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

Spring 2017
EDSE 620 DL1: Supporting the Behavior and Sensory Needs of Students with Autism
CRN: 21120, 3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 703-993-6555	**Meeting Day(s)**: Asynchronous
E-Mail: jduke4@gmu.edu	**Meeting Time(s)**:Asynchronous
Office Hours: By appointment	**Meeting Location**: Internet
Office Location: 205B Finley Building	**Other Phone**: N/A

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

Course Description
Focuses on the behavioral and sensory development of students with autism spectrum disorders. Emphasizes the role of functional behavior assessments and evidence-based instructional strategies to address challenging behaviors. Explores the development of behavior support programs which promote social, communicative, and academic behaviors. Focuses on the role of sensory processing issues in the behavior of individuals with Autism Spectrum Disorder.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take, and later apply to a program? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
This course will be delivered online using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 12:01 a.m. on September 1, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool (for optional Blackboard Collaborate sessions only)
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays at 12:01 a.m., and finish on Mondays at 11:59 p.m.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Apply behavior change terminology and principles to a variety of behavior case studies of individuals with autism across their lifespans.

2. Accurately and operationally define individual behaviors and develop behavioral objectives for a wide range of behavioral functions.
3. Summarize the process of functional analyses of behavior and creating behavior intervention plans for individuals with autism.
4. Evaluate evidence and research-based interventions that increase appropriate behavior and decrease inappropriate behavior.
5. Summarize the principles of environmental design in addition to evidence- and research-based practices that focus on management of routines, transition, reinforcement, sensory issues, executive functioning, and self-management of behavior for individuals with autism across their lifespans.
6. Select appropriate evidence-based behavioral interventions and develop a plan for implementation and data collection based on a functional behavioral analysis of an individual with autism.
7. Analyze behavioral data and use the analysis to recommend instructional strategies.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks
Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings
Posted on Blackboard throughout course

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways.

The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 620, the required PBA is the Behavior Change Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
Performance-based Assessment (Tk20 submission required)

Behavior Change Project (240 points)
The purpose of this assignment is to apply the concepts of behavior change to support an individual with autism. You will be given a choice of several case studies of individuals with autism for this assignment. Review all of the information in each case study and select one of the students to focus on throughout the Behavior Change Project this semester. *If you have an individual with autism that you work with or know personally and you would prefer to use your own student in lieu of one of the case study students, please email the instructor with this request before beginning this work.*

Your project should reflect a highly descriptive summary of the entire program that you developed. Your papers should be double-spaced and in 12-point Times New Roman font and follow APA format, including a title page, and a reference page. Any supplemental documents should be included in an Appendix. Avoid the use of first person (use third person throughout). Please use the heading structure provided below, remembering that a brief introduction is necessary prior to the first heading. Also, a brief conclusion paragraph enhances the flow of your paper.

Behavior Change Project Instructions

Part 1: Background Information and Situation Overview (This portion is likely to be about 3-5 pages in length) (60 points)

Your task is to write APA formatted paper containing:

1. Your analysis and summary of **demographic and background information** significant to your student including the following:

   a. Describe gender, age, and school or work placements
   b. Describe the student's home life including cultural background.
   c. Describe areas of typical and atypical development including diagnoses and etiology.
   d. Describe sensory needs as applicable

e. Describe the form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student

f. Describe student characteristics with respect to communication, patterns of stereotypical behavior, socialization and social skill development and the impact of these characteristics on the individual.

g. A description of the situation/setting in which the target behavior occurs. Examine all aspects of the environment which would impact behavior including:
   o **Physical layout of learning environment**
   o **Design and management of daily routines, including schedule and classroom rules**
   o **Student interactions with peers**
   o **Demands of the learning environment (e.g., readability of textbooks, difficulty of workload, etc.)**
   o **Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable)**

Part 1 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Background Information	✓ Provides a clear description of the student including gender, age, school or work placement, home life, diagnosis and etiology, form of communication, characteristics relative to academic, social, communication and behavior domains, and any other pertinent information.	/25
Situation Overview	✓ Provides a clear description of the situation/setting in which the target behavior occurs. ✓ Examines all aspects of the environment which would impact behavior including: • **Physical layout of learning environment** • **Design and management of daily routines, including schedule and classroom rules** • **Peer interaction** • **Demands of the learning environment.** • **Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable)**	/25
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/60

Part 2: Annotated Bibliography with a minimum of 10 peer-reviewed articles (This portion is likely to be about 3-5 pages in length) (60 points)

The second part of this assignment is to locate *a minimum of 10* peer-reviewed journal articles related to the target behavior or behavioral intervention that you wish to use and write an annotated bibliography. An annotated bibliography provides a brief overview or summary of articles related to a topic; in this case, it should relate directly to the target behavior or behavioral intervention that you are considering.

