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

Summer 2020
EDSE 635 001: Intervention for Individuals with Autism
CRN: 41513, 3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates**: 6/22/20 – 8/16/20
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**: NA

*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): Recommended EDSE 634. Concurrent enrollment is also permitted.

Co-requisite(s): None

Course Description
Analyzes evidence and research-based interventions for individuals with autism in a variety of domains across their lifespans including academic, communication, social, and behavioral. Evaluates methods for prioritizing intervention needs for individuals with autism across their lifespans, developing appropriate interventions to address those needs, and measuring the impact of interventions in a variety of service delivery models.

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.

Advising Tip
Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at http://registrar.gmu.edu/students/degree-evaluation/.

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 the 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 in accordance with the posted start date.

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: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool for small group collaborate sessions.
- 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)

o [Apple Quick Time Player (www.apple.com/quicktime/download/)](www.apple.com/quicktime/download/)

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on 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 siteand 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. Summarize evidence- and research-based interventions for individuals with autism spectrum disorder across their lifespans in a variety of domains (e.g., academic, social, communication).
2. Describe a plan for implementation of an evidence or research-based intervention to meet the needs of an individual with autism spectrum disorder.
3. Design a plan to monitor the impact of an evidence of research-based intervention to meet the needs of an individual with autism spectrum disorder.
4. Design resources to communicate the implementation steps of one evidence or research-based intervention to a family of an individual with autism spectrum disorder.
5. Examine a variety of intervention approaches that can be used with individuals with autism spectrum disorder, particularly related to matching the individual's characteristics.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, School of Education (SOED), 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 Environmental Structure and Visual Supports, Instructional Programming, Communication, Social Skills and Independence and Aptitude.

Required Textbooks
Boucher, J. (2017). *Autism spectrum disorder: Characteristics, causes and practical issues*. Sage.

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

LaBarbera, R. (2019). *Educating students with autism spectrum disorders*: *Partnering with Families for Positive Outcomes*. Sage.

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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 635, the required PBA is the Intervention Assignment. 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)
Intervention Assignment (62 points)

This assignment requires you to select one evidence-based practice (EBP) for individuals with autism spectrum disorder (ASD) and develop a visual resource that you could use to teach others who work with individuals with autism (i.e., teachers, assistants, therapists, or families) about the EBP.

1. Go to: Evidence-Based Practices.
2. Review the list of EBPs and select **one** EBP that is *not* listed on the course syllabus schedule.

Part 1: Infographic   Due: Week 5   Subtotal: 26 points

Your task is to design an infographic that you could use to teach others who work with individuals with autism (i.e., teachers, assistants, therapists, or families) about one evidence-based intervention that we have **not** studied this semester.

Your infographic should be professional and visually appealing so that it can be used in your own work. Your infographic should present all of the required content in a creative and visually appealing manner. The goal is that you actually be able to use this infographic, so the expectation is that your end product is professional and creative.

Go to Piktochart and create a free account, then follow the instructions to create your infographic. You will share your completed infographic in a discussion board in Bb and be able to view your peers' final products as well.

Your infographic should include:

1. An explanation of the intervention (in your own words and with as little jargon as possible)

2. Description of the skills or behaviors that can be addressed with the intervention
3. Description of the steps in the intervention (explain the steps so that others could use it)
4. Description of materials (including visual supports) required to implement the intervention
5. Description of any modifications that you would make to the intervention to meet the specific needs of students with autism
6. Description of how the intervention (including visual supports) could be implemented during daily activities and routines at school, home or in the community (depending upon your audience)
7. A sample data collection table/chart *and* a brief description of how you would collect data to monitor student progress. How you would collect data to monitor student progress.
8. Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention
9. Information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on your selected intervention. You are looking for research that provides you with additional information about the selected intervention so that you can see what it looks like in context (school, home, or community).
   a. You do not need to summarize the entire research article. Rather, you should think about use the research articles to add to what you have learned in the class so that you can apply it to your visual.
      ▪ Make sure to paraphrase (put material in your own words) rather than using the exact wording from the article. Avoid the use of direct quotes.
      ▪ *Remember to always provide an APA formatted citation within the text and a reference section at the end of your visual.*
10. Accurate APA formatted in-text citations for all research articles and textbook readings used.
11. Accurate APA formatted reference section at end of visual.

Part 2: Video Presentation   Due: Week 7   Subtotal: 24 points

Read the instructions and then complete the assignment using the Kaltura tool. Click the Discussion link above to submit your video presentation.

