Positive Behavior Support

Fall, 2005

Tuesdays 4-6:40 – Room 281 Ruffner Hall

Host University

Instructor: Marti Snell (434) 924-0768
234 Ruffner Hall
Email: Snell@Virginia.edu
FAX: (434) 243-8727, 924-0747

University of Virginia, Curry School of Education
Department of Curriculum, Instruction, and Special Education
P.O. Box 400273 Charlottesville, VA 22904-4293

Site Facilitator: Kelly Marshall kam4wf@virginia.edu

Participating Universities

University of Virginia: EDIS 570 Positive Behavior Support
George Mason University: EDSE 532 Positive Behavioral Support
Virginia Commonwealth University: TEDU 631 Behavior Management of Students with Disabilities
Radford University: EDSP 660.01 Positive Behavior Support
Norfolk State University

Prerequisite Courses: Introduction to special education, a basic course in behavior management or the equivalent, and past and/or current involvement with student who have disabilities and behavior problems.

Purposes: This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities or with young children who have disabilities. It is required for endorsement in these areas: severe disabilities and early childhood special education (UVA’s ECDR program). The primary focus is upon the concepts and skills needed to design, implement, and evaluate behavior support programs which derive from functional behavioral assessment, to use effective teaching strategies to build relevant replacement skills, to facilitate generalization and maintenance of skills, to incorporate prevention strategies, to improve the aspects of the student’s environment that relate to the problem behavior, and to incorporate, as appropriate, individually designed crisis intervention procedures.

This course addresses the following competencies (Virginia Licensure Regulations):

1. The ability to implement and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with the norms, standards and rules of the educational environment.
2. These techniques and interventions include: a) identifying the origin and function of the behavior, b) identifying and teaching alternative behaviors, c) developing positive behavior support plans, d) developing schedules and routines, e) applying behavioral research, f) providing positive behavioral support.

Practical Application: Course content is taught using case studies, videotapes, weekly application assignments, and practicum applications. Course assignments include in-class and take-home application tasks. Take home tasks will be completed either independently or within class work groups. Those taking the related course practicum credit will complete applied assignments related to the material presented in this course. With parental and school permission, students will apply designated class material to an individual who exhibits problem behavior. Feedback will be given on drafts of the assignments by practicum supervisors. ECDR students at UVA will fulfill practicum assignments in their 488 practicum setting; SD students will enroll for one credit of supervised practicum. To complete these applied assignments, students will need to have regular interactions over the semester with a student who presents a behavior problem. Practicum requirements for this course can be found on Blackboard in the Syllabus folder.

Required Texts


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments *</th>
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</thead>
</table>
| 8/30  | Class Overview and Review of Behavioral Concepts | Alberto (Glossary) | Due 9/4: Student information sheet  
Blackboard Training 6:10-6:40 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>9/6</td>
<td>PBS History, Assessing reinforcers, Environmental determinants</td>
<td>B/K: 1,2, Lohrmann, Hedeen 127-149</td>
<td>Form work groups</td>
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<tr>
<td>9/20</td>
<td>Measuring behaviors</td>
<td>B/K: 5, Carr: 4; Carr et al. (1999)</td>
<td>*2. Individual Due 9/25 Counting Bracelets and behavior definition, count, and graph In-class: research review</td>
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<tr>
<td>9/27</td>
<td>Indirect &amp; direct functional assessment</td>
<td>B/K: 6, Carr: 5 O’Neill 9-35</td>
<td>*3. Individual Due 10/2 FBA Interview In-class: research review</td>
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<tr>
<td>10/11</td>
<td>Antecedent and setting event interventions, Establishing rapport</td>
<td>B/K: 8, Carr: 7 Vaughn et al. (2002)</td>
<td>5. In-class Group Due 10/11 or 12 Vaughn questions In-class: research review</td>
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<tr>
<td>10/18</td>
<td>Teaching alternative skills, Functional communication training</td>
<td>B/K: 9, Schindler &amp; Horner (2005)</td>
<td>In-class: research review</td>
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<tr>
<td>10/25</td>
<td>Functional communication training, visual support systems, effective instruction; AAC options (Guest: Marci Kinas-Jerome)</td>
<td>Mirenda et al. (2002), Carr: 8, 9</td>
<td>*6. Group Due 10/30 Teaching alternative skills, FCT, visual supports</td>
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<tr>
<td>11/1</td>
<td>Self management; BSP evaluation; Video: Sam</td>
<td>Todd et al. (1997) Carr:10-11</td>
<td>*7. Group Due 11/6 Self management In-class: research review</td>
</tr>
<tr>
<td>11/8</td>
<td>Responding to problem behavior, choices</td>
<td>B/K: 10, Holburn &amp; Vietze (2002); Carr 12</td>
<td>8. In-class Group Due 11/8 or 9 Responding to problem behavior</td>
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<tr>
<td>11/15</td>
<td>Psychotropic medications &amp; behavior Guest: Dr. Carol Schall</td>
<td>Schall (2002)</td>
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<td>11/22</td>
<td>No Class</td>
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<td>11/29</td>
<td>Long term support, ongoing evaluation, extending support</td>
<td>B/K: 11, 12, Review Carr et al., Carr: 13, 14</td>
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<tr>
<td>12/6</td>
<td>Schoolwide PBS</td>
<td>B/K: 13, Taylor-Greene OR Scott</td>
<td>Final exam available 12/5 In-class: research review</td>
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<td>Final exam &amp; final evaluation in drop box due Sunday 12/11</td>
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B/K: Bambara & Kern text; Carr: Carr et al. text