Begin by locating and reading a minimum of 10 peer-reviewed journal articles from the GMU University Library databases that relate to the target behavior of your student or one or more behavioral interventions that you are considering for this project.

Your task is to write an APA formatted paper that includes:

1. A brief, **one to two paragraph introduction** of your student and challenging behavior. This introduction in some ways acts as a summary of the problem behavior that you have identified, but its primary purpose is to introduce the sources you have annotated and to explain how they relate to each other.

2. A minimum of 10 entries in the annotated bibliography, which each consist of:
   a. An APA formatted citation
   b. A brief annotation, or summary of the journal article. Think of this as a brief overview of the research that presents the key points of the research. Each annotation should be 1-2 paragraphs long. The annotation may also include a description of specific steps in the intervention research that could be used in your intervention procedures or your assessment of the usefulness or relevance of the research to your student's target behavior.

An example of an annotated bibliography can be found on Blackboard and at https://owl.english.purdue.edu/media/pdf/20160811043522_614.pdf .

Part 2 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Introduction	✓ Briefly describes target student and challenging behavior	/5

Annotated Bibliography	✓ Selects 10 peer-reviewed articles (2005-present) related to the behavioral intervention.
	    ○ Provides an accurate APA formatted citation for each article (1 point per article = total of 10 points)
	    ○ Provides a brief summary of each journal article (4 points per article= total of 40 points)
		/50

Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points)	/5

Total Points Earned		/60

Part 3: Analyzing and Changing the Behavior (This portion is likely to be about 5-7 pages in length) (120 points)

Part three of the assignment focuses on analyzing the target behavior that you want to change and developing a behavioral objective and behavior change plan.

Your task is to write APA formatted paper containing:

1. An **analysis** of the individual's behavior including:
   a. An operational definition of the target behavior (Note: This can be a problem behavior that you want to decrease OR a desirable behavior that you want to increase).
   b. A **hypothesis** for the function of the target behavior and a clear rationale for the hypothesis.
      o In other words, what do you believe to be the function of the behavior and why do you believe that? Make sure that your rationale is based on information from the case study itself as well as the hypothetical FBA data you were given.

2. A **behavioral objective** for the target behavior which includes (1) student behavior, (2) conditions of performance, and (3) performance criteria.

3. A **behavior change program** including step-by-step instructions on how you would implement the program. These instructions should be clear and concise, break skills into small teachable parts, and focus on the systematic presentation of new skills. Make sure that you describe each strategy that you are including for teaching and promoting the desired behavior.

Clearly **describe** and provide a **rationale** for the selection of each of the following elements in your program:
   a. A replacement behavior
   b. Prompting strategies and hierarchies
   c. Preferred reinforcers
   d. Schedule of reinforcement including naturally occurring reinforcement
   e. Plan for sensory intervention, as applicable.
   f. Plan for modifications and/or accommodations of task requirements as needed
   g. A data collection plan including a sample recording form that you would use with the program

*If you find that your case study does not provide you with the information you need to write these descriptions, you may add information to your case study as needed.

Part 3 Grading Rubric

Evaluation Standards	Required Components	Points Earned
Analysis of Behavior	✓ Writes an operational definition of the behavior targeted to reduce. (10 points) ✓ Writes a clear hypothesis for the function of the target behavior using the format: "When____, student will _____, in order to _____". (10 points) ✓ States a behavioral objective which follows the required format from class (10 points)	/30
Behavior Change Program	✓ Develops a sound behavior change program supported by research citations (10 points) ✓ Writes step-by-step instructions for the behavior change intervention in enough detail that the behavior plan could be exactly copied by a substitute teacher based only on what is written. (20 points) ✓ Describes the replacement behavior or the desired behavior that was selected and provides a rationale for the selection. (10 points) ✓ Describes and provides a rationale for prompting strategies (5 points) ✓ Describes and provides a rationale for preferred reinforcers and schedule of reinforcement (5 points) ✓ Plan for sensory intervention, as applicable (5 points) ✓ Describes and provides a rationale for modifications and/or accommodations of task requirements as needed (5 points) ✓ Describes and provides a rationale for a data collection plan (10 points) ✓ Provides a sample recording form that could be used with the behavior change program (10 points)	/80
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (2 points) ✓ Spelling and grammar are accurate (3 points) ✓ Accurate APA Style (5 points)	/10
Total Points Earned		/120

College Wide Common Assessment (Tk20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
None

Other Assignments

Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 a.m. and must be concluded with work submitted by Mondays at 11:59 p.m. Please plan accordingly. Best practices will have you open the module on Tuesdays to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

Each module will include at least one assignment that will be due at the end of the module's week. These assignments will vary but may include research reviews, reading checks, or other assignments.

