VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2021
Positive Behavior Supports, 3 Credits

Consortium Titles

- Virginia Commonwealth University: TEDU 631 Behavior Management of Students with Disabilities
- Radford University: EDSP 670 Proactive Classroom Management and PBS
- Norfolk State University: STE 516 Managing Human Behavior
- Old Dominion University: SPED 671: Positive Behavior Supports
- James Madison University: EXED 510 Systematic Behavioral Interventions
- George Mason University: EDSE 532 Positive Behavioral Support
  - EDSE 532 Section 6U1, CRN 86720; Section 6Y1; CRN 86748

Instructor: Karen Douglas	**Meeting Dates:** 8/25/21 – 12/1/21
Phone: (540) 831-5313	**Meeting Day(s):** Wednesday
E-Mail: kdougl@gmu.edu	**Meeting Time(s):** 7:20 pm – 10 pm
Office Hours: Wednesdays 3:00-5:00 online https://radford.zoom.us/j/167694293 and by appointment	**Meeting Location:** N/A; Online Zoom link for weekly class – https://radford.zoom.us/j/96886579018
Office Location: RU Peters Hall C162	**Instructing University:** Radford

❖ **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

GMU Course Description
Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures. Field experience is required.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 a synchronous 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 on August 25.

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 University email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- 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:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 ensure accessibility must be

registered with their University Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- Web conferencing requirements:
  - <u>You must have a working web camera and headset/microphone combination</u>.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the <u>CEHD Office of Technology Support at (703) 993-5654 or</u> <u>cehdtech@gmu.edu</u>. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:
1. Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment.
2. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice.
3. Identify the origin and function of behavior.
4. Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
5. Develop positive support plans to enhance changes in students' academic/social/affective behavior.
6. Develop schedules and routines in educational environments to enhance students' appropriate behaviors.
7. Demonstrate ability to apply behavioral research.
8. Demonstrate ability to provide positive behavioral supports to students in educational environments.

Professional Standards

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. "(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP)."

Required Texts
Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers (9th ed.).* Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Additional Readings
Posted on Blackboard and listed on the course schedule below.

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

VIA 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 VIA (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 VIA.

For EDSE 532, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
    Performance-based Assessment
    (VIA submission required)

    The performance-based assessment for this course is the Functional Behavior Assessment and Behavior Intervention Plan. Please see Course Assignments within this section for full assignment description.

    College Wide Common Assessment
       (VIA submission required)

    None

    Performance-based Common Assignments
       (No VIA submission required)

    None

Field Experience Requirement – Procedures for GMU Students

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Course Assignments

   Participation Activities and Homework

This course is enriched by participation in activities and discussions in a professional manner. Through the participation activities, you will have opportunities to critically analyze, synthesize, and apply course information from class readings and lectures. Possible participation activities include asking and answering questions, quick writes, mini quizzes, case studies, video analysis, group projects, and completing homework assignments. **There is no make-up for missed participation assignments.** Participation points will be assigned for the completion of in-class activities or homework so you must be present to receive these points.

   Evidence-Based Practices (EBP)

For this assignment, you will sign up for an EBP that you will research and present to class. First, you will find and read research articles on your EBP, formulate a list of additional resources, and complete any online modules. After conducting research on your EBP, you will create a 10-15 minute presentation for the class. You will share in an engaging format key information, an example that you created, and additional resources on the EBP on the assigned class session.

   Quizzes

You will take 2 online quizzes over the course of the semester. The quizzes may consist of True/False, Multiple Choice, Matching, and Short Essay responses on the course content and readings. They will be comprehensive, open note quizzes. More information will be provided prior to each quiz. **Missed quizzes cannot be made up for credit.** They must be completed by the assigned due date.

   Functional Behavior Assessment and Behavior Intervention Plan

This project will include two parts: Part 1 - Functional Behavior Assessment (FBA) and Part 2 – Behavior Intervention Plan (BIP). For Part 1, you will complete a FBA for a student with a disability and a behavioral issue. The FBA will consist of observations, assessments, and interviews. After completing a FBA report, you will develop a BIP for Part 2. Specifically, you will write a specific behavioral objective, design an intervention plan using evidence-based practices and clearly defined data collection procedures to support the student, and reflect on the entire process.

Course Policies and Expectations

   Attendance/Participation

   Students are responsible for the information contained in the assigned readings, class presentations, discussions, and activities as well as attending all class sessions from a location with stable internet connectivity and where you can be actively engaged (participate in all online activities free from distractions). Students are also to come to class on time and return from breaks in a timely manner. If absent from class, arrange in advance for a classmate to share their notes and other information. Students must notify the instructor PRIOR to the class meeting time via e-mail. Please note that there is no make-up for missed participation activities.