*All 6 Individual and Group application assignments must be handed in electronically via the Blackboard dropbox; these assignments are due Sunday evening before class as shown. The two in-class assignments (both Group) must be handed in to Blackboard electronically on the class day or the next day; UVA students will hand in a hard copy.
Required Reading: Articles

Note: The PDF files for all these readings are located on Blackboard in a file called required PDF readings.


Assignments

Reading Assignments and Class Participation (14 points; 7%)

There are many readings for this class. Because I will be using a “read-discuss-and-apply” approach, you will need to read all required readings prior to the respective class and also to
bring them to class. For the readings posted on Blackboard, it is best to download/print all the required readings well before the week they are assigned, read them, and bring them to class. Activities, lectures, and class discussion will be dependent upon the completion of these reading assignments. A rough weekly record will be kept of individual student participation in class (comments, participation in activities, responses to class content and readings, etc.). Your ability to actively participate in these discussions will be part of your participation grade. During each class, I will draw several names from a stack of class participants at each site (“slot machine seminar” approach) to select discussants for each reading. If discussions indicate readings are not being completed, quizzes will be given. If you miss two classes your participation points will be cut in half; if you miss three classes you will lose all your participation points and your final grade will be lowered one grade (A will be a B); if you miss more than three classes you cannot pass the course. [I am a believer in the power of positive behavior support, and thus I apologize for the aversive nature of these class procedures!] Note: The PDF files for all these readings are located on Blackboard in a file called bibliography.

Out of Class/In Class Application Assignments (8 @ 10 points; 44 %)
Almost every week there will be a class application activity, each will build on readings for that week. There will be 8 such assignments that will count for course points. Two of these will be completed in class during class time within work groups. These will be due after class or the next day uploaded to Blackboard; UVA students will hand in a hard copy. There will be 6 out of class Application Assignments, 3 done in assigned work groups from each site and 3 will be done individually. Materials needed for these out of class assignments will be posted on Blackboard under class assignments in dated folders. All out of class assignments must be completed by the Sunday before the class or sooner and uploaded into Blackboard as a Word file (or rich text file). All assignments must be pledged (e.g., type the words: PLEDGED by __[your name]__[date]. Work groups will write the answer together but only send one response for the group; the whole group will receive the same grade and all members are expected to contribute equally. List only the group members who have participated at the top of each assignment. Work groups will consist of 4 to 6 students from the same university site. We will form work groups the second class. Late assignments (work group and individual) will be penalized 3 points for every day they are late.

<table>
<thead>
<tr>
<th>1. Group Due 9/18</th>
<th>Shawn/Becky: Behavior definitions, priority, crisis management, reinforcers</th>
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<tbody>
<tr>
<td>2. Individual Due 9/25</td>
<td>Counting Bracelets and behavior definition, count, and graph</td>
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<tr>
<td>3. Individual Due 10/2</td>
<td>FBA Interview</td>
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<td>4. Individual Due 10/9</td>
<td>FBA Observation</td>
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<tr>
<td>5. In-class Group Due 10/11 or 10/12</td>
<td>Vaughn questions</td>
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<td>6. Group Due 10/30</td>
<td>Teaching alternative skills, FCT, visual supports</td>
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<td>7. Group Due 11/6</td>
<td>Self management</td>
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<tr>
<td>8. In-class Group Due 11/8 or 11/9</td>
<td>Responding to problem behavior</td>
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Research Critiques (will constitute aspects of class participation and application tasks)
As a teacher you are expected to be able to read and apply research in your field. Thus, for each single subject experimental research article that is assigned, we will work together to identify independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article and the use of PBS technology. As part of in-class application tasks, I will have you complete a simple research critique for one or several of these articles early in the semester. Later in the semester I will ask you to identify various characteristics of the assigned research articles.