Course Policies and Expectations
Attendance/Participation

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. **After one week from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Communication.
The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Grading Scale

A	95 – 100%
A-	90 – 94%
B	80 – 89%
C	70-79%
F	69% and below

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

Core Values Commitment
The College of Education and 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/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module Opens	Topics Covered	Module Assignments[1]
1: Jan 23	*Introduction and Characteristics of ASD* • *Course introduction* • *Introduction to behavior and sensory challenges associated with autism* • *Introduction to executive functioning*	**READ:** • deVries & Geurts (2015) • Moffett et al. (2006) • Murray et al. (2009)
2: Jan 31	*Ethics and Foundations of Behavior Change* • *Basic Behavioral Principles including ABA* • *Ethics of behavior change* • *Foundations of effective behavior management*	**READ:** • Alberto & Troutman Chapters 1 & 2

Module Opens	Topics Covered	Module Assignments[1]
3: Feb 7	*Operational Definitions, Behavioral Objectives* • *Writing behavioral objectives* • *Writing operational definition of behavior*	**READ:** • Alberto & Troutman Chapter 3
4: Feb 14	*Functional Analysis of Behavior*	**READ:** • Alberto & Troutman Chapter 7 **DUE:** **Behavior Change Project Part 1: Background Information and Situation Overview**
5: Feb 21	*Behavior Intervention Plans and Positive Behavior Supports* • *Competing Behavior Pathway* • *Replacement behaviors* • *Behavior intervention plans* • *Generalization and maintenance*	**READ:** • Neitzel, J. (2010) • Autism Speaks (2012)
6: Feb 28	*Data Collection and Data-based Decision Making*	**READ:** • Alberto & Troutman Chapter 4
7: Mar 7	*Environmental Design and Classroom Management* • *Classroom setup (including sensory considerations)* • *Token economy* • *Visual supports* • *Special interests*	**READ:** • Carnett et al. (2014) • Hume et al. (2014)
March 13-19: Spring Break		
8: Mar 21	*Research-based Interventions* • *Management of routines* • *Transition* • *Rigidity* • *Inclusion* • *Sensory needs* • *Executive functioning and flexibility*	**READ:** • TBD

Module Opens	Topics Covered	Module Assignments[1]
9: Mar 28	*Antecedent-based interventions and Differential Reinforcement*	**READ:** • Alberto & Troutman Chapters 8 & 10 **DUE:** **Behavior Change Project Part 2: Annotated Bibliography**
10: Apr 4	*Decreasing Inappropriate Behaviors and Extinction* • *Consequence-based interventions*	**READ:** • Alberto & Troutman Chapter 9
11: Apr 11	*Home, School and Community Collaboration and Technology Tools for Behavior Management* • *Proactive strategies for home and community* • *The Incredible 5 Point Scale* • *Exercise, yoga, meditation and mindfulness* • *Home/School collaboration* • *Technology tools for behavior management*	**READ:** • Crutchfield et al. (2015) • Finn et al. (2015)
12: Apr 18	*Self Management of Behavior*	**READ:** • Alberto & Troutman Chapter 12
13: Apr 25	*Behavior and Sensory Needs in Adulthood*	**READ:** • Daly et al. (2014) • Mostert-Kerckhoffs et al. (2015) • Woodman et al. (2015) **DUE:** **Behavior Change Project Part 3: Analyzing and Changing the Behavior**
14: May 2	*Managing Self-Injurious Behaviors and Self-Stimulatory Behaviors*	**READ:** • Duerden et al. (2012) • Mays et al. (2011)

Module Opens	Topics Covered	Module Assignments[1]
15: May 8	*Aggression, Elopement, Crisis Prevention and Intervention*	**READ:** • Kanne & Mazurek (2011) • White et al. (2011) **DUE:** **Behavior Change Project Parts 1-3 posted to TK20**

[1]*All course materials (including required readings) are included in each Module folder on Blackboard*

Assessment Rubric(s)
All rubrics are posted on Blackboard.