



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

Spring 2023

EDSE 353 001: Individualized Behavior Supports

CRN: 15326, 3 – Credits

<b>Instructor:</b> Gino Binkert	<b>Meeting Dates:</b> 1/23/23 – 5/17/23
<b>Phone:</b> Use email for main contact	<b>Meeting Day(s):</b> Tuesday/Thursday
<b>E-Mail:</b> gbinkert@gmu.edu	<b>Meeting Time(s):</b> 3 pm – 4:15 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; Horizon 1007
<b>Office Location:</b> 116 Finely	<b>Other Phone:</b> 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):**

Recommended: EDSE 251

**Co-requisite(s):**

None

**Course Description**

Focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities. Emphasizes analyzing the function of individuals' behaviors and developing responsive behavior intervention plans.

**Course Overview**

EDSE 353 emphasizes analyzing the function of individuals' behaviors and developing a continuum of responsive behavior intervention plans. The course focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities.

**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 speded@gmu.edu for assistance. All

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

### **Advising Tip**

Do you know what tests might be required for your program and when to apply for internship? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

### **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

### **Learner Outcomes**

Upon completion of this course students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Describe the form and function of behavior as communicative intent in both symbolic and non-symbolic formats.
3. Identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior(s) as well as the function of the behavior (i.e., functional behavior assessment), given characteristics and behaviors of individuals with disabilities.
4. Design a comprehensive behavior change program that promotes emotional well-being, based on information from a functional behavior assessment.
5. Describe how school teams collaborate for the functional behavior assessment and behavior change program that are consistent with norms, standards, and rules of the educational environment.
6. Design positive behavioral supports using behavior management techniques to promote desirable changes in individuals academic, social, and/or affective behavior; including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
7. Describe how to determine reinforcers, and use varied schedules of reinforcement responsive to the needs of individuals with disabilities.
8. Write accurate behavioral objectives for a wide range of behaviors that include all components as well as internal coherence and consistency: learner, conditions, observable behavior, and degree/criteria statements.
9. Describe data collection procedures that match observable behaviors and understand how to calculate and use data to make decisions about the effectiveness of interventions.
10. Explain when and how to use maintenance and generalization techniques.

## **Professional Standards**

(Council for Exceptional Children [CEC] and the 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 7: Collaboration (InTASC 7).

## **Required Texts**

Riffel, L. A. (2011). *Positive behavior support at the tertiary level: Red zone strategies*. Corwin.

## **Recommended Texts**

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

## **Additional Readings**

See Blackboard for additional readings.

## **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/SLL (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/SLL.

For EDSE 353, the required PBA is Functional Behavioral Assessment Application & Behavior Intervention Plan Application. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

## **Assignments and/or Examinations**

**Performance-based Assessment  
(VIA submission required)**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Final Functional Behavioral Assessment & Behavior Intervention Plan Application	Final FBA and BIP. (Combine initial FBA and BIP assignments with instructor feedback incorporated).  *Assignment information and rubrics will be discussed in class and are posted on posted on Blackboard under the “Assessments” tab.	60	May 4 <sup>th</sup>

**College Wide Common Assessment  
(VIA submission required)  
N/A**

**Other Assignments**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Joe Tom’s Characteristics, Needs, Strengths, Systems of Support, and Behavior	Watch <i>My Flesh and Blood</i> and describe Joe Tom’s strengths, areas of need, general characters, systems of support, and the nature of the behavior we will target.  *This is a full-length film that you will use as the foundation for your final project.  *See template in content folder.	25	Feb 16 <sup>th</sup>
Initial Functional Behavioral Assessment (FBA) Application	The purpose of this assignment is to demonstrate proficiency using the knowledge acquired for the FBA indirect and direct assessments. FBA information (results from indirect and direct assessments) for an individual with disabilities will be provided. Given the information, students will demonstrate their skills in using that content to develop a comprehensive FBA.	15	March 9 <sup>th</sup>
VDOE training	Complete your VDOE seclusion and restraint certification and post to Blackboard.	15	March 23 <sup>rd</sup>
Initial Behavior Intervention Plan (BIP) Application	The purpose of this assignment is to develop comprehensive interventions for an individual with disabilities based on the pre-identified function of the individual’s behavior of concern. Based on information from an FBA and the hypothesis about the function of the problem behavior(s),	15	April 13 <sup>th</sup>

