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

Summer 2016
EDSE 620 001: Supporting the Behavior and Sensory Needs of Students with Autism
CRN: 42289, 3 - Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 05/16/16 - 08/06/16
Phone: 703-993-6555	**Meeting Day(s):** Asynchronous
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: By appointment	**Meeting Location:** Internet

> *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
Focuses on the behavioral and sensory development of students with autism spectrum disorders. Emphasizes the role of functional behavior assessments and evidence-based instructional strategies to address challenging behaviors. Explores the development of behavior support programs which promote social, communicative, and academic behaviors. Focuses on the role of sensory processing issues in the behavior of individuals with Autism Spectrum Disorder.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): Graduate standing and permission of advisor

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.

Nature of Course Delivery

Learning activities include the following:

1. Online modules
2. Online quizzes
3. Online collaborative group assignments
4. Application activities
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before ''@masonlive.gmu.edu) and email password. The course site will be available on 5/16/16.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➤ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on Tuesday, and **finish** on Monday at 11:59 pm..
  - ➤ **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.

- ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes
Upon completion of this course, students will be able to:
1. Define behavior change terminology
2. Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors.
3. Describe, demonstrate understanding, and apply single subject research design.
4. Conduct functional analyses of behavior.
5. Develop and implement behavior change programs.
6. Describe strategies that increase appropriate behavior.
7. Describe strategies that decrease inappropriate behavior.
8. Describe strategies for teaching appropriate behavior.
9. Collect and graph data.

10. Describe strategies for promoting self-management behavior.
11. Describe different reinforcement schedules.
12. Demonstrate knowledge of research skills.

Required Textbooks
Scott, Anderson, & Alter (2012). Managing classroom behavior using positive behavior
   supports. Boston: Pearson.

Recommended Textbooks
American Psychological Association (2009). Publication manual of the American Psychological
   Association (6th ed.). Washington, DC: Author.

Additional Readings
TBA throughout course

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE),
Special Education Program for the Teaching Students with Autism Graduate Certificate. This
program complies with the standards for teacher licensure established by the Council for
Exceptional Children (CEC), the major special education professional organization. The CEC
standard that will be addressed in this class is Standard 5: Learning Environments and Social
Interactions.

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
George Mason University Disability Services and inform their instructor, in writing, as soon as
possible. Approved accommodations will begin at the time the written letter from Disability
Services is received by the instructor. [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.
All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

   Late Work.
Work is considered on time if it is submitted by 11:59 pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. ***After one week* from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

   Communication.
The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the _Applied Behavior Analysis Project_ to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments
     Performance-based Assessment (Tk20 submission required).
Assessment 1: Behavior Change Project (300 points)
The purpose of this assignment is to apply the concepts of behavior change to support an individual with autism. You will be given a choice of several case studies of individuals with autism for this assignment. Review all of the information in each case study and select one of the students to focus on throughout the Behavior Change Project this semester. _If you have an individual with autism that you work with or know personally and you would prefer to use your own student in lieu of one of the case study students, please email the instructor with this request before beginning this work._

Your project should reflect a highly descriptive summary of the entire program that you developed. Your papers should be double-spaced and in 12-point Times New Roman font and follow APA format, including a title page, and a reference page. Any supplemental documents should be included in an Appendix. Avoid the use of first person (use third person throughout). Please use the heading structure provided below, remembering that a brief introduction is necessary prior to the first heading. Also, a brief conclusion paragraph enhances the flow of your paper.

Behavior Change Project Instructions
Part 1: Background Information and Situation Overview (This portion is likely to be about 3-5 pages in length) (60 points)

Your task is to write APA formatted paper containing:

1. Your analysis and summary of **demographic and background information** significant to your student including the following:

a. Describe gender, age, and school or work placements
b. Describe the student's home life including cultural background.
c. Describe areas of typical and atypical development including diagnoses and etiology.
d. Describe sensory needs as applicable
e. Describe the form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student
f. Describe student characteristics with respect to communication, patterns of stereotypical behavior, socialization and social skill development and the impact of these characteristics on the individual.
g. A description of the situation/setting in which the target behavior occurs. Examine all aspects of the environment which would impact behavior including:
   o Physical layout of learning environment
   o Design and management of daily routines, including schedule and classroom rules
   o Student interactions with peers
   o Demands of the learning environment (e.g., readability of textbooks, difficulty of workload, etc.)
   o Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable)

Part 2: Literature Review (This portion is likely to be about 3-5 pages in length) (60 points)
The second part of this assignment is to locate articles related to the target behavior or behavioral intervention that you wish to use.

