



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

Spring 2016

EDSE 790 DL1: Internship in Special Education (ABA)

CRN: 15740, 1-6 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703-993-5251	Meeting Day(s): schedule with BCBA supervisor <i>*Based on 20 hours worked 3cr - 90 mins/week for 15 weeks; 300 hrs worked & 23 hrs of supervision for the semester 6cr- 2 hours scheduled between 2 visits a week for 15 weeks; 300 hrs worked & 30 hr of supervision for the semester</i>
E-Mail: kparkc@gmu.edu	Meeting Time(s): schedule with BCBA supervisor
Office Hours: by appointment	Meeting Location: Practicum site

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

Supervised internships that apply university course work to instruction of children and their families in school and community settings.

Notes: Students enroll in two separate internships appropriate to the area of study for a total of 6 credits. Applications for field internships are due on February 15 for fall; September 15 for spring; and March 1 for summer.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Grading: Satisfactory/No Credit

Prerequisite(s): Passing scores on Praxis I prior to final internship, 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.

Nature of Course Delivery

Supervision learning activities include the following:

1. Observation and feedback
2. Application activities
3. Small group activities and assignments
4. Video and other media supports

Learner Outcomes

Upon completion of the course, students will be able to:

- Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
- Demonstrate the integration of the theoretical methodology with the practical applications in the field.
- Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
- Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
- Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
- Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.

- Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
- Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
- Develop developmentally, educationally and functionally appropriate IEPs.
- Select and utilize workable and useful data/record keeping strategies.
- Monitor and analyze teaching performance.
- Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Required Textbooks

None

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.

Recommended Textbooks

None

Required Resources

Students must complete the Supervision Module on the BACB website.

"Supervisees may not start accumulating Supervised Independent Fieldwork, Practicum or Intensive Practicum hours until they have completed and passed the online training module

over these standards. The module can be completed in under 90 minutes and is available free of charge via the Training tab in the BACB Gateway at www.BACB.com."

Additional Readings

As determined by your BCBA supervisor

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 teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General 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 that will be addressed in this class include Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

GMU Policies and Resources 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

- You are expected to attend each supervision meeting scheduled with your BCBA supervisor (or supervisor designee for those participating in group supervision). You may miss no more than two of these meetings in the 15 week semester, with prior notice of at least 6 hours given for each. Should circumstances necessitate tardiness, you are expected to phone your supervisor and notify her or him. You will be responsible for making up any time lost due to absence or tardiness.

Late Work.

- You must have completed the online Supervision Module on the BACB website. Hours cannot be accrued until you have completed this module. Students who do not complete this module will receive the grade of “Fail.”
- At the beginning of the semester sign and submit the
 - Practicum Supervision contract
 - Confidentiality policy, and
 - Declaration of Professional Practicumno later than the end of the second week of the academic semester. Consent forms must be obtained prior to disclosing information or audio/video recording sessions. Failure to obtain proper consent forms may result in removal from the practicum placement.
- At the end of each semester, you must submit the Summary of Experience Verification form along with each Session Experience Supervision Forms to GMU online assessment system (TK20) by the last day of the semester. Failure to submit forms will result in an incomplete for the practicum.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Clinical Experience Continuum AND Log of Hours (All Programs)* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Practicum is graded on a Pass / Fail system. To obtain a passing grade, the following tasks and performances must be met:

1. Complete and pass the online training module found on the BACB website (www.bacb.com)
2. Receive a Satisfactory rating on more than 80% of the Session Experience Verification forms during individual supervision sessions.
3. Initial documents (i.e., Practicum Supervision Contract, Confidentiality policy, Declaration of Professional Practice, and necessary consent forms) must be uploaded onto GMU's online assessment system.
4. End of the semester documents (ie., Summary experience verification form and Session experience verification forms) must be uploaded onto GMU's online assessment system.

Assignments

Performance-based Assessment (TK20 submission required)

The following 3 documents must be uploaded at the start of the semester: 1) Practicum supervision contract, 2) Confidentiality Policy, and 3) Declaration of Professional Practice *consent forms as needed

The following documents must be uploaded at the end of the semester:

- Each session feedback form (i.e., 15 supervised sessions = 15 forms)
- Summary Verification Form (copy) – Student keeps original document

Performance-based Common Assignments (No TK20 submission required)

Students are responsible for maintaining a log of hours, which may be requested by the BCBA supervisor to determine if progress is being made toward the total hours for the semester.