Late Work

Assignments are due on the date given in the Course Schedule below. Late assignments will be deducted 10% per day for up to 7 days. After 7 days assignments will not be accepted for credit. Participation activities and quizzes cannot be made up for credit.

Other Requirements

All assignments will be evaluated for grammar and spelling as well as content. Students are required to word process written assignments using APA (7th ed.) format and style which includes 12 point font and double spaced. Also be sure to include Person First Language. All written work is to be done independently unless specifically stated otherwise. Identical or plagiarized works will receive 0 points for the assignment and could result in other university penalties. In addition, there is no pre-viewing student work before the due date. If you have questions about an assignment, you need to email the instructor or schedule a time to meet.

Assignments	Percentage of Course Grade
Participation Activities and Homework	20
Evidence-Based Practices (EBP)	20
Quizzes	20
FBA & BIP Project	40

Please note that the evaluation system uses a weighted grading system. Projects will have varying possible points. Raw scores on those possible points will be converted to reflect the percentage of total grade identified above.

For example, EBP assignment is worth 20% of your grade. If it is worth 60 points and you receive a 55, we can calculate your weighted grade as:

55(your grade)/60 (possible points)*20 (% of grade)=18.33 of 20 possible points

For assignments with multiple parts, we sum those parts and then weight the score. For instance, if you complete 2 quizzes, each worth up to 24 points, and receive grades of 20 and 16, we would calculate your weighted score as:

(20+16)/48 (total possible points for both exams)*20 (% of grade)=15 of 20 possible points

Grading Scale

Graduate

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (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 [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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: See [Core Values](http://cehd.gmu.edu/values/) (http://cehd.gmu.edu/values/).

Class Schedule

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

A&T – Alberto and Troutman (2013) textbook

Topics	Readings (to be completed prior to class)	Assignments (due prior to the start of class unless stated otherwise)
Week 1 – 8/25 School-Wide v. Classroom v. Individual Positive Behavior Supports Prevention Strategies Course Expectations		
Week 2 – 9/1 ABA & Ethical Considerations	A&T Chapters 1 & 2 Course Syllabus	Website Review Introductory Survey
Week 3 – 9/8 Functional Behavior Assessments	A&T Chapter 7	Research Article Share Out
Week 4 – 9/15 Defining Behaviors and Writing Objectives	A&T Chapters 3	
Week 5 – 9/22 Measurement Systems	A&T Chapters 4	
Week 6 – 9/29 Data Collection, Graphing, and Analyses	A&T Chapters 5	Graphing assignment
Week 7 – 10/6 Compiling your FBA		Quiz 1 due by WEDNESDAY, Oct 6 at 11:59 p.m.

Week 8 – 10/13 Preference Assessments Differential Reinforcement	A&T Chapter 8 Gongola & Daddario (2010)	FBA & BIP Part 1 due
Week 9 – 10/20 Antecedent Control and Shaping Strategies Self-Management	A&T Chapter 9 (pages 225-234 only) A&T Chapter 10 & 12 (optional readings to support knowledge of EBPs)	EBP Presentations due
Week 10 – 10/27 Social Skill Strategies	Rossetti & Goessling (2010) Spencer et al (2008)	
Week 11 – 11/3 Communication and Sensory Strategies	Mays et al (2011)	
Week 12 – 11/110 Anxiety, Trauma, Bullying, & Crisis Management	Hume et al (2015)	
Week 13 – 11/17 Course Review		
Thanksgiving Week – 11/24 – No Class		
Week 14 – 12/1 Wrap Up		FBA & BIP Project Part 2 due WEDNESDAY, Dec 1 by 11:59 p.m. Quiz 2 due FRIDAY, Dec 3 by 11:59 p.m.

