

Positive Behavior Support Fall, 2011

Tuesdays 7:20-10:00 – Room 281 Ruffner Hall

Host University

Instructor: Annie McLaughlin, Ph.D., BCBA-D

Email: amclaughlin@viaschool.org

Note: Try to send correspondence through Blackboard first.

University of Virginia, Curry School of Education
Department of Curriculum, Instruction, and Special Education`

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SD Consortium Project Director:

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Site Facilitator:

Participating Universities

University of Virginia: *EDIS 5700 Positive Behavior Support*

George Mason University: *EDSE 532 Positive Behavioral Support (5S2, 631)*

Virginia Commonwealth University: *SEDP 631 Classroom Management and Behavior Support*

Radford University: *EDSP 670 Proactive Classroom Management and PBS*

Norfolk State University: *STE 516 Managing Human Behavior*

GMU Course Description:

Designed for professionals working with individuals with severe disabilities. Focuses on concepts and skills needed to design, implement, and evaluate behavior support programs derived from functional assessment. Covers effective teaching strategies; addresses relevant replacement skills; facilitates generalization and maintenance of skills; and incorporates individually designed crisis intervention procedures.

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 ECSE program). The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student's environment that relate to the problem behavior, and (d) 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.*

This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The primary CEC standard that will be addressed in this class will be Standard 5: Learning environments/social interactions.

Practical Application: Course content is taught using case studies, videotapes, application assignments, and practicum applications. Course assignments include 2 in-class and 2 out-of-class application tasks that are completed within class work groups and 4 take-home application tasks that are completed independently. 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 your practicum supervisors. ECSE students at UVA will fulfill practicum assignments in their 4888 practicum setting, while all SD major 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

Bambara, L.M., & Kern, L. (2005). *Individualized supports for students with problem behaviors: Designing positive behavior plans*. New York: The Guilford Press.

Course Calendar

Date/ Class #	Topic	Readings	Other Assignments
8/30/11 #1	Review of Behavioral Concepts; Continuum of PBS:	* See NOTE	Due 9/2: Student information sheet on BlackBoard
9/6/11 #2	Schoolwide PBS, Ordinary Methods of Prevention	Hojnoski (2009), Alberto (Glossary); B/K: 13, <u>Taylor-Greene</u> OR <u>Scott</u>	Form work groups. <u>Research review</u>
9/13/11 #3	PBS History, Assessing Reinforcers, Environmental Determinants	B/K: 1,2 Lohrmann (2000), Hedeem (1996) 127-149	
9/20/11 #4	Behavior Support Process, Teaming, Defining, Prioritizing Behavior, Crisis Management	B/K: 3,4, Hedeem: 149-71	**1. Out of class Group Due 9/24 Shawn/Becky: Behavior definitions, priority, crisis management, reinforcers
9/27/11 #5	Measuring Behaviors & Graphing Guest: Peggy Halliday, BCBA	B/K: 5, <u>Carr et al. (1999)</u> ; Hojnoski (review)	**2. Individual Due 10/1 Counting Bracelets and behavior definition, count, and graph. <u>Research review</u> .
10/4/11 #6	Indirect & Direct Functional Behavioral Assessment	B/K: 6, O'Neill 9-35	
10/11/11 #7**	Hypotheses, Functional Behavioral Assessment & Analysis, Testing hypotheses	B/L: 7; <u>Kern et al. (1995)</u> , O'Neill: 35-64	**3. Individual Due 10/15 FBA Interview
10/18/11 #8	Intervention: Antecedent and setting event interventions, Establishing rapport	B/K: 8; <u>Duda et al. (2005)</u> <u>Davis et al. (1994)</u> <u>McLaughlin handout</u>	**4. Individual Due 10/22 FBA Observation. <u>Research review</u>
10/25/11 #9	Teaching alternative skills, Functional communication training, AAC	B/K: 9; <u>Durand (1999)</u>	Mid semester evaluation.
11/1/11 #10	Functional communication training, visual support systems	Mirenda et al. (2002)	5. In-class Group Due 11/2 Teaching alternative skills, FCT, visual supports

