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

Fall 2017
EDSE 620 DL1: Supporting the Behavior and Sensory Needs of Individuals with Autism
CRN: 81317, 3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: 703-993-6555	**Meeting Day(s)**: N/A
E-Mail: jduke4@gmu.edu	**Meeting Time(s)**: N/A
Office Hours: By appointment	**Meeting Location**: Online, Asynchronous
Office Location: Finley 205B	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

Course Description

Describes the behavior and sensory development of individuals with autism spectrum disorder across their lifespans. Analyzes the principles of behavior management and the evidence and research-based interventions that have been proven to be effective with individuals with autism and sensory needs. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions: Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus. Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take, and later apply to a program? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
This course will be delivered (76%) online using 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 12:01 a.m. on August 28, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays at 12:01 a.m., and finish on Mondays at 11:59 p.m.

Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Apply behavior change terminology and principles to a variety of behavior case studies of individuals with autism across their lifespans.
2. Accurately and operationally define individual behaviors and develop behavioral objectives for a wide range of behavioral functions.
3. Summarize the process of functional analyses of behavior and creating behavior intervention plans for individuals with autism.
4. Evaluate evidence and research-based interventions that increase appropriate behavior and decrease inappropriate behavior.
5. Summarize the principles of environmental design in addition to evidence- and research-based practices that focus on management of routines, transition, reinforcement, sensory issues, executive functioning, and self-management of behavior for individuals with autism across their lifespans.
6. Select appropriate evidence-based behavioral interventions and develop a plan for implementation and data collection based on a functional behavioral analysis of an individual with autism.
7. Analyze behavioral data and use the analysis to recommend instructional strategies.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Posted on Blackboard throughout course

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 620, the required PBA is the FBA and BIP. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

*For the FBA and BIP project, you will be provided with case study options or you may choose to work with an individual with autism who you know/work with.

1. **Functional Behavioral Assessment (80 points)**
   When approaching the task of behavior management, the first step is a Functional Behavior Assessment (FBA). Through this process you will identify and clearly define the target behavior and develop a hypothesis of the function, or intent of the behavior. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

2. **Behavior Intervention Plan (80 points)**
   Using the information you gathered in the FBA including the hypothesis of the function of the target behavior, you will develop a Behavior Intervention Plan (BIP) for the student. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

***Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Tk20 site through Blackboard.*

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

None.

Other Assignments
Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 a.m. and must be concluded with work submitted by Mondays at 11:59 p.m. 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.

Course Policies and Expectations

Attendance/Participation

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 p.m. 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.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

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

Class Schedule

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

Module Opens	Topics Covered	Module Assignments[1]
1: 8/28/17	*Introduction and Characteristics of ASD* • *Course introduction* • *Introduction to behavior and sensory challenges associated with autism* • *Introduction to executive functioning*	**READ:** • deVries & Geurts (2015) • Moffett et al. (2006) • Murray et al. (2009)

Module Opens	Topics Covered	Module Assignments[1]
2: 9/4/17	*Ethics and Foundations of Behavior Change* • *Basic Behavioral Principles including ABA* • *Ethics of behavior change* • *Foundations of effective behavior management*	**READ:** • Alberto & Troutman Chapters 1 & 2
3: 9/11/17	*Operational Definitions, Behavioral Objectives* • *Writing behavioral objectives* • *Writing operational definition of behavior*	**READ:** • Alberto & Troutman Chapter 3
4: 9/18/17	*Functional Analysis of Behavior*	**READ:** • Alberto & Troutman Chapter 7
5: 9/25/17	*Behavior Intervention Plans and Positive Behavior Supports* • *Competing Behavior Pathway* • *Replacement behaviors* • *Behavior intervention plans* • *Generalization and maintenance*	**READ:** • Neitzel, J. (2010) • Autism Speaks (2012)
6: 10/2/17	*Data Collection and Data-based Decision Making*	**READ:** • Alberto & Troutman Chapter 4
7: 10/9/17	*Environmental Design and Classroom Management* • *Classroom setup (including sensory considerations)* • *Visual supports* • *Special interests*	**READ:** • Carnett et al. (2014) • Hume et al. (2014)
8: 10/16/17	*Research-based Interventions* • *Management of routines* • *Transition* • *Rigidity* • *Inclusion* • *Sensory needs* • *Executive functioning and flexibility*	**READ:** • Boyd, McDounough, & Bodfish (2012) • Murray et al. (2009)