Instructions:

Use the webcam feature in Kaltura, create a short (3-5 minutes) **video** in which you use your **infographic** to teach others who work with students with autism (i.e., teachers, assistants, therapists, or families) about your selected intervention. Follow the Kaltura instructions.

Guidelines:

In your video, you need to **show** and **describe** the infographic that you created.

Your video should include:

1.   A brief description of the selected intervention
2.   A brief description of how you would use your infographic to teach others about your selected intervention
3.   A clear view of your entire infographic (please make sure that it is visible and readable in your video)

Part 3: Discussion 1 – Review   Due: Week 8   Subtotal: 12 points

Your task this week is to view one of your peers' Part 2 videos and provide feedback using the peer review sheet provided. You will post the completed peer review sheet to the Discussion board thread that your peer started to share their video (Just hit reply and you can attach your completed review sheet).

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
N/A

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.**

Other Requirements
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 (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

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	Topics and Readings	Module Assignments
1	Evidence-Based Practices See Blackboard module for readings	Introductions Discussion Board
		Evidence-Based Practices Quiz
		EBP Collaborative Group Assignment
		Intervention Assignment Part 1 (Infographic): Suggested Tasks (Due Module 5)
2	Early Intervention See Blackboard module for readings	Module 2 Discussion Board: What Early Intervention Strategies Worked and What Didn't
		Parent Training Program Assignment
		Early Intervention Case Study Assignment

Module	Topics and Readings	Module Assignments
		Intervention Assignment Part 1 (Infographic): Suggested Tasks (Due Module 5)
3	Academic Interventions *Discrete Trial Training* See Blackboard module for readings	Module 3 Discussion Board: What DTT Strategies Worked and What Didn't
		Discrete Trial Teaching Quiz
		Discrete Trial Teaching Assignment
		Intervention Assignment Part 1 (Infographic): Suggested Tasks (Due Module 5)
4	Behavioral Interventions *Self-Management* See Blackboard module for readings	Module 4 Discussion Board: What Behavioral Interventions Worked and What Didn't
		AIM Module on Self-Management
		Self-Management Plan Assignment
		Intervention Assignment Part 1 (Infographic): Suggested Tasks (Due Module 5)
5	Social Skills *Social Narratives* See Blackboard module for readings	Module 5 Discussion Board: What Social Skills Interventions Worked and What Didn't
		Social Narrative Assignment
		Submit Intervention Assignment Part 1 (Infographic)
		Intervention Assignment Part 2 (Video): Suggested Tasks (Due Module 7)
6	Environments and Least Restrictive Environment *Visual Supports* See Blackboard module for readings	Module 6 Discussion Board: What Visual Supports Worked and What Didn't
		Build Your Visual Strategies Toolbox Assignment
		Environmental Design Assignment
		Intervention Assignment Part 2 (Video): Suggested Tasks (Due Module 7)
7	Inclusion *Peer Mediated Support* See Blackboard module for readings	Module 7 Discussion Board: What Inclusive Strategies Worked and What Didn't
		Peer Mediated Support Plan Assignment
		Submit Intervention Assignment Part 2 (Video)
8	Independence *Video Modeling* See Blackboard module for readings	Module 8 Discussion Board: What Independence Strategies Worked and What Didn't
		Video Modeling Quiz
		Complete Intervention Assignment Part 3 (Review 1 Peer's Video and Complete Peer Review Sheet)
		Submit Intervention 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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 http://cehd.gmu.edu/.

Appendix

Assessment Rubric(s)

Criteria	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Part 1: Visual: Intervention Description **Skill Competency 3.2K: Understands and implements intervention strategies and supports to address the individual's goals.**	Candidate fails to provide a clear, jargon-free explanation of the selected intervention. Candidate fails to clearly identify what skills or behaviors can be addressed with the selected intervention.	Candidate provides a clear, jargon-free explanation of the selected intervention. Candidate clearly identifies what skills or behaviors can be addressed with the selected intervention.	Candidate provides a clear, jargon-free explanation of the selected intervention and indicates how this intervention could meet the academic and adaptive needs of an individual with autism spectrum disorder. Candidate clearly identifies what skills or behaviors can be addressed with the selected intervention.
Part 1: Visual: Intervention Summary **Skill Competency 3.2.14S: Teaches paraprofessionals, professionals, and families to implement appropriate components of the intervention program.** **Skill Competency 2.2.6S Teaches paraprofessionals, professionals, and families to implement visual supports and strategies.**	Candidate fails to provide a summary of the steps in the selected intervention (including visual supports) that is clear enough that parents or other related service personnel could implement the intervention by following the steps.	Candidate provides a summary of the steps in the selected intervention (including visual supports) that is clear enough that parents or other related service personnel could implement the intervention by following the steps.	Candidate provides a summary of the steps in the selected intervention (including visual supports) that is clear enough that parents or other related service personnel could implement the intervention by following the steps. Summary includes evidence of planning and communication with family and other professionals on strategies needed to access home, educational, work, and community environments.