11/8/11 #11	Psychotropic Medications & Behavior Guest: Dr. Carol Schall	Schall (2002), Horner et al. (2011) (chapter not in either text)	
11/15/11 #12	Self management; delay of S^{R+}, embedding; <u>Video: Sam</u>	<u>Todd et al. (1997);</u> B/K: 9, 259-268	**6. Out of class Group Due 11/19 Self management In-class <u>Research review</u>
11/22/11 #13	Thanksgiving Break – No Class		
11/29/11 #14	Responding to problem behavior, aversive interventions, desensitization, providing choices	B/K: 10; visit website (p. 9) TASH Connections, Summer 2010, 9-31	7. In-class Group Due 11/30 Responding to problem behavior
12/6/11 #15	Generalization & maintenance, ongoing evaluation of progress;	B/K: 11, 12; <u>Vaughn et al.</u> (2002); Kern et al. (2006)	**8. Individual Due 12/9 Vaughn questions INDIVIDUAL RESEARCH REVIEW QUIZ Final exam available 12/6
12/13/11			Final exam due 12/13 Final evaluation due 12/13

B/K: Bambara & Kern text; underlined readings are research articles.

***NOTE 1:** If you feel lost after this class, you may need to take a basic behavior management course first. Another option is to read and review basic behavioral concepts; locate a basic text on the topic such as: Alberto, P.A., & Troutman, A.C. (2007). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

****NOTE 2:** All 4 Individual and 2 Group (out of class) application assignments should be handed in electronically via the Blackboard dropbox; these assignments are due Saturday evening before class. The 2 in-class assignments (both Group) are due on the class day or the next day.

*****NOTE 3:** GMU and UVA reading day/fall break: If you miss class you need to watch the video stream prior to the following class and then email me or it will count as an absence.

Required Reading: Articles

PDF files are located on Blackboard in a file called required readings.

- *Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., Smith, C.E., & McLaughlin, D.M. (1999). Comprehensive multi-situational intervention for problem behavior in the community: Long-term maintenance and social validation. *Journal of Positive Behavior Interventions, 1*, 5-25.
- *Davis, C.A., Brady, M.P., Hamilton, R., McEvoy, M.A., & Williams, R.E. (1994). Effects of high-probability requests on the social interactions of young children with severe disabilities. *Journal of Applied Behavior Analysis, 27*, 619-637.
- *Duda, M., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education, 24*, 143-155.
- *Durand, V.M. (1999). Functional communication training using assistive devices: Recruiting natural communities of reinforcement. *Journal of Applied Behavior Analysis, 32*, 247-267.
- Hedeon, D.L., Ayres, B.J., Meyer, L.H., & Waite, J. (1996). Quality inclusive schooling for students with severe behavioral challenges. In D.H. Lehr & F. Brown (Eds.) *People with disabilities*