Module Opens	Topics Covered	Module Assignments[1]
9: 10/23/17	*Antecedent-based interventions and Differential Reinforcement*	**READ:** • Alberto & Troutman Chapters 8 & 10 **DUE:** **Functional Behavior Assessment**
10: 10/30/17	*Decreasing Inappropriate Behaviors and Extinction* • *Consequence-based interventions*	**READ:** • Alberto & Troutman Chapter 9
11: 11/6/17	*Home, School and Community Collaboration and Technology Tools for Behavior Management* • *Proactive strategies for home and community* • *The Incredible 5 Point Scale* • *Exercise, yoga, meditation and mindfulness* • *Home/School collaboration* • *Technology tools for behavior management*	**READ:** • Crutchfield et al. (2015) • Finn et al. (2015)
12: 11/13/17	*Self Management of Behavior*	**READ:** • Alberto & Troutman Chapter 12
11/20: Thanksgiving Week: Enjoy the break☺		
13: 11/27/17	*Behavior and Sensory Needs in Adulthood*	**READ:** • Daly et al. (2014) • Mostert-Kerckhoffs et al. (2015) • Woodman et al. (2015)
14: 12/4/17	*Managing Self-Injurious Behaviors and Self-Stimulatory Behaviors*	**READ:** • Duerden et al. (2012) • Mays et al. (2011) **DUE:** **Behavior Intervention Plan**

Module Opens	Topics Covered	Module Assignments[1]
15: 12/11/17	*Aggression, Elopement, Crisis Prevention and Intervention*	**READ:** • Kanne & Mazurek (2011) • White et al. (2011) **DUE:** **FBA and BIP posted to TK20**

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Appendix

Assessment Rubric(s)

EDSE 620 TK20 Rubric

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			
Student Description ***Skill Competencies 1.1.1S, 1.1.2S & 7.1.2S***	• Candidate provides partial demographic and background information, giving only a limited view of the defining characteristics of autism and other associated characteristics and their impact on the individual.	• Candidate describes the demographic and background information related to the target student with autism inclusive of the defining characteristics of autism (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in autism (ex: difficulties in sensory processing, motor skills, theory of mind, and	• Candidate discusses the demographic and background information related to the target student inclusive of: o The defining characteristics of autism (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in autism (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and their impact

		imitation) and their impact on the individual.	on the individual. o The effect these conditions can have on the student's life and learning. ● Candidate provides an in-depth profile of the target student.
Indirect Assessment of Behavior (Interview) ***Skill Competencies 3.4.2S, 3.4.4S, 3.2.12S, 6.1.4S & 7.2K***	● Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the learner. ● The candidate's interview data do not contribute to an understanding of the behavior.	● Candidate collaborates respectfully with and interviews family and/or professionals who have knowledge of the learner with autism. ● Based on the interview, the candidate collects data on: o Context of the behavior (setting events, antecedents, consequences), and o Realistic expectations of the family and/or professionals. ● Family and/or professional's input and concerns are documented.	● Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner. Based on the interview, the candidate collects data on: o Context of the behavior (setting events, antecedents, consequences), o Learner reinforcement preferences, and o Realistic expectations of the family and professionals. ● Candidate collects data on any cultural influences that could contribute to an understanding of the behavior (as applicable). ● Family input and/or professional's input and concerns are documented. ● Sensory considerations are

			documented.
Direct Assessment of Behavior ***Skill Competency 6.1K, 6.1.3S & 6.1.4S***	• Candidate assesses the behavior of the learner using ONLY anecdotal recording.	• Candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with autism through anecdotal recording and ABC data collection.	• Candidate observes and documents behaviors using objective measures and criteria. • The candidate includes additional direct data collection methods to further inform about the behavior and the effects of autism on the individual.
Operational Definition of Problem Behavior **Skill Competency 6.1.1S**	• Candidate identifies the problem behavior but provides an operational definition that does not include either conditions, problem behavior, or criterion.	• Candidate identifies and operationalizes the target behavior for assessment and intervention, including conditions, problem behavior, and criterion with consideration of the student's autism.	• Candidate identifies and operationalizes the target behavior for assessment and intervention, including conditions, problem behavior, and criterion with consideration of the student's autism. • Candidate provides specific examples of the problem behavior related directly to the target behavior.
Hypothesized Function of Behavior **Skill Competency 6.1.4S**	• Candidate provides a hypothesis for the function and maintaining antecedents and consequences of the problem behavior that is incorrect or is not	• Candidate analyzes collected data and generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior.	• Candidate analyzes collected data and generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior. • Candidate provides a strong