Part 1: Visual: Intervention Plan Part A **Skill Competency 3.2K: Understands and implements intervention strategies and supports to address the individual's goals.** **Skill Competency 2.2.2S Implements a variety of visual supports and strategies to communicate information and expectations and increase independence (ex: break cards, rule cards, narratives, and scripts).**	Candidate fails to clearly describe (a) all required materials (including visual supports) for the selected intervention or (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication, and behavior needs.	Candidate clearly describes: (a) all required materials (including visual supports) for the selected intervention, (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication and behavior needs.	Candidate clearly describes: (a) all required materials (including visual supports) for the selected intervention, (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication and behavior needs and addresses core deficit areas related to autism spectrum disorder (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation).
Part 1: Visual: Intervention Plan Part B **Skill Competency 3.2.12S: Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments.** **Skill Competency 2.2.6S Teaches paraprofessionals, professionals, and families to implement visual supports and strategies.**	Candidate fails to clearly describe how the intervention (including visual supports) can be implemented during daily activities and routines at school, home or in the community.	Candidate clearly describes how the intervention (including visual supports) can be implemented during daily activities and routines at school, home or in the community.	Candidate clearly describes how the intervention (including visual supports) can be implemented during daily activities and routines at school, home or in the community and how the plan can be modified to be used with a full range of formats (ex: one-to-one, small group, school/community interactions, and peer-mediated interactions).

Part 1: Visual: Intervention Plan Part C **Skill Competency 4.1K: Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning.**	Candidate fails to clearly describe any *communication* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *communication* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *communication* considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate's respect for the needs, desires, and interests of the individuals and their families.
Part 1: Visual: Intervention Plan Part D **Skill Competency 5.1K: Understands social skill development and the unique social skill deficits and challenges associated with autism spectrum disorder and how to assess skills for intervention planning.**	Candidate fails to clearly describe any *social* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *social* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *social* considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate's respect for the needs, desires, and interests of the individuals and their families.
Part 1: Visual: Intervention Plan Part E **Skill Competency 6.1K: Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) and how to provide positive behavior intervention.**	Candidate fails to clearly describe any *behavioral* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *behavioral* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *behavioral* considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate's respect for the needs, desires, and interests of the individuals and their families.

Part 1: Visual: **Intervention Plan Part F** **Skill Competency 7.2K:** **Understands the implications** **or influences of sensory** **processing when developing** **a comprehensive plan.**	Candidate fails to clearly describe any *sensory* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *sensory* considerations that may impact the effectiveness of the intervention.	Candidate clearly describes any *sensory* considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate's respect for the needs, desires, and interests of the individuals and their families.
Part 1: Visual: **Intervention Plan Part G** **Skill Competency 3.2.4S:** **Implements strategies and** **supports that are evidence-** **based or promising practices.**	Candidate fails to describe an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on the selected intervention.	Candidate describes an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on the selected intervention.	Candidate describes an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on the selected intervention. Intervention plan also encourages generalization and maintenance of skills across programs and settings.
Part 1: Visual **Data Collection Plan** **Skill Competency 3.3K:** **Understands how to measure** **progress and evaluate the** **effectiveness of strategies and** **instruction.**	Candidate fails to describe how data would be collected to monitor student progress throughout the intervention.	Candidate describes how data would be collected to monitor student progress throughout the intervention.	Candidate describes how data would be collected to monitor student progress throughout the intervention reliably and effectively and includes a plan to generalize the skill or behavior to other settings.
Part 2: Video:	Candidate fails to develop a video that	Candidate develops a video that could be used	Candidate develops a video that could be used

Skill Competency 8.3.3S: Teaches paraprofessionals, professionals, and families to implement relevant components of the program.	could be used to share information on the intervention with members of students' teams and families.	to share information on the intervention with members of students' teams and families.	to share information on the intervention with members of students' teams and families. Video includes specific information on how generalization of skills across environments will be emphasized through collaborative efforts.