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

Fall 2018

EDSE 620 001: Supporting the Behavior and Sensory Needs of Individuals with Autism.
CRN: 82027, 3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates**: 10/22/2018 – 12/16/2018
Phone: 703-993-6555	**Meeting Day(s)**: Online
E-Mail: jduke4@gmu.edu	**Meeting Time(s)**: NA
Office Hours: By appointment	**Meeting Location**: NA
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.

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 Student Services at (703) 348-5006 (Option 2) for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
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

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on October 19, 2018.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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://support.microsoft.com/en-us/help/14209/get-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 Mondays at 11:55 p.m. ET., and finish on Mondays at 11:55 p.m. ET.
- 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 spectrum disorder across their lifespans.

2. Accurately and operationally define individual behaviors and develop behavioral objectives for a range of behavioral functions.
3. Summarize the process of functional analyses of behavior and creating behavior intervention plans for individuals with autism spectrum disorder.
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 spectrum disorder.
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 skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include Comprehensive Instructional Planning, Communication, Social Skills, Behavior, Sensory Motor Development, and Independence and Aptitude

Required Textbooks

Boutot, E. A. (2016). *Autism spectrum disorders: Foundations, characteristics, and effective strategies (2nd ed.)*. New York: Pearson.

Hall, L. J. (2018). *Autism spectrum disorders: From theory to practice (3rd ed.)*. New York: Pearson.

Crawford, M. J., & Weber, B. (2016). *Autism interventions every day: Embedding activities in daily routines for young children and their families.* Baltimore: Brookes.

Quill, K. A., & Stansberry-Brusnahan, L. (2017). *Do-watch-listen-say: Social and communication intervention for autism spectrum disorder.* Baltimore: Brookes.

Recommended Textbooks

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

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)

1. **Functional Behavioral Assessment (50 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 (40 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.*

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

None

Other Assignments

Module Assignments

All modules will open on Mondays at 11:55 pm ET and must be concluded with work submitted by Mondays at 11:55 p.m. ET. Please plan accordingly. Best practices will have you open the module on Tuesday mornings afternoons to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

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
All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard *on* or *before* the due date. **In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than one week late unless prior arrangements with the instructor have been made.**

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 (traditional rounding principles apply)
93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/ .

Class Schedule

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

Module Topic	Readings and Major Assignments Due *Please be aware that there will be additional assignments posted under each module. Key assignments are noted below to help you structure your semester.
Module 1 Behavior, Executive Functioning and Sensory Characteristics of ASD	• Autism Speaks (2012). *About autism.* • Autism Speaks (2010). *Executive functioning and theory of mind.* • Council for Exceptional Children's code of ethics • Post et al., 2013 • Shaaf. & Lane, 2015
Module 2 Operational Definitions, Behavioral Objectives and Function of Behavior	• Hall pp. 83-90 • Boutot pp. 63-68 • Lewis et al., 2017
Module 3 Behavior Intervention Plans	• Boutot pp. 97 & 112 • Hall pp. 97-99 & 112 • Competing Behavior Model • Autism Ontario, 2012
Module 4 Data Collection, Reinforcement, Preference Assessment and Prompt Hierarchy	• Crawford pp. 20-26 • Hall pp. 78-80, 95-99, 114-115 • Quill pp. 221-222 • Data Collection Methods: Reference Guide • National Professional Development Center on Autism Spectrum Disorders, 2010 • **FBA Assignment Due**
Module 5 Behavior and Sensory Needs and Supports: Level 1	• Crawford, Chapter 5 • Hall pp. 111 & 117 • Boutot pp. 68-78 • Koenig et al., 2012 • Sowa & Meulenbroek, 2012