- who challenge the system* (pp. 127-171). Baltimore, MD: Paul H. Brookes.
- Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children*, 12 (4), 15-30.
- Horner, R.H., Albin, R.W., Todd, A.W., Newton, J.S., & Sprague, J.H. (2011). *Designing and implementing individualized positive behavior support*. In M.E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (7th, 257-303). Upper Saddle River, NJ: Pearson.
- *Kern, L., Gallagher, P., Starosta, K., Hickman, W., & George, M. (2006). Longitudinal Outcomes of Functional Behavioral Assessment-Based Intervention. *Journal of Positive Behavioral Interventions*, 8, 67-78.
- *Kern, L., Mauk, J.E., Marder, T.J., & Mace, F.C. (1995). Functional analysis and intervention for breath holding. *Journal of Applied Behavior Analysis*, 28, 339-340.
- Lohrmann-O'Rourke, S., Browder, D.M., & Brown, F. (2000). Guidelines for conducting socially valid systematic preference assessments. *Journal of the Association for Persons with Severe Handicaps*, 25, 42-53.
- Mirenda, P., MacGregor, T., & Kelly-Keough, S. (2002). Teaching communication skills for behavioral support in the context of family life. In J. M. Lucyshyn, G. Dunlap, & R.W. Albin, (Eds.), *Families and positive behavior support: Addressing problem behaviors in family contexts* (185-207). Baltimore: Paul H. Brookes.
- O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior*. Pacific Grove, CA: Brooks/Cole Publishing. [Chapter 2: Functional Assessment and Analysis Procedures]
- Schall, C. (2002). A consumer's guide to monitoring psychotropic medications for individuals with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 17, 229-235.
- *Scott, T.M. (2001). A schoolwide example of positive behavioral support. *Journal of Positive Behavior Interventions*, 3, 88-94 **[Read Scott OR Taylor-Green]**
- *Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R.H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112. **[Read Scott OR Taylor-Green]**
- *Todd, A.W., Horner, R.H., Vanater, S.M., & Schneider, C.F. (1997). Working together to make change: An example of positive behavioral support for a student with traumatic brain injury. *Education and Treatment of Children*, 20, 425-440.
- *Vaughn, B.J., Wilson, D., & Dunlap, G. (2002). Family-centered intervention to resolve problem behaviors in a fast-food restaurant. *Journal of Positive Behavior Interventions*, 4, 38-45.
- [* Single Subject Research Articles (AB/nonexperimental design or single subject experimental design)]

Assignments

Attendance (14 points: 7%)

Attendance in class earns you .5 point. Seated and ready to go at the start of class earns you another .5 points. This will be a self-monitored system. Regardless of how many points you earn, 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. If you miss no classes, are seated on-time, and contribute you get all 14 points. If you know of an advanced absence and you let me know, you may complete an additional assignment of my choice. Please talk to me.

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 required readings posted on Blackboard, it is best to download/print them. Activities, lectures, and in-class discussion will be dependent upon the completion of these reading assignments. Your ability to actively participate in these discussions will be part of your participation grade. In-class participation means that you read the assignment and that you contributed (in at least half of the classes by offering comments in class related to assigned

readings – whenever you were called on in class you gave good responses.) During class, I will draw several names from a stack of class participants at each site to select discussants for each reading. Approximately half way through the semester I will let you know how you are doing on earning your participation points.

Out of Class/In Class Application Assignments (80 points; 8 @ 10 points; 40 %)

Almost every week there will be a class application activity, each will build on readings for that week. There will be eight **such assignments that will count for course points. Two of these will be completed in assigned work groups in class during class time within work groups** (#5, 7). These will be due after class or the next day uploaded to Blackboard; UVA students will hand in a hard copy. There will be **six out of class Application Assignments** (#1, 2, 3, 4, 6, 8), two are done in work groups assigned at each site (1, 6) and four will be done individually (2, 3, 4, 8). Materials needed for these out of class assignments will be posted on Blackboard under class assignments in dated folders. With the exception of #3, *all out of class assignments must be completed by Saturday at midnight 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. You have to be in the group to get credit for group assignments; these are not done alone. *List on the assignment only the group members who have participated* (not any who were absent). 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.**

1. Out of class Group Due 9/24 Shawn/Becky: Behavior definitions, priority, crisis management, reinforcers
2. Individual Due 10/1 Counting Bracelets and behavior definition, count, and graph
3. Individual Due 10/15 FBA Interview
4. Individual Due 10/23 FBA Observation
5. In-class Group Due 11/9 Teaching alternative skills, FCT, visual supports
6. Out of class Group Due 11/19 Self management
7. In-class Group Due 11/30 Responding to problem behavior
8. Individual Due 12/9 Vaughn questions

Research Reviews (will constitute aspects of class participation and application tasks **until the last one which you will do on your own: 6 points: 3%**)

As a teacher you should 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 activities, I will have you complete a simple research review for several research articles. The last individual assignment will be a research review that you do on your own. I also will summarize other relevant, non-assigned research in class (listed as Research Review in class).