Your task is to write APA formatted paper containing:

a. Summaries of a minimum of 3 peer-reviewed articles (2005-present) related an evidence-based behavioral intervention that you select to address the student's behavior.
b. Summaries of the evidence-based practices that are described in each of the research articles.
   a. It is best to organize the information from your articles into groups by themes rather than describing each article on its own. Examples will be provided in the course.

Part 3: Analyzing and Changing the Behavior (This portion is likely to be about 5-7 pages in length) (120 points)
Part three of the assignment focuses on analyzing the target behavior that you want to change and developing a behavioral objective and behavior change plan.

Your task is to write APA formatted paper containing:

1. An **analysis** of the individual's behavior including:
   a. An operational definition of the target behavior (Note: This can be a problem behavior that you want to decrease OR a desirable behavior that you want to increase).
   b. A **hypothesis** for the function of the target behavior and a clear rationale for the hypothesis.
      o In other words, what do you believe to be the function of the behavior and

why do you believe that? Make sure that your rationale is based on information from the case study itself as well as the hypothetical FBA data you were given.

2. A **behavioral objective** for the target behavior which includes (1) student behavior, (2) conditions of performance, and (3) performance criteria.

3. A **behavior change program** including step-by-step instructions on how you would implement the program. These instructions should be clear and concise, break skills into small teachable parts, and focus on the systematic presentation of new skills. Make sure that you describe each strategy that you are including for teaching and promoting the desired behavior.

    Clearly **describe** and provide a **rationale** for the selection of each of the following elements in your program:
    a. A replacement behavior
    b. Prompting strategies and hierarchies
    c. Preferred reinforcers
    d. Schedule of reinforcement including naturally occurring reinforcement
    e. Plan for sensory intervention, as applicable.
    f. Plan for modifications and/or accommodations of task requirements as needed
    g. A data collection plan including a sample recording form that you would use with the program

*If you find that your case study does not provide you with the information you need to write these descriptions, you may add information to your case study as needed.

Part 4: Candidate Reflection (This portion is likely to be about 2-3 pages in length) (60 points)
The final part of this project provides candidates with an opportunity to **reflect** on their work. Your task is to write APA formatted paper that addresses each of the following:
a. Discuss the advantages and limitations of the instructional strategies and practices that were selected to teach the student.
b. Discuss strategies that could be used to facilitate maintenance and generalization of the behavior change across learning environments.
c. Discuss ways in which the performance data and information from the behavior change program could be used to make or suggest modifications in the learning environment.
d. Reflects on your own practice and professional growth through this project in order to improve instruction and guide future professional growth.

Part 1 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Background Information	✓ Provides a clear description of the student including gender, age, school or work placement, home life, diagnosis and etiology, form of communication, characteristics relative to academic, social, communication and behavior domains, and any other pertinent information.	/25
Situation Overview	✓ Provides a clear description of the situation/setting in which the target behavior occurs. ✓ Examines all aspects of the environment which would impact behavior including: • Physical layout of learning environment • Design and management of daily routines, including schedule and classroom rules • Peer interaction • Demands of the learning environment. • Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable)	/25
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/60

Part 2 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Literature Review	✓ Selects 3 peer-reviewed articles (2005-present) related to the behavioral intervention. (10 points) ✓ Summarizes the evidence-based practices that are described in the research articles. (30 points) ✓ Organize the information from the articles into groups by themes rather than describing each article on its own. (10 points)	/50
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/60

Part 3 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Analysis of Behavior	✓ Writes an operational definition of the behavior targeted to reduce. (10 points) ✓ Writes a clear hypothesis for the function of the target behavior using the format: "When___, student will ____, in order to _____". (10 points) ✓ States a behavioral objective which follows the required format from class (10 points)	/30
Behavior Change Program	✓ Develops a sound behavior change program supported by research citations (10 points) ✓ Writes step-by-step instructions for the behavior change intervention in enough detail that the behavior plan could be exactly copied by a substitute teacher based only on what is written. (20 points) ✓ Describes the replacement behavior or the desired behavior that was selected and provides a rationale for the selection. (10 points) ✓ Describes and provides a rationale for prompting strategies and hierarchies (5 points) ✓ Describes and provides a rationale for preferred reinforcers and schedule of reinforcement (5 points) ✓ Plan for sensory intervention, as applicable (5 points) ✓ Describes and provides a rationale for modifications and/or accommodations of task requirements as needed (5 points) ✓ Describes and provides a rationale for a data collection plan (10 points) ✓ Provides a sample recording form that could be used with the behavior change program (10 points)	/80
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/120