Assignment	Description	Points	Due date
	parsimonious (least intrusive, most positive) interventions are identified and described briefly.		
Teaching Philosophy	Construct a brief narrative related to your beliefs, values, perspectives, and approaches related to student teaching and behavior.	20	May 2nd
Attendance	Two points will be awarded for each week (1 point for Tuesday and 1 point for Thursday). Instructor will take daily attendance.	30	
Total Points	Total points possible through the semester	180	

### **Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### **Course Policies and Expectations**

#### **Attendance/Participation**

Class attendance and professional participation at all sessions is important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.) Two points per week will be earned for attending class weekly, 1 point for Tuesday and 1 point for Thursday. Excused absences will be given for significant emergencies and/or COVID positive test. If the student receives a positive COVID test or cannot attend due to a significant emergency, a zoom link will be created for attendance purposes.

## Late Work

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

## Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

**\*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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. 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 designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. 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>.

### Class Schedule

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

<b>Date</b>	<b>Topics</b>	<b>Readings/ Videos Due</b>	<b>Class Assignments</b>
Jan 24	<ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Review syllabus and assignments</li> </ul>	Syllabus	
Jan 26	<ul style="list-style-type: none"> <li>• Overview of Positive Behavior Support</li> </ul>	Chapter 1	
Jan 31	<ul style="list-style-type: none"> <li>• PBIS: Tier 1</li> </ul>		
Feb 2	<ul style="list-style-type: none"> <li>• PBIS: Tiers 2 &amp; 3</li> </ul>		
Feb 7	<ul style="list-style-type: none"> <li>• <i>My Flesh and Blood</i></li> </ul>		
Feb 9	<ul style="list-style-type: none"> <li>• Joe Tom Discussion</li> </ul>		
Feb 14	<ul style="list-style-type: none"> <li>• Functional Behavioral Assessment (FBA)</li> <li>• Data Collection</li> </ul>	Chapter 2, CAPs on Functional Behavior Assessment (see week folder)	Joe Tom’s Characteristics, Needs, Strengths, Systems of Support, and Behavior Due
Feb 16	<ul style="list-style-type: none"> <li>• Direct Data Collection</li> </ul>	Chapter 4	
Feb 21	<ul style="list-style-type: none"> <li>• Indirect Data Collection</li> </ul>	Chapters 3 and 5	
Feb 23	<ul style="list-style-type: none"> <li>• Data Collection and Behavior Definition Application</li> </ul>	Chapter 7	
Feb 28	<ul style="list-style-type: none"> <li>• ABC Data Collection and Analysis</li> </ul>		
March 2	<ul style="list-style-type: none"> <li>• ABC Data Collection application</li> </ul>		
March 7	<ul style="list-style-type: none"> <li>• Competing Behavior Pathways (CBP)</li> </ul>	Chapter 9	

March 9	• CBP content application		Initial Functional Behavioral Assessment (FBA)
March 13	<b>SPRING BREAK</b>		
March 15	<b>SPRING BREAK</b>		
March 21	• Behavior Intervention Plan (BIP)		
March 23	• Antecedent strategies	Chapter 10	VDOE training
March 28	• Antecedent strategies content application	CAPs video on Antecedent Strategies (see week folder)	
March 30	• Teaching strategies	Chapter 11	
Apr 4	• Teaching strategies content application	Chapter 13 CAPs video on Teaching Behaviors (see week folder)	
Apr 6	• Consequence strategies and evaluation	Chapter 12	
Apr 11	• Consequence strategies content application	CAPs video on Consequence Strategies (see week folder)	
Apr 13	• Reinforcement schedules		
Apr 18	• Writing day		Initial Behavior Intervention Plan (BIP) Application
Apr 21	• Fading and shaping		
Apr 25	• Self-management		
Apr 27	• Maintenance and Generalization	Chapter 14	
Apr 28	• Behavior Philosophy		
May 3	• Maerials Lab		Teaching Philosophy
May 5	• Maerials Lab		



May 10	• Final Assignments Dues		Final Functional Behavioral Assessment & Behavior Intervention Plan Application
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### 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/>).

