



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

EDSE 532-6V1: *Positive Behavior Supports*

CRN: 81087, 3 - Credit(s)

Fall 2012

Instructor: Dr. Cornelia Izen	Meeting Dates: 08/28/12 - 12/04/12
Office Phone: 703-993-5736 Office Address: 203A Finley Building	Meeting Day(s): Tuesday
E-Mail: cizen@gmu.edu Skype Name: neiaizen	Meeting Times: 7:20pm - 10:00pm
Office Hours: : (Face to Face and Skype): Mondays 3:30 to 5:30 pm and 6:30 to 8:30 pm or by appointment (I can meet in office, via phone, or via Skype)	Meeting Location: KA 103

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. Notes: Course is equivalent to EDSE 620 for students in the severe disabilities program.

Prerequisite(s): None.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

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:

- Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment
- Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice
- Identify the origin and function of behavior
- Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
- Develop positive support plans to enhance changes in students' academic/social/affective behavior
- Develop schedules and routines in educational environments to enhance students' appropriate behaviors
- Demonstrate ability to apply behavioral research
- Demonstrate ability to provide positive behavioral supports to students in educational environments

Required Textbooks:

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

Recommended Textbooks:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Required Materials:

NA

Additional Readings:

Additional readings will be assigned according to topic and will be made available by the instructor.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of The Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenue/ProfessionalDevelopment/ProfessionalStandards/> In addition, see below:

Course's Relationship 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 area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 5: Learning Environments and Social Interactions. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Attendance Policy:

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete Blackboard discussion boards and other assignments.
- During class time, computers and peripherals are to be used only for work related to the class. Students found using the computer (whether personal laptop or lab computer) for purposes other than the assigned in class activity will be asked to turn off their equipment and will not receive participation points for that class session.

Late Work Policy:

All assignments should be word-processed and are due at the start of class (7:00 pm) on the dates indicated including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

Additional Course Policies

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for

each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

COURSE REQUIREMENTS

1. **Class Participation (15 points)** Attendance at all sessions is very 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. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week (12 weeks) as well as out of class group activities online (2 weeks). Students who successfully complete 13-14 activities will earn 15 points, students who successfully complete 12 class activities will earn 8 points, students who successfully complete 11 class activities will earn 2 points, while students who complete between 0-10 class activities will receive 0 points. Completion of in-class activities includes both active participation in the activity as well as submission of a permanent product (form, summary statement, reflection, etc.). Students who miss a class will not have the opportunity to make up missed in-class assignments. As a courtesy, please email me to let me know if you will not be in class. Completion of out of class group activities online will consist of discussion and support of classmates when designing positive behavior support plans. Sufficient participation in these online group sessions will be monitored by the instructor. Successful completion of in-class activities and out of class online activities will be tracked in the blackboard gradebook.
2. **Student Introduction (5 points)** During the first week students will complete the Student Introduction Assignment, located in the *Assignments* section of the course Blackboard site. Students will answer 10 questions to both introduce themselves to the instructor as well as help the instructor design class activities based on student interests and level of experience. Included in the introductory assignment is submission of a picture (in .jpg format). This will be used by the instructor to associate your name with your face. Please, no Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. The instructor needs a simple picture of you to use for identification purposes. These photos will not be shared with others. **(Due September 4 by 7:00 pm via Blackboard)**

- 3. Research Reviews (15 points):** 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, you will complete a simple research review in a group for several research articles. You will turn in one individual research review on your own toward the end of the semester. See grading rubric for further details. **(Due November 13 by 7:00 pm via Blackboard)**
- 4. Functional Behavior Assessment-Behavior Support Plan (FBA-BSP) (80 points):** This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. Select a learner with severe disabilities who also demonstrates problem behavior(s). You will complete a functional behavior assessment and then use that functional assessment to develop a behavior support plan. If you are unable to gain access to a learner in a school or post school setting with severe disabilities, you may use a family member, friend, or as a last resort, yourself for this project. It is preferable to find a target student who has severe disabilities, however. See grading rubric for further details. **(FBA due by 7 pm on October 30 via Blackboard; BSP due by 7 pm on December 4 via Blackboard; submit FBA-BSP as one PDF document to TaskStream by 7 pm on December 4)**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Assignment	Due Date	Point Value
Class Participation	Each week	15
Student Introduction	9/04	5

Online Discussions: Indirect Functional Behavioral Assessment (IA) and Direct Functional Behavioral Assessment (DA)	IA #1 9/21; IA #2 10/01 (not before 9/24) DA #1 10/05; DA #2 10/10 (not before 10/08)	20
Functional Behavioral Assessment	10/30	40
Behavioral Intervention Plan	12/04	40
Individual Research Review	11/13	15
TOTAL POINT VALUE		135

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:

95 - 100% = A
90 - 94% = A-
80 - 89% = B
70 - 79% = C
<70% = F

Schedule:

PROPOSED CLASS SCHEDULE (Schedule may change based on guest speaker availability)