Students are encouraged to maintain a Practicum Binder which sections of the Task List and supporting evidence of work.

Other Assignments.

Students will complete a practicum project that includes a behavior change component. The focus of the project is for the practicum student to acquire new behavior-analytic skills.

Activities must be consistent with the dimensions of applied behavior analysis identified by Bear, Wolf, and Risley (1968). Examples of the project can include:

- Conducting assessments related to the need for behavioral interventions
- Demonstration of a behavior change process
- Design, implementation, and evaluation of a skill-acquisition program
- Design, implementation, and evaluation of a training program

CONTESTED EXPERIENCE:

If a supervisee is unable to obtain the signature of a supervisor on the Experience Verification Form or disagrees with the total number of hours recorded on the form, the supervisee may supplement his or her application with proof of the following:

- A Copy of the supervisory contract
 - B. Copies of the signed Experience Supervision Forms completed during the experience
 - C. Letters or other documentation from third parties who observed the supervisory relationship
- Supervisees also must provide the supervisor with copies of the documentation they are submitting to the BACB and must include proof of provision of this information to the supervisor (e.g., certified mail receipt along with a letter from the supervisee to the supervisor).

Schedule

Week	Objective	Assignment	Readings
1	Meet with BCBA supervisor, practicum site personnel, clients Review Initial Documentation Packet	* Complete Initial Documentation Packet with BCBA supervisor & Practicum Site * Obtain Home/School Consent forms as needed * Develop practicum schedule	Bear, Wolf, & Risely (1968)

2	<p>Meet with BCBA supervisor and clients</p> <p>Set up system to complete, organize, and store on-going documentation (supervision forms)</p> <p>Set up system to maintain log of hours</p>	<p>* Upload initial Documentation Packet to GMU online assessment system</p> <p>* Set practicum goal(s)</p>	As assigned by the BCBA supervisor
3	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Define goal and measurement system</p> <p>* Develop task analysis to complete goal</p>	As assigned by the BCBA supervisor
4	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Monitor progress on goal</p>	As assigned by the BCBA supervisor
5	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Monitor progress on goal</p> <p>* Progress review of supervision. Provide student with written and/or verbal feedback about whether adequate progress is being made.</p>	As assigned by the BCBA supervisor
6	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Monitor progress on goal</p>	As assigned by the BCBA supervisor
7	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going</p>	<p>* Monitor progress on goal</p>	As assigned by the BCBA supervisor

	documentation (supervision forms) Maintain log of hours		
8	Meet with BCBA supervisor and clients Complete on-going documentation (supervision forms) Maintain log of hours	* Monitor progress on goal	As assigned by the BCBA supervisor
9	Meet with BCBA supervisor and clients Complete on-going documentation (supervision forms) Maintain log of hours	* Evaluate goal * Progress review #2 Progress review of supervision. Provide student with written and/or verbal feedback about whether adequate progress is being made. (if 2 inadequate progress reviews, supervisor must determine whether supervision should continue, and provide in writing the required steps to allow for continued supervision. If the determination is made that supervision should stop, the supervisor must provide in writing to the supervisee what areas were lacking adequate progress and determine if any of the hours during that period should be counted toward supervision)	As assigned by the BCBA supervisor
10	Meet with BCBA supervisor and clients Complete on-going documentation (supervision forms) Maintain log of hours	* Evaluate goal * Review hours and confirm documented hours accumulated	As assigned by the BCBA supervisor
11	Meet with BCBA supervisor and clients Complete on-going documentation (supervision forms) Maintain log of hours	* Evaluate goal * Review hours and confirm documented hours accumulated	As assigned by the BCBA supervisor
12	Meet with BCBA supervisor and clients	* Evaluate goal * Review hours and confirm	As assigned by the BCBA

	<p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>documented hours accumulated</p>	<p>supervisor</p>
13	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Evaluate goal</p> <p>* Review hours and confirm documented hours accumulated</p>	<p>As assigned by the BCBA supervisor</p>
14	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Evaluate goal</p> <p>* Review hours and confirm documented hours accumulated</p>	<p>As assigned by the BCBA supervisor</p>
15	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Develop summary of skills/experiences gained and skills/experiences you plan to work on</p> <p>* Submit Verification form and supervised forms onto GMU online assessment system</p>	