Final Exam (80 points; 44%)
Just prior to the class, a take home exam will be provided on Blackboard. We will review the exam in the 12/6 class. Questions will be organized into two sections: objective (T/F, multiple choice, etc.) and short answer. The test answer sheet will be turned into the Blackboard drop box or emailed to the instructor as an attachment for grading. While the exam will be comprehensive across the entire semester, readings and notes may be consulted, though all work must be done independently and pledged. Note that material from the 12/6 class will be present on the exam. The pledged exam is due on the dropbox on 12/11. Late exams will be penalized 20 points a day.

**Course Evaluations (5 points)**

Evaluations are important to ongoing course quality. I take them seriously. There will be two evaluations: mid-semester and final. Failure to post either of these evaluations on blackboard within a week of being posted will mean a reduction in your course points (mid = 10, final = 10). UVA students are also expected to complete the UVA final evaluation. Blackboard (and UVA’s Toolkit) indicates those who have completed and who have not completed evaluations.

- Mid-semester evaluation due 10/9
- Final evaluation due 12/11 (UVA students must complete a UVA evaluation as well)

**Course Grading**

Course grades will be calculated by summing the points earned on assignments and class participation along with a consideration of the average and range of performance of others in class. Generally, percentages in the low to high 90s are As, while Bs may begin in the low 90s or high 80s and extend through the mid 80s; pluses and minuses are also used. These are only guidelines for grading, not hard and fast rules however. The average and range of performance of others in class is also considered in determining the grading curve. By the late September, you will be able to access your current standing in class on Blackboard. Any incomplete grades need to be completed within six weeks following the end of the course (January 20, 2005) or final grades will be reduced a grade for each additional month delay. In-class participation means that you read the assignment and that you frequently (in at least half of the classes) offered comments in class related to assigned readings – whenever you were called on in class you gave good responses.

1. Class attendance and participation across 15 classes (14 points)
2. Application Assignments (8 tasks at 10 points each = 80 points)
   a) Four Individual Application Assignments (due the Sunday prior to class)
   b) Four Work Group Application Assignments (due the Sunday prior to class)
3. Mid and final class evaluation (2@3 = 6)
4. Final Exam (objective = 40; short answer = 40 for total 80)

**Total points: 180**

**Class Topics**

**August 30**  Class Overview and Review of Behavioral Concepts

1. Preliminaries
   a. Beginning: introductions, schedule, people first, syllabus
   b. End: Blackboard training (6:10-6:40)
2. Reviewing Behavioral Approaches and Terminology
   a. Basic terminology: PBS, basic behavioral operations, FBA, BSP, ABC
   b. Single Subject Design: Independent/dependent variables; baseline, intervention; x axis (abscissa – time measurement) and y axis (ordinate – behavior measurement)

AB nonexperimental design, common experimental designs

**Note:** If you feel lost after this class, you may need to take a basic behavior management course first. If you want to read more to review, read the following or another basic text on the topic:

**September 6  PBS History, Assessing Reinforcers, Environmental Determinants**
1. PBS: Definition, contrast with behavior modification, IDEA and PBS, key features
2. Basic principals of behavior, 4-term contingency;
3. Considerations of the individual and lifestyle
   a. Assess the quality of a student’s current education program
   b. Identify ways in which it could be improved and linked to the individual’s preferences, choice, and priority needs
   c. Use a person-centered planning framework for PBS
4. Use interview and direct observation to determine an individual’s reinforcers/preferences

**Readings:** B/K: 1, 2, Lohrmann & Browder, Hedeen et al. (1996): 127-149

**September 13  Behavior Support Process, Teaming, Defining Behavior, Prioritizing Behavior, Crisis Management**
1. Design PBS plans within collaborative teams
   a. Collaborative approaches: team-building, communication, problem solving, consensus
   b. Contextual fit
2. Identify and operationally define relevant behavior(s)
3. Prioritize problem behavior(s)
   a. Serious enough to require immediate crisis management plan, functional assessment, and intervention?
   b. Can the problem behavior be handled indirectly through classroom and support improvements?
4. Understand what crisis management is and is not

**Readings:** B/K: 3,4, Carr: 1-3, Hedeen et al. (1996): 149-71

**Assignment #1 (group) due 9/18 (application to Shawn/Becky)**

**September 20  Measuring Behavior**
1. Measure target behavior(s):
   a. Direct observation (frequency/event, percentage, rate, duration, interval (whole or partial), task analytic, etc.)
   b. Non-continuous observation (permanent products, momentary time sampling)
2. Graphing behavior
3. Counting Bracelets

**Readings:** B/K: 5, Carr: 4; Carr et al. (1999)

**Research Critique:** Review together in class the research characteristics of Carr et al. (1999): independent and dependent variables, research design, inter-rater reliability, and social validation.