Ses.	Date	Topic/Lecture	Assignment	Assignments Due
1	8/28	<ul style="list-style-type: none"> • Overview of Course • Review Syllabus • Review of Behavioral Concepts • Continuum of PBS 	B/K: Chapter 1 Alberto & Troutman (2013) p. 403-407 Hojnoski (2009)	

		<ul style="list-style-type: none"> • PBS History 		
2	9/04	<ul style="list-style-type: none"> • Assessing Reinforcers • Environmental Determinants • Behavior Support Process 	B/K: Chapter 2, 3 Lohrman (2000) Hedeem (1996) p. 127-149	Student Introduction due by 7:00 pm on 9/04 via Blackboard
3	9/11	<ul style="list-style-type: none"> • Teaming • Defining, Prioritizing Behavior • Crisis Management 	BK: Chapter 4 Hedeem (1996) p. 149-171	
4	9/18	<ul style="list-style-type: none"> • Indirect & Direct Functional Behavioral Assessment • • 	B/K: Chapter 6 O'Neill et al. (1997) p. 9-35	
5	9/25	<ul style="list-style-type: none"> • No Class • Meet with groups online: indirect assessment of problem behavior 		<ul style="list-style-type: none"> • Indirect Assessment Discussion point #1 due by 7 pm on 9/21 via Blackboard
6	10/02	<ul style="list-style-type: none"> • Hypothesis • Functional Behavioral Assessment & Analysis • Testing Hypotheses 	B/K: Chapter 7 Kern et al. (1995) O'Neill et al. (1997) p. 35-64	<ul style="list-style-type: none"> • Indirect Assessment Discussion point #3 due by 7 pm on 10/01 but not before 9/24 via Blackboard • Be sure your student for the FBA/BIP is approved by 10/04!
7	10/09	<ul style="list-style-type: none"> • No Class • Meet with groups online: direct assessment of problem behavior 		<ul style="list-style-type: none"> • Direct Assessment Discussion point #1 due by 7 pm on 10/05 via Blackboard • Direct Assessment Discussion Point #2 due by 7 pm on 10/10 but not before 10/08 via Blackboard
8	10/16	<ul style="list-style-type: none"> • Measuring Behaviors • Graphing: Guest (TBA) 	B/K: Chapter 5 Carr et al. (1999) Hojnoski (review)	
9	10/23	<ul style="list-style-type: none"> • Interventions: Antecedent and Setting Event Interventions • Establishing Rapport • Self-management • Delay of SR+ • Embedding 	B/K: Chapter 8 B/K: Chapter 9 (p. 259-268) Duda et al. (2005) Davis et al. (1994) Todd et al. (1997)	
10	10/30	<ul style="list-style-type: none"> • Teaching Alternative Skills • Functional Communication Training • Augmentative and Alternative Communication 	B/K: Chapter 9 Durand (1999) Mirenda et al. (2002)	FBA due by 7 pm on 10/30 via Blackboard

		(AAC) • Visual Support Systems		
11	11/06	• Implications and adaptations for working with individuals who have sensory impairments or multiple disabilities: Guest speaker, Dr. Amy Parker, Associate Director of the National Consortium on Deaf Blindness	Parker et al. (2009) McHugh & Lieberman (2003)	
12	11/13	• Generalization & Maintenance • Ongoing evaluation of progress	B/K: Chapters 11,12 Vaughn et al. (2002) Kern et al. (2006)	Individual Research Review due by 7 pm on 11/13 via Blackboard.
	11/20	No Class: Work on finalizing plans for Behavior Intervention Program based on Functional Behavioral Assessment		
13	11/27	• Responding to problem behavior • Aversive interventions • Desensitization • Providing choices	B/K: Chapter 10	
14	12/04	• Schoolwide PBS	B/K: Chapter 13 Taylor-Green (1997) OR Scott (2001)	BIP due by 7 pm on 12/04 via Blackboard

Required Reading: Articles and Chapters

PDF files are located on Blackboard under readings.

Alberto, P.A. & Troutman, A.C. (2013). Glossary. In *Applied behavior analysis for teachers* (9th ed, pp. 403-407). Upper Saddle River, NJ: Pearson.

*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 ed., pp. 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.
- McHugh, E. & Lieberman, L. (2003). The impact of developmental factors on stereotypic rocking of children with visual impairments. *Journal of Visual Impairment and Blindness*, 97 (8), 453-474.
- 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* (pp. 85-207). 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 analysis strategies in *Functional assessment and program development for problem behavior* (pp. 9-64). Pacific Grove, CA: Brooks/Cole Publishing
- *Parker, A. T., Banda, D.R., Davidson, R.C., & Liu-Gitz, L. (2009). Adapting the picture exchange communication system for a student with visual impairment and autism: a case study. *Research and Practice in Vision Impairment and Blindness*, 3 (1), 2-11.
- 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)]

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, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). 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 should 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 Organizations 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.

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 submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: *Functional Behavior Assessment and Behavior Intervention Plan (Assessment 2)*

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 sent 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. 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.

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 [SD Characteristics] 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 (sdcguest@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

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.