### GMU Policies and Resources for 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/) (<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/) (<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/) (<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 [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- 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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) ([learningservices@gmu.edu](mailto:learningservices@gmu.edu)) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and

note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**

**Appendix**

**Assessment Rubric(s)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>FUNCTIONAL BEHAVIOR ASSESSMENT</b>			
<b>Student Description</b>  <i>CEC/IGC Standard 1 ISCI 1 K11</i>	<ul style="list-style-type: none"> <li>● Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior.</li> <li>● Candidate has limited discussion of educational impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate discusses the demographic and background information related to the target student inclusive of the educational impact of student’s disability, values (e.g., cultural / familial influences), and behavior issues.</li> </ul> <i>ISCI 1 K11</i>	<ul style="list-style-type: none"> <li>● Candidate discusses the demographic and background information related to the target student inclusive of:               <ul style="list-style-type: none"> <li>○ the educational impact of student’s disability, attitude, interests, values (e.g., cultural / familial influences), and behavior issues, and</li> <li>○ the effect these conditions can have on the student’s life and learning.</li> </ul> </li> <li>● Candidate provides an in-depth profile of the target student.</li> </ul>

<p><b>Overview of Setting Context</b></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>ISCI 2 K1</i></p>	<ul style="list-style-type: none"> <li>• Candidate provides a description of the classroom environment in which the target behavior occurs but does not examine the impact of the learning environment on behavior management.</li> <li>• Candidate evaluates the classroom learning environment context with details missing in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student.</li> </ul> <p><i>CEC/IGC Standard 2</i></p> <p><i>ISCI 2 K1</i></p> <ul style="list-style-type: none"> <li>• Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued.</li> </ul> <p><i>CEC/IGC Standard 2</i></p> <p><i>ISCI 2 S1</i></p>	<ul style="list-style-type: none"> <li>• Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student, peers, and adults.</li> <li>• Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued.</li> <li>• Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for students with disabilities.</li> </ul>
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<p><b>Indirect Assessment of Behavior (Interview)</b></p> <p><i>CEC/IGC Standards 2 &amp; 4</i></p> <p><i>CEC/IGC Standard 2 ISCI S 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p>	<ul style="list-style-type: none"> <li>● Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the student.</li> <li>● The candidate’s interview data does not contribute to an understanding of the behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate collaborates with and interviews professionals who have knowledge of the student.</li> <li>● Explore development and/or modifications of individualized indirect assessment strategies. <i>CEC/IGC ISCI 4 S 4</i></li> <li>● Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> <li>○ context of the behavior (setting events, antecedents, consequences), and</li> <li>○ realistic expectations of the professionals.</li> </ul> </li> <li>● Candidate identified ways to collect data on cultural / familial influences that could contribute to an understanding of the behavior.</li> <li>● Professional's input and concerns are documented.</li> <li>● The interview data consistently support the direct assessment of the student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate collaborates with and interviews family and/or professionals who have knowledge of the student. Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> <li>○ context of the behavior (setting events, antecedents, consequences),</li> <li>○ student reinforcement preferences, and</li> <li>○ realistic expectations of the family and/or professionals.</li> </ul> </li> <li>● Candidate also collects data on the behavior.</li> <li>● Candidate collects indirect data on any cultural / familial influences that could contribute to an understanding of the behavior.</li> <li>● Family input and/or professional's input and concerns are documented.</li> <li>● The interview data consistently support the direct assessment of the student behavior.</li> </ul>
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