**Assignment #2 (Individual) due 9/25 (counting bracelets, etc.)**

**September 27  Functional Behavioral Assessment – Indirect and direct methods**
1. Understand the commonly identified motivational categories for problem behavior (social and nonsocial)
2. Understand, plan, and use indirect methods for functional assessment: interviews (FBA interview, O’Neill et al. interview) and checklists (Motivation Assessment Scale, Durand & Crimmins, 1992)
3. Develop summary hypothesis statements
4. Understand, plan, and use direct functional assessment methods (“Carr Cards,” ABC, Functional Assessment Observation Form, scatterplots, etc.)
5. Understand competing behavior pathway (setting events, triggering antecedents, desired behavior/problem behavior/alternative behavior and their respective maintaining consequences) and apply functional assessment observation data to model.

6. Develop hypotheses: Review information and identify the functional relationship(s) between student behavior and antecedent and consequences.

**Readings:** B/K: 6, Carr: 5; O’Neill 9-35

**Research Critique:** Review together in class the research characteristics of Carr et al. (1999): independent and dependent variables, and discuss strengths and shortcomings of the article.

**Optional:**


**Assignment #3 (individual) due 10/2 (FBA interview)**

**October 4 Hypotheses, Functional behavioral assessment and analysis; testing hypotheses**

1. Understand the difference between functional assessment and functional analysis, the suitability for the individual, and plan assessment accordingly.

2. Testing hypotheses: Testing the function of problem behaviors
   a. Plan suitable ways to test hypotheses about the function(s) of a problem behavior
      i. Testing hunches or competing hypotheses on function (Janney & Snell, 2000)
      ii. Naturalistic manipulations to verify function (Carr et al., 1993)
      iii. Structural analysis of antecedents (Wacker et al., 1999)
      iv. Functional analysis of consequences: ABAB or treatment manipulation designs (Kern, 1995; O’Neil et al., 1997)
   b. Implement tests, observe and record student’s responses, and explore findings; adjust hypotheses as needed.

**Readings:** B/L: 7, Carr: 6, Kern et al. (1995), O’Neill (pp. 35-64)

**Research Critique:** Review together in class the research characteristics of Kern et al. (1995): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article.

**Assignment #4 (Individual) due 10/9 (FBA observation)**

**Optional:**


**October 11 Antecedent and setting event interventions, Establishing rapport**

1. Design assessment-based behavior support plans that
   a. Are team generated (including family members)
   b. Have contextual fit (resources, skills, peer and community standards)
   c. Suit the student’s preferences, chronological age, and setting characteristics
2. Select antecedent and setting event interventions that will remediate the deficient environmental conditions identified during functional assessment (setting events, fast triggers, school curriculum, instruction, activities, options for choice, active involvement, need for supports, etc.)
3. Understand the importance of establishing rapport with students and methods to do so.

**Readings:** B/K: 8, Carr: 7, Vaughn et al. (2002)

**Research Critique:** Review together in class the research characteristics of Vaughn et al. (2002): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article.

**Assignment #5 (group) due 10/6 (Vaughn questions)**
Optional:

**October 18 Teaching alternative skills, Functional Communication Training (FCT)**
1. Understand the basic elements of FCT and how to use them
2. Use augmentative and alternative communication (AAC) strategies to support beginning communicators (Marcie Kinas Jerome, Assistant Professor, GMU)

**Readings:** B/K: 9; Schindler & Horner (2005)

**Research Critique:** Review together in class the research characteristics of Schindler & Horner (2005): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article

Optional:

**October 25 FTC, Visual Support Systems, Effective Instruction**
1. Design intervention approaches that remediate deficient behavior repertoires:
   a. Apply effective methods to quickly teach new behaviors or strengthen existing behaviors that effectively and efficiently replace or serve as alternates to the problem behavior
   b. Expand the individual’s skill repertoire by teaching age-appropriate skills that will enrich life, make the person more acceptable, and create new options for enjoyment and reinforcement in the long term
2. Understand and use visual support systems
3. Use effective teaching methods to promote low error learning of useful skills

**Readings:** Carr: 8, 9; Mirenda,

Optional:

