



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

Fall 2015

EDSE 532 692: Positive Behavior Supports

CRN: 81510, 3 - Credits

Instructor: Dr. Grace “Frankie” Francis	Meeting Dates: 09/14/15 - 11/16/15
Phone: 703.993.6064	Meeting Day(s): Monday
E-Mail: gfranci4@gmu.edu	Meeting Time(s): 5:00 pm-9:30 pm
Office Hours: By appointment (Finley 205B).	Meeting Location: Frost Middle School

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Designed for professionals working with individuals with severe disabilities. Focuses on concepts and skills needed to design, implement, and evaluate behavior support programs derived from functional assessment. Covers effective teaching strategies; addresses relevant replacement skills; facilitates generalization and maintenance of skills; and incorporates individually designed crisis intervention procedures. Notes: Course is equivalent to EDSE 620 for students in the severe disabilities program. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Nature of Course Delivery

This course is taught in-person in the Fairfax community.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment
- Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice
- Identify the origin and function of behavior
- Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
- Develop positive support plans to enhance changes in students' academic/social/affective behavior
- Develop schedules and routines in educational environments to enhance students' appropriate behaviors
- Demonstrate ability to apply behavioral research
- Demonstrate ability to provide positive behavioral supports to students in educational environments

Required Textbooks

Riffel, L. A. (2011). Positive behavior support at the tertiary level: Red zone strategies. Thousand Oaks, CA: Corwin.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Additional Readings

PDF files of additional readings will be updated to Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 2: Learning Environments, Standard 4: Assessment, Standard 5: Instructional Planning and Strategies, Standard 6: Professional Learning and Ethical Practice, & Standard 7: Collaboration. (Updated Fall 2014 to align with the revised CEC Standards)

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students earn attendance and participation points each class. However, because we will engage in weekly group activities and discussions, students who miss two or more classes cannot pass the course. Students cannot make up attendance/participation points. Please refer to university policies and procedures if you find that you want to withdraw from the course or petition for a temporary “incomplete” grade.

Late Work.

All course projects should be typed and well-edited upon submission. There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Functional Behavior Assessment and Behavior Intervention Plan* to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Students are expected to complete all assignments and, consistent with university policy, will be graded according to the following scale:

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
F	69.99 and below

All assignments are assigned points, based on an instructor-developed rubric. Course grades are calculated by summing the points earned on assignments and participation. A letter grade of “C” (79.00-70.) and below is considered “failing” in graduate level courses. As a result, students who earn a “C” or below for the final grade will have to retake the course.

Assignments

Performance-based Assessment (Blackboard submission required).

Assignment	Description	Points	Due date
Functional Behavior Assessment Behavior Intervention Plan	<ul style="list-style-type: none"> - Student/setting description - Assessment of behavior - Definition of behavior - Hypothesis - Target goal - Reinforcer assessment - Intervention plan - Evaluation - Reflection 	50	Week 9

Performance-based Common Assignments (No Blackboard submission required).

Assignment	Description	Points	Due date
Evidence-based practice review	<ul style="list-style-type: none"> - Identify four sources documenting evidence-based practices (at least one of which is a peer-reviewed research) - Complete analysis review forms 	10/review	Weeks 3, 4, 6, 7
Case studies	<ul style="list-style-type: none"> - Develop prevention, response, crisis, and generalization, maintenance, and fading strategies for case studies 	10/strategy component	Weeks 3, 4, 6, 8
FBA/BIP presentation	<ul style="list-style-type: none"> - Review FBA/and BIP - Describe lessons learned/next steps 	20	Weeks 9

Other Assignments.

Assignment	Description	Points	Due date
Attendance and participation	<ul style="list-style-type: none"> - Arrive on time and prepared - Stay for duration of class - Complete weekly exit papers - Participate in-class activities and discussions 	10/week	Weekly
Student introduction	<ul style="list-style-type: none"> - Engage in self-reflection 	5	Week 2
Student exit interview	<ul style="list-style-type: none"> - Engage in self-reflection - Course feedback 	5	Week 10

Total Points	250
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Schedule

Date	Topics	Readings Covered ¹
Week 1 Sept 14 th	- Course overview and syllabus - PBS continuum and history - Laws	Riffel Chapters 1, 2
Week 2 Sept 21 st	- Functional Behavior Assessment - Evidence- vs. Research-based interventions	Riffel Chapters 3, 4, 5
Week 3 Sept 28 th	- Behavior Intervention Plan - Family involvement	Riffel Chapter 9
Week 4 Oct 5 th	- Setting/antecedent strategies - Data collection: Event	Riffel Chapters 7, 10
Week 5 Oct 12 th	-no class-	
Week 6 Oct 19 th	- Teaching strategies - Data collection: Interval	Riffel Chapter 11
Week 7 Oct 26 th	- Consequence strategies - Data collection: Duration	Riffel Chapter 12
Week 8 Nov 2 nd	- Crisis strategies - Data collection: Latency	Riffel Chapter 6
Week 9 Nov 9 th	- Generalization - Fading - Maintenance - Data-based decisions	Riffel Chapters 8, 13, 14
Week 10 Nov 16 th	- Presentations	

¹Check Blackboard for additional readings each week.