	substantiated by data.		rationale for the hypothesized function and maintaining antecedents and consequences of the problem behavior that includes specific examples of the impact of the learners' autism on instruction, the demands of the environment, or teacher/therapist attitudes and behaviors that influence the behavior of the student with autism.

BEHAVIOR INTERVENTION PLAN (BIP)

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Expected Outcome or Target Goal **Skill Competency 6.1.6S**	• Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior or the replacement or alternative behavior is not incompatible with the problem behavior.	• Candidate provides a statement of the desired replacement or alternative behavior. • Candidate describes how the desired replacement or alternative behavior is incompatible with the problem behavior.	• Candidate provides a clear statement of the desired replacement or alternative behavior which demonstrates an explicit consideration of the characteristics of autism. • Candidate describes how the desired replacement or alternative behavior is incompatible with the problem behavior using multiple

			examples from the indirect and direct assessment data.
Reinforcer and Activity Preference Assessment **Skill Competency 6.1.5S**	• Candidate provides an incomplete description of reinforcement preferences that does not use indirect and direct measures or is not individualized.	• Candidate identifies individualized reinforcement preferences using indirect and direct measures.	• Candidate identifies individualized reinforcement preferences using indirect and direct measures. • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan in order to continually evaluate reinforcement preferences for the learner with autism.
Intervention Plan **Skill Competencies 6.1.6S & 7.2K**	• Candidate develops an intervention plan that is not based on the results of the FBA and/or fails to include: o Specific proactive changes to the setting events and/or antecedents in order to prevent the behavior from happening, o A clear instructional sequence (with numbered steps) to teach the desired	• Candidate develops a multi-component intervention plan based on the results of the FBA that includes: o Specific proactive changes to the setting events and/or antecedents in order to prevent the behavior from happening, o A clear instructional sequence (with numbered steps) to teach the desired replacement or alternative behavior, o A plan for reinforcement of the desired replacement or	• Candidate develops a comprehensive intervention plan based on the results of the FBA that includes: o Specific proactive changes to the setting events and/or antecedents in order to prevent the behavior from happening, o A clear instructional sequence (with numbered steps) to teach the desired replacement or alternative behavior, o A plan for reinforcement of the desired replacement or

	replacement or alternative behavior, o A plan for reinforcement of the desired replacement or alternative behavior, o Core non-aversive behavior support methods relating to preventing the problem behavior, o And/or sensory considerations.	alternative behavior, o Core non-aversive behavior support methods relating to preventing the problem behavior, o And sensory considerations. • The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.	alternative behavior, o Core non-aversive behavior support methods relating to preventing the problem behavior, o And sensory considerations, • The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. • The candidate uses technology to design and /or support their intervention plan. • BIP includes a description of how paraprofessionals, professionals and family would be taught to implement the behavior intervention plan in a variety of settings.
Evaluation and Impact of Intervention Plan **Skill Competencies 6.2.1 S & 6.2.2S**	• Candidate describes a data collection plan that fails to include one or more of the following: o Rationale for choice of data collection	• Candidate describes a data collection plan to measure the target behavior. Plan includes: o Rationale for choice of data collection chart o Description of how the	• Candidate describes a data collection plan to measure the target behavior. Plan includes: o Rationale for choice of data collection chart o Description of how the

Evaluates data and reports on the plan's effectiveness and revise as needed in consultation with the team.	chart o Description of how the candidate will evaluate whether or not the intervention plan is working, based on continual observations.	candidate will evaluate whether or not the intervention plan is working, based on continual observations.	candidate will evaluate whether or not the intervention plan is working, based on continual observations. o Description of how the plan would be revised as needed based on data reviews on the plan's effectiveness in consultation with the team.