Part 4 Grading Rubric

Reflection	✓ Discusses the advantages and limitations of the instructional strategies and practices that were selected to teach the student. (15 points) ✓ Discusses strategies that could be used to facilitate maintenance and generalization of the behavior change across learning environments. (15 points) ✓ Discusses ways in which the performance data and information from the behavior change program could be used to make or suggest modifications in the learning environment (15 points) ✓ Reflects on their own practice and professional growth through this project in order to improve instruction and guide future professional growth. (10 points)	/50
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/60

Performance-based Common Assignments (No Tk20 submission required).

Assessment 2: Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 am and must be concluded with work submitted by Mondays at 11:59 pm. Please plan accordingly. Best practices will have you open the module on Tuesdays to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

Each module will include at least one assignment that will be due at the end of the module's week. These assignments will vary but may include research reviews, reading checks, or other assignments.

Other Assignments.

See Schedule. (Below)

Schedule

Weeks and Beginning Dates	Module Topic	Readings
Week 1 May 16	*Module 1- Introduction and Characteristics of ASD* • Course introduction • Introduction to behavior and sensory challenges associated with autism • Introduction to executive functioning	READ: • About Autism (Autism Speaks) • Understanding sensory integration (LD Online) • Executive Functioning and Theory of Mind (Autism Speaks)
Week 2 May 23	*Module 2- Ethics and Foundations of Behavior Change* • Basic Behavioral Principles including ABA • Ethics of behavior change • Foundations of effective behavior management	READ: • Scott Chapters 1 & 2
Week 3 May 30	*Module 3- Operational definitions, behavioral objecitves, and antecedent based interventions* • Antecedent based interventions • Writing behavioral objectives • Writing operational definition of behavior	READ: • Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus On Autism And Other Developmental Disabilities*, 20(4), 223-230. **DUE:** • **Behavior Change Project Part 1: Background Information and Situation Overview**
Week 4 June 6	*Module 4- Functional Analysis of Behavior*	READ: • Scott Chapter 3
Week 5 June 13	*Module 5- Behavior Intervention Plans* • Competing Behavior Pathway • Behavior intervention plans	READ: • Scott Chapters 10 & 14

Weeks and Beginning Dates	Module Topic	Readings
Week 6 June 20	*Module 6- Data, Graphing and Single Subject Design* • Data collection and graphing • Data based decision making • Brief overview of single subject designs	READ: • Scott Chapters 4 & 5 **DUE:** • **Behavior Change Project Part 2: Literature Review**
Week 7 June 27	*Module 7- Research-based interventions* • Management of routines • Transition • Inclusion • Sensory • Executive functioning and flexibility	READ: • Scott Chapters 6 & 8
Week 8 July 4	*Module 8- Differential Reinforcement*	READ: • Scott Chapter 12
Week 9 July 11	*Module 9- Home and Classroom Management and Collaboration* • Proactive strategies for classroom Management including token economy • Proactive strategies for home and community • Home/School collaboration	READ: • Scott Chapter 11 • Hume, K., Sreckovic, M., Snyder, K., & Carnahan, C. R. (2014). Smooth transitions: Helping students with Autism Spectrum Disorder navigate the school day. *TEACHING Exceptional Children*, *47*(1), 35-45. **DUE:** • **Behavior Change Project Part 3: Analyzing and Changing the Behavior**
Week 10 July 18	*Module 10- Increasing Appropriate Behaviors* • Strategies to increase appropriate behaviors • Self-management • Incredible 5 point scale	READ: • Scott Chapter 9

Weeks and Beginning Dates	Module Topic	Readings
Week 11 July 25	*Module 11- Decreasing Inappropriate Behaviors (Including Extinction)*	READ: • Scott Chapter 13 **DUE:** • **Behavior Change Project Part 4: Candidate Reflection**
Week 12 August 1	Module 12- • Crisis prevention and intervention • SIB • Self stimulatory behaviors • Technology tools for behavior management	TBD **DUE:** • **Behavior Change Project Parts 1-4 posted to TK20**