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Student Support Resources
At all the participating universities, students have access to free counseling and support services. University specific information can be found at:
GMU: https://caps.gmu.edu/
VCU: https://counseling.vcu.edu//
Radford: https://www.radford.edu/content/student-counseling/home.html
NSU: https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center
JMU: https://www.jmu.edu/counselingctr/
ODU: https://www.odu.edu/counselingservicesnclement Weather
Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an

email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu under the COURSES tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at https://password.gmu.edu

Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives
All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (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 VIA should be directed to VIA Help support@watermarkinsights.com.
- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (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 the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Functional Behavior Assessment & Behavior Intervention Plan (SPA Rubric)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT: Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior	Candidate provides demographic and background information related to the target student's behavior issue(s) including: 1. Areas of typical and atypical development including diagnoses and etiology 2. Student characteristics with respect to social, emotional, cultural and psychological domains, 3. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience.	Candidate provides in depth demographic and background information related to the target student's behavior issue(s) including: 1. Areas of typical and atypical development including diagnoses and etiology 2. Student characteristics with respect to social, emotional, cultural and psychological domains, and psychosocial aspects of exceptionality and cultural identity. 3. Similarities and differences between the student and peers. 4. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience. 5. Psychosocial aspects of moderate and severe exceptionalities including physical/sensory impairment and cultural identity.
Student Description CEC/IIC Standard 5	Candidate provides a limited discussion of educational impact that does not justify a clear need for behavior change	Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.	Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life. Candidate gives a detailed and thorough view of the

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			context of the student behavior and provides an extensive discussion of the educational impact that clearly justifies the need for behavior change.
Overview of Setting Context CEC/IIC Standard 2	Candidate provides an incomplete description of the classroom setting in which the target behavior occurs giving only a limited view of the context of student behavior. Candidate does not examine the impact of the learning environment on the student's behavior.	Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including: 1. Physical layout of classroom 2. Design and management of daily routines, including schedule and classroom rules 3. Positive and interactive activities with peers 4. Instructional interventions and culturally responsive learning activities implemented, 5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination, 6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities. 7. Opportunities to access incidental learning experiences.	Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including: 1. Physical layout of classroom 2. Design and management of daily routines, including schedule and classroom rules 3. Positive and interactive activities with peers 4. Instructional interventions and culturally responsive learning activities implemented 5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination, 6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities. 7. Opportunities to access incidental learning experiences. Candidate analyzes setting context in relation to basic classroom management theories and strategies for learners with moderate and severe exceptionalities including physical/sensory impairment. Candidate provides an evaluation of the

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			setting context focused on the degree to which the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations to determine whether or not optimal learning opportunities are being provided.
Indirect Assessment of Behavior (Interview) CEC/IIC Standard 4	Candidate provides an incomplete or limited view of the problem behavior. Candidate does not use evidence-based indirect behavior assessment methods. Candidate uses one or fewer assessment methods.	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events (specific conditions that make the problem behavior worse including impact of moderate and severe exceptionalities including physical/sensory impairments on learning, needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development,	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events impact of moderate and severe exceptionalities including physical/sensory impairments on learning, physical and health exceptional learning needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations

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		and instructional support and adaptations as related to the needs of the individual.

Candidate implements at least 2 different evidence-based behavior assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and the classroom setting. | as related to the needs of the individual). 8. The concerns of the families of the learner with exceptionalities including physical/sensory impairment. 9. Effects the learner's exceptional condition(s) has on his or her life.

Candidate implements more than 2 different evidence-based behavior assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and the classroom setting. |
| Direct Assessment of Behavior CEC/IIC Standard 4 | Candidate selects and implements faulty procedures. Candidate uses two or fewer assessments. . | Candidate selects and implements technically sound procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairment through anecdotal recording and two other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, | Candidate implements procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairments through anecdotal recording and three other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate selects, adapts, and modifies assessments to accommodate the unique abilities and needs of the learner with visual impairment. Candidate provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent |

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		history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences	3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. What interventions have already been tried (What works? What doesn't work?) 8. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual).
Direct Assessment of Behavior CEC/IIC Standard 6	Candidate does not conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession.	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession and reflects on their own assessment practices to improve instruction and guide professional growth.
Operational Definition of Problem Behavior CEC/IIC Standard 4	Candidate does not use knowledge of measurement principles and practice to interpret assessment results thereby providing an incomplete operational definition of the problem behavior or	Candidate uses knowledge of measurement principles and practices to interpret assessment results and identifies and provides a clear operational definition of the problem	Candidate uses knowledge of measurement principles and practices to interpret assessment results and identifies, provides a clear operational definition of the problem behavior, and

