GEORGE
MASON
UNIVERSITY

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

Summer 2015
EDSE 620 S01: Supporting the Behavior Needs of Students with Autism
CRN: 42905, 3 - Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 5/18/2015 - 8/5/2015
Phone: 703-993-6555	**Meeting Day(s):** Asynchronous
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: By appointment	**Meeting Location:** Internet

> *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.*

Course Description
Focuses on the principles of applied behavior analysis and social learning theory to increase learning by students with autism spectrum disorders. Explores how to identify, collect data, evaluate, and change social and academic behaviors of students with autism spectrum disorders. Emphasis is placed on single subject research designs.

Prerequisite(s): Graduate standing and permission of advisor

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:
Delivery method is Online using the Blackboard platform – The online course exceptions document is very important in outlining all the programs used. Additionally, there will also be

Tech Support information under the Syllabus and Expectations tab in a document called Social Media and Open Tools summary. Tutorials to the various programs are provided in this document. Please check there first to see if your question was answered there. If you contact me directly, I will ask you what you did to try to solve the problem before contacting me.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Nature of Course Delivery

Learning on-line activities include the following:
1. Power point lecture and written/video discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

The main tools we will using are as follows: power points, discussion board, timetoast, popplet, video posts, Wikis, and PowToon.

EXPECTATIONS:
- **Course Week:**
  - ➢ Asynchronous: Because online courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday.
- **Log-in Frequency**:

> ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.

- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes
Upon completion of this course, students will be able to:
• Define behavior change terminology.
• Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors.
• Describe, demonstrate understanding, and apply single subject research design.
• Conduct functional analyses of behavior.
• Develop and implement behavior change programs.
• Describe strategies that increase appropriate behavior.
• Describe strategies that decrease inappropriate behavior.
• Describe strategies for teaching appropriate behavior.
• Collect and graph data.
• Describe strategies for promoting self-management behavior.

• Describe different reinforcement schedules.
• Demonstrate knowledge of research skills.

Required Textbooks
Vargas, J.S. (2013). Behavior Analysis for Effective Teaching (2nd ed.), New York: Routledge.

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

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for the Teaching Students with Autism Graduate Certificate. 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 standard that will be addressed in this class is Standard 5: Learning Environments and Social Interactions.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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. [See http://cehd.gmu.edu/values/]

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

Course Policies & Expectations
    Attendance.
All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

    Late Work.
All modules are due as noted on the course site and below in the schedule. No late work can be submitted.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, _Applied Behavior Analysis Project_ to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale

A   = 94 - 100
A- = 90 - 93
B+ = 87 - 89
B   = 84 - 86
B- = 80 - 83
C   = 70 - 79
F   = < 69

Assignments

    Performance-based Assessment (TaskStream submission required).

Applied Behavior Analysis Project (300 points)

You will be given several video case studies from which to select your target student. You will develop an applied behavior analysis project for a student with autism spectrum disorders based on your selected video vignette. You will use the Competing Behavior Model to analyze the target behavior and then write a complete behavioral objective for the replacement behavior. You will develop a plan for behavior change and data collection with the target student.

Students will be prompted to work on their ABA Project Wiki Page throughout the semester and will receive formative instructor feedback on their work.

    Performance-based Common Assignments (No TaskStream submission required).

    Other Assignments.

All modules will begin on Tuesday and must be concluded with work submitted by Monday at midnight.

NOTE:
1. We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

Schedule

Module 1- Introduction & Intro	Begin, Tuesday, May 19-Monday, May 25
Module 2- Ethics of Behavior Analysis	Begin, Tuesday May 26-Monday, June 1
Module 3- Behavior Change Terminology	Begin, Tuesday, June 2 -Monday, June 8
Module 4- Writing Behavioral Objectives	Begin, Tuesday, June 9-Monday, June 15
Module 5- Functional Analysis of Behavior	Begin, Tuesday, June 16-Monday, June 22
Module 6- Behavior Change Programs	Begin, Tuesday, June 23-Monday, June 29
Module 7- Single Subject Research	Begin, Tuesday, June 30-Monday, July 6
Module 8- Data Collection	Begin, Tuesday, July 7-Monday, July 13
Module 9- Graphing Data	Begin, Tuesday, July 14-Monday, July 20
Module 10-Differential Reinforcement	Begin, Tuesday, July 21-Monday, July 27
Module 11- Decreasing Behaviors	Begin, Tuesday, July 28-Monday, August 3
Module 12- Self-Injurious Behaviors	Begin, Tuesday, August 4-Monday, August 10