all positive reinforcement for a fixed time period following the occurrence of problem behavior)
8. Understand the power of offering choices and describe ways to teach students who cannot choose to make choices

Readings: B/K: 10, Carr: 12

Skim either report:

U.S. Government Accountability Office (2009). *Seclusion and restraints: Selected cases of death and abuse at public and private schools and treatment centers.* Washington, DC: Author. Retrieved on May 24, 2009 from: http://gao.gov/products/GAO-09-719T

National Disability Rights Network (January, 2009). *School is not supposed to hurt: Investigative report on abusive restraint and seclusion in schools.* Washington DC: Author. http://www.ndrn.org/

Assignment #7 (in-class group) due 12/1 (responding to problem behavior)

December 7   Ordinary methods of prevention; Long term support, ongoing evaluation, extending support

1. Principles of generalizing and maintaining behavior change
2. Work with families and other careproviders to plan and generalize BSPs: Contextual fit
3. Implement and monitor the effects of BSPs
    a. Training and resources needed
    b. Team generated action plan to implement BSP (action, persons responsible, time line)
    c. Information is gathered to evaluate the plan's effectiveness: consistency of use, decreases in problem behavior, increases in replacement skills, achievement of broader goals, maintenance and generalization of behavior change)
    d. Team review and improvement of BSPs

Readings: B/K: 11, 12, Carr: 13, 14, Vaughn et al. (2002)
Optional: Super Nanny video (view on high speed internet from video streaming server)
http://torrent.gmu.edu/public_folder_watch.html?folder=10&recording=Supernanny%20Video

You will need high speed internet in order to access it. If they are having trouble playing it at 384 kbps, they can drop the speed down to 192. They also need to have QuickTime or RealPlayer to watch the video.

Duda, M.A., Clarke, S., Fox, L., & Dunlap, G.(2008). Implementation of positive behavior support with a sibling set in a home environment. *Journal of Early Intervention, 30*, 213-236.
Assignment #8 (individual) due 12/10 (Vaughn questions and research Review)

Useful Text References
Bell, S.H., Carr, V., Denno, D., Johnson, L.J., & Phillips, L.R., (2004). *Challenging behaviors in early childhood settings: Creating a place for all children.* Baltimore: Paul H. Brookes.

Crone, D.A., & Horner, R.H. (2003). *Building positive behavior support systems in schools: functional behavioral assessment.* New York: The Guilford Press.

Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). *Responding to problems behavior in schools: The behavior education program.* New York: Guilford Press.

Janney, R.E., & Snell, M.E. (2008). *Teachers' guides to inclusive practices: Behavioral support (2nd ed.).* Baltimore: Paul H. Brookes.

APA Style

Perhaps the most challenging part of using APA style (6th Edition) is knowing how to cite references within the text of your practicum assignments and in the reference list at the end. APA also gives guidelines for appropriate headings in papers. You could consult the APA manual in the library, but an easier approach is the link for the APA style guide: http://owl.english.purdue.edu/owl/resource/560/01/ [If you scroll to the bottom of the webpage there is a menu with links to all the different ways to do citations and general formatting rules.]

CONSORTIUM COURSE POLICIES

Honor Code
Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the Curry School of Education website (http://curry.edschool.virginia.edu/) and click on Emergency Information. Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name* For example John Smith's username would be: x_john.smith Your password is: *bbcommunity*

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: Individual Assignment #4 FBA Direct Measure: Observation

Course Facilitators
Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students **MUST** access Blackboard through http://mymason.gmu.edu (new website) for fall courses.
- If students access Blackboard through http://gmucommunity.blackboard.com (old website) they will see only content from spring and summer. **DO NOT** use this website to access Blackboard.
- When accessing Blackboard through http://mymason.gmu.edu students will also have access to previous courses.
- Students will use the same login they have used for spring and summer courses.
- When students login to http://mymason.gmu.edu, select the "Organizations" tab to access their classes.
- Students will notice a slightly different look to the new Blackboard system, but everything should function the same.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for [PBS] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

GMU Students Only

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.