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	provides incomplete responses for the Dead Man's Test and the Fair Pair Test. These responses do not take the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	behavior and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration. Candidate also considers the impact of the psychological and social-emotional characteristics of the individual with an exceptionality. .
Hypothesized Function of Behavior CEC/IIC Standard 4	Candidate provides an incomplete or unreasonable hypothesis for the function and purpose of behavior and does not consider multiple forms of assessment.	Candidate considers multiple forms of assessment to determine and clearly describe the function and purpose of behavior (i.e., escape, accessing tangibles, and attention, sensory).	Candidate uses multiple forms of assessment to examine the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Candidate selects and uses technically sound assessment to test the hypothesis in order to minimize bias.
BEHAVIOR INTERVENTION PLAN: Expected Outcome or Target Goal CEC/IIC Standard 4	Candidate does not use assessment data to provide a clear statement of the desired replacement or alternative behavior. Candidate provides an incomplete or unclear statement of the desired replacement behavior.	Candidate interprets assessment results in order to create a clear statement of the desired replacement or alternative behavior.	Candidate interprets assessment and engages individuals with exceptionalities involving moderate and severe exceptionalities including physical/sensory impairments to create a clear statement of the desired replacement or alternative behavior.

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Reinforcer and Activity Preference Assessment CEC/IIC Standard 4	Candidate selects and implements 1 or fewer technically sound procedures for assessing learner reinforcers/preferences.	Candidate selects and implements 2 technically sound procedures for assessing learner reinforcers/preferences. The candidate's non-biased assessment procedures take into account the student's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).	Candidate selects and implements 3 or more technically sound procedures for assessing learner reinforcers/preferences. The candidate's non-biased assessment procedures take into account the student's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).
Reinforcer and Activity Preference Plan CEC/IIC Standard 5	Candidate provides a reinforcement plan which does not take the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate does not use evidence-based instructional strategies to develop the reinforcement plan. Candidate does not use assessment information to make program decisions (reinforcer/preference plan).	Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate uses assessment information to make program decisions (reinforcer/preference plan).	Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate's plan incorporates technologies to support the implementation for individuals with moderate and severe exceptionalities including physical/sensory impairments exceptionalities.
Intervention Plan CEC/IIC Standard 5	Candidate provides an incomplete description of the behavior intervention plan, which lacks evidence-based practices and sufficient detail for	Candidate provides a clear, comprehensive description of the behavior intervention plan, including: 1. A complete behavioral objective for	Candidate provides a clear, comprehensive description of the behavior intervention plan, including: 1. A complete behavioral objective for

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	a substitute teacher to implement the intervention based on the description.	changing the problem behavior 2. A plan for responding to the problem behavior 3. The core behavior evidence-based methods (prevent, teach, respond) including: a. The evidence-based approaches for preventing the behavior problem b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these systems) d. Reinforcement schedules and skill development e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues f. Clear rationale for the selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student. g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student Candidate integrates at least 2 evidence-	changing the problem behavior 2. A plan for responding to the problem behavior 3. The core behavior evidence-based methods (prevent, teach, respond) including: a. The evidence-based approaches for preventing the behavior problem b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these systems) d. Reinforcement schedules and skill development e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues f. Clear rationale for the selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student. g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student h. Strategies to facilitate integration into various settings and maintenance and

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		based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough that a substitute teacher could implement the intervention based on the description.	generalization of skills across learning environments i. Uses a variety of evidence-based positive behavior support techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs Candidate integrates at 2 or more evidence-based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough that a substitute teacher could implement the intervention based on the description.

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Assessment of Intervention Plan CEC/IIC Standard 4	Candidate provides an incomplete evaluation of the efficacy of the intervention plan or a limited reflection of the FBA/BIP process.	Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used. Candidate evaluates the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.) in order to minimize bias.	Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used. Candidate evaluates the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.) in relation to the data.
Evaluation of Intervention Plan CEC/IIC Standards 6	Candidate's reflection of the FBA/BIP process provides limited discussion of anomalies, limitations, techniques used, or integration of appropriate adaptations and technology. Candidate does not use the evaluation to influence their professional growth and practices.	Candidate provides a comprehensive reflection of the FBA/BIP process, including anomalies, limitations, variety of techniques used, and integration of appropriate adaptations and technology. Candidate uses the evaluation to influence their professional growth and practices.	Candidate provides a comprehensive reflection of the FBA/BIP process, including anomalies, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Reflection includes an analysis of the role of FBA/BIP findings as part of a special education teacher's ethical responsibility to advocate for appropriate services for learners with visual impairment. Candidate evaluates and offers

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		suggestions for modification of instructional practices and responsive adjustments based on continual observations and ongoing assessment data. Candidate uses information to make or suggest modifications in the learning environment. Candidate reports findings to all stakeholders.