Module Topic	Readings and Major Assignments Due *Please be aware that there will be additional assignments posted under each module. Key assignments are noted below to help you structure your semester.
	• Spek et al., 2013
Module 6 Behavior and Sensory Needs and Supports: Level 2	• Crawford, Chapters 6 & 7 • Hall pp. 109-110 & 205-211 • Boutot pp. 130-139 • Banda et al., 2009 • Carnett et al., 2014 • Case-Smith et al., 2015 • Autism Speaks, 2011
Module 7 Behavior and Sensory Needs and Supports: Level 3	• Hall pp. 91-92 • Autism Speaks (2012). *Why is autism associated with aggressive and challenging behaviors?* • Autism Speaks (2012). *What might I need to know about managing a crisis situation?* • Dempsey et al., 2016 • Hill et al., 2014 • Kanne & Mazurek, 2011 • White et al., 2011 • Wolff et al., 2013 • Young Perry, 2014 • **BIP Assignment Due**
Module 8 Elopement, Crisis Management, and Interactions with Police	• Anderson, 2012 • Autism Speaks (2012). *What might I need to know about managing a crisis situation?* • White et al., 2011 • Call et al., 2017 • Hayward et al., 2016 • **Submit FBA and BIP Assignment 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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			
Individual Description **Skill Competency 1.1.1S:** Lists and explains the defining characteristics of ASD (Communication, patterns of stereotypical behavior, socialization and social skill development) and the impact on the individual. **Skill Competency 1.1.2S:** Lists and explains the associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the impact on the individual. **Skill Competency 7.1.2S:** Describes the relationship between sensory motor systems and behavior (ex: demonstrating stereotypical behaviors such as rocking or hand flapping, or triggering fight, flight, or freeze responses).	● Candidate provides a partial description of the demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and their impact on the individual.	● Candidate describes the demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and their impact on the individual.	● Candidate provides in-depth demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the effect these conditions have on the individual's life and learning.
Operational Definition of Problem	● Candidate fails to	● Candidate identifies and	● Candidate identifies and

Behavior **Skill Competency 6.1.1S:** Identifies and operationalizes target behaviors for assessment and intervention.	identify or partially identifies and operationalizes the target behavior for assessment and intervention, including conditions, problem behavior, and criterion with consideration of the individual's ASD.	operationalizes the target behavior for assessment.	operationalizes the target behavior for assessment and intervention in highly detailed language.
Indirect Assessment of Behavior (Interview) **Skill Competency** **3.4.2S:** Respects the needs, desires, and interests of the individual and families and incorporates into goals and intervention. **Skill Competency** **3.4.4S:** Collaborates with the team and has regularly scheduled meetings to address needs and problem solve using data as appropriate. **Skill Competency**	• Candidate does not collaborate effectively with school-based personnel and other professionals who have knowledge of the individual with ASD. ● Candidate fails to analyze or partially analyzes data.	• Candidate interviews and collaborates respectfully with school-based personnel and other professionals who have knowledge of the individual with ASD. ● Candidate analyzes collected data to determine: o Context of the behavior (setting events, antecedents, consequences), and o Realistic expectations of the family and/or	● Candidate interviews and collaborates respectfully with and school-based personnel and other professionals who have knowledge of the individual with ASD. ● Candidate analyzes collected data to determine: o Context of the behavior (setting events, antecedents, consequences), o Individual reinforcement

3.2.12S: Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments. **Skill Competency** **6.1.4S:** Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include: Indirect (structured interviews, checklists, rating scales) measures of data collection and analysis of collected data **Skill Competency** **7.2K:** Understands the implications or influences of sensory processing when developing a comprehensive plan.		professionals. o Sensory needs of the individual with ASD.	preferences, and o Realistic expectations of the family and professionals. ● Candidate collects data on cultural or other influences that could contribute to an understanding of the behavior (as applicable). ● Sensory considerations are documented.
Direct Assessment of Behavior **Skill Competency 6.1K:** Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and	● Candidate fails to conduct or partially conducts direct assessment of individual with ASD, documents behaviors using objective measures and	● Candidate conducts direct assessment of individual with ASD, documents behaviors using objective measures and criteria and analyzes collected data to determine: the context of	● Candidate conducts extensive direct assessment of individual with ASD, documents behaviors using objective measures and criteria and analyzes collected data to

consequences) and how to provide positive behavior intervention. **Skill Competency** **6.1.3S:** Observes and documents behaviors using objective measures and criteria. **Skill Competency 6.1.4S:** Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include: Direct (structured ABC data collection) measures of data collection, analysis of collected data **Skill Competency 2.3.1S:** Observes behaviors using objective measures and criteria, and records data.	criteria and analyzes collected data to determine: the context of behavior analysis (antecedents, behavior, and consequences), function of the behavior, and sensory needs of the individual with ASD.	behavior analysis (antecedents, behavior, and consequences), function of the behavior, and sensory needs of the individual with ASD.	determine: the context of behavior analysis (antecedents, behavior, and consequences), function of the behavior, sensory needs of the individual with ASD, and reports on both appropriate and problematic social behaviors of individuals with ASD.
Hypothesized Function of Behavior **Skill Competency 6.1.4S:** Completes functional behavior assessment including development of hypothesis	● Candidate fails to analyze or partially analyzes collected data and fails to generate or partially 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 analyzes collected data and generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior, both of which are supported by strong rationales and examples.