**Assignment #6 (group) due 10/30 (teaching alternative skills, FCT, visual supports)**

**November 1 Self Management; Delay of reinforcement and Embedding**
1. Understand and apply self management strategies (self monitor, self, reinforce, self instruct)
2. Be able teach students to delay reinforcement from immediate schedules to intermittent schedules
3. Use embedding strategies (also behavioral momentum, pretask requesting, interspersal training, task variation)

Video: Samantha

**Research Critique:** Review together in class the research characteristics of Todd et al. (1997): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article
Readings: Carr:10-11, Todd et al. (1997)
Assignment #7 (group) due 11/6 (self management)
Optional:

November 8 Responding to problem behavior, choice
1. Apply strategies to support behavior change (e.g., change the student’s mood, the social climate, the interaction pattern; apply anger management, systematic desensitization, self-regulation; change problem habits; complementary psychotropic medication, etc.)
2. Understand a student’s problem behavior cycle
3. Write and critique crisis management plans
4. Understand how episodic severity influences behavior support plans
5. Redesign typically punishing consequences so they are non-punitive, effective, and instructional (e.g., in place of time out use redirection and choice or planned ignoring or quiet areas) and may involve antecedent strategies (e.g., in place of reprimands use rule rehearsal or social stories)
6. Consider carefully and only as needed the use of non-PBS or environmentally based interventions (differential reinforcement of other behavior, extinction, timeout or withdrawal of all positive reinforcement for a fixed time period following the occurrence of problem behavior)
7. Understand the power of offering choices and describe ways to teach students who cannot choose to make choices

Readings: B/K: 10, Holburn & Vietze (2002), Carr: 12
Optional:

Assignment #8 (individual) due 11/13 (responding to problem behavior)

November 15 A Consumer’s Guide to Monitoring Psychotropic Medication
Dr. Carol Schall, Virginia Autism Resource Center, Outreach & Transition, Grafton Schools
cschall@varc.org
1. Understand the precautions of using psychotropic drugs in persons with severe disabilities and problem behavior
   a. Overused as a medical straightjacket; philosophy of “within person pathologies”
   b. May be used cautiously as a supplement to PBS
2. Issues: evaluation of drug effects, adverse side effects (tardive dyskinesia), interdisciplinary drug initiation and periodic review of prescriptions, dosage and prescription time limitations, polypharmacy, drug-free holidays, behavior problems associated with neuroleptic drug maintenance, etc.

Readings: Schall (2002)

November 29 Long term support, ongoing evaluation, extending support
1. Work with families and other careproviders to plan and generalize BSPs
2. Implement and monitor the effects of BSPs
   a. Training and resources needed
b. Team generated action plan to implement BSP (action, persons responsible, time line)

c. Information is gathered to evaluate the plan’s effectiveness: consistency of use, decreases in problem behavior, increases in replacement skills, achievement of broader goals, maintenance and generalization of behavior change

d. Team review and improvement of BSPs

Readings: B/K: 11, 12, Review Carr et al., Carr: 13, 14

Research Critique: Review together in class the research characteristics of Carr et al. (1999): independent and dependent variables, research design, social validation, and discuss strategies to promote long-term change

December 6 Schoolwide Positive Behavior Support

1. Understand the elements of schoolwide PBS
2. Identify how these plans would apply to your school and the resources needed


Research Critique: Review together in class the research characteristics of Scott (2001) and Taylor-Greene et al. (1997): independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article

Optional:

Useful Text References


Course Details

Relationship of Course to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website:
http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

Course specific competencies and standards are listed on the following website:
http://kihd.gmu.edu/sdc/competencies.html

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 also 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).

A complete copy of each university’s Honor System document is available through:
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg?honor.html
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

Attendance
Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Anyone who misses more than two classes will have their earned grade lowered one grade for each additional class missed after the second absence (e.g., A- to B). Significant tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact me the week before the class.

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. 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
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/

Inclement Weather
If classes are cancelled at UVA, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial (434-UVA-SNOW). Do not email us; I will email you regarding weather as soon as it is announced. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of 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 also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://blackboard.gmu.edu. 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. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

Course Facilitators
Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. I know that I will also rely on Marci for assistance. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://129.174.36.100/SDC/ and clicking on Recorded Calls button. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found on the Blackboard site.

Application to Individuals with Autism
This class has intended emphasis on school-aged individuals with autism, and how PBS is applied to them. Many of the readings address research, or research-based strategies that have been developed for individuals on the autism disorder spectrum who also exhibit problem behavior. In particular, the work of Carr, Dunlap, Koegel, and others address this population.