Final Exam (80 points; 40%)

On 12/6, the exam will be made available on Blackboard and I will review it briefly in class. The exam is take home, open book and notes, though all work must be done independently and pledged. Questions will be organized into two sections: objective (T/F, multiple choice, etc.) and short answer. The exam will be comprehensive across the entire semester. The **test answer sheet** will be turned into the Blackboard drop box. The pledged answer sheet is **due on Blackboard**

Tuesday, December 13. Only if you have non-resolvable problems with Blackboard should you send your answer sheet to me by email as an attachment. Late exams will be penalized 10 points a day.

Course Evaluations (6 points: 3%)

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 = 3, final = 3). UVA students are also expected to complete the UVA final evaluation. Blackboard (and UVA's Collab) indicates those who have completed and who have not completed evaluations.

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. Incompletes must be approved ahead with me and completed by or before January 12, 2012.

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|---|--|
| 1. Class attendance across 14 classes | (14 points) |
| 2. Reading & participation across 14 classes | (14 points) |
| 3. Application Assignments | (8 tasks at 10 points each = 80 points) |
| a) Four Individual Application Assignments | |
| b) Four Work Group Application Assignments (two in class, two out of class) | |
| 4. Research Review Quiz | (6 points) |
| 5. Mid and final class evaluation | (2@3 = 6) |
| 6. Final Exam | (objective = 40; short answer = 40 for total 80) |

Total points: 200

Additional Information

This syllabus is used to provide you with a guideline for the information you will learn through this course. At any point, I reserve the right to change, modify, add, and/or delete any of the assignments or information.

Useful Text References

- Bell, S.H., Carr, V., Denno, D., Johnson, L.J., & Phillips, L.R., (2004). *Challenging behaviors in early childhood settings: Creating a place for all children*. Baltimore: Paul H. Brookes.
- Crone, D.A., & Horner, R.H. (2003). *Building positive behavior support systems in schools: functional behavioral assessment*. New York: The Guilford Press.
- Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). *Responding to problems behavior in schools: The behavior education program*. New York: Guilford Press.
- Janney, R.E., & Snell, M.E. (2008). *Teachers' guides to inclusive practices: Behavioral support (2nd ed.)*. Baltimore: Paul H. Brookes.

APA Style

Perhaps the most challenging part of using APA style (6th Edition) is knowing how to cite references within the text of your practicum assignments and in the reference list at the end. APA also gives guidelines for appropriate headings in papers. You could consult the APA manual in the library, but an easier approach is the link for the APA style guide:

<http://owl.english.purdue.edu/owl/resource/560/01/> [If you scroll to the bottom of the webpage there is a menu with links to all the different ways to do citations and general formatting rules.]

CONSORTIUM COURSE 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 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/rg7honor.html.

UVA: <http://www.virginia.edu/honor/>

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

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/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

Inclement Weather

If classes are cancelled at George Mason University, 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, visit the Curry School of Education website

(<http://curry.edschool.virginia.edu/>) and click on Emergency Information. Do not email us; I will email you regarding weather as soon as it is announced. Please note, 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 or 7:20 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://mymason.gmu.edu>

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name* For example John Smith's username would be: *x_john.smith* Your password is: *bbcommunity*

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>

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

TaskStream Submission

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: Individual Assignment #4 FBA Direct Measure: Observation

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 Kinan 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. 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.

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students **MUST** access Blackboard through <http://mymason.gmu.edu> (new website) for fall courses.
- If students access Blackboard through <http://gmucommunity.blackboard.com> (old website) they will see only content from spring and summer. **DO NOT** use this website to access Blackboard.
- When accessing Blackboard through <http://mymason.gmu.edu> students will also have access to previous courses.
- Students will use the same login they have used for spring and summer courses.
- When students login to <http://mymason.gmu.edu>, select the “Organizations” tab to access their classes.
- Students will notice a slightly different look to the new Blackboard system, but everything should function the same.

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://torrent.gmu.edu> and click on the link for [PBS] in the Public Folders link. Classes are listed by date and time. 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 in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Positive Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>

You will login with the guest username (sdsguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS (GMU)*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].