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

Summer 2017
EDSE 532 626: Positive Behavior Supports
CRN: 42516, 3 – Credits

Instructor: Dr. Joy Engstrom	**Meeting Dates**: 6/05/2017 – 8/12/2017
Phone: (804) 937-3680 (cell)	**Meeting Day(s)**: Monday
E-Mail: jengstr2@gmu.edu	**Meeting Time(s)**:5:00 pm - 10:00 pm
Office Hours: Before or after class and By Appointment	**Meeting Location**: Off-campus, OFF CAMPUS
Office Location: N/A	**Other Phone**: (571) 252-1232

*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.

Prerequisite(s) None
Co-requisite(s) None

Course Description
Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures.

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
Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most

scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Course Delivery Method
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, teacher candidates/students will be able to:
1. 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.
2. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice.
3. Identify the origin and function of behavior.
4. Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
5. Develop positive support plans to enhance changes in students' academic/social/affective behavior.
6. Develop schedules and routines in educational environments to enhance students' appropriate behaviors.
7. Demonstrate ability to apply behavioral research.
8. Demonstrate ability to provide positive behavioral supports to students in educational environments.

Course Relationship to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks
Riffel, L.A. (2011). *Positive behavior support at the tertiary level. California: Corwin*

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

Additional Readings
Additional readings will be posted to Blackboard.

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 532, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. 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.

Assignment	Points earned	Total Points available
Discussion Guides		35 (5 points each)
Participation		30
SWPBS Activity		25
Intervention Pyramid		25
Functional Behavior Assessment (FBA)		40
Behavior Intervention Plan (BIP)		45
Total Points		200

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
Students are required to place each of these in a <u>specific area of the Blackboard site prior to receiving a grade in this course.</u> More directions about when to submit the two assignments will be provided in class.

For this project, students will complete a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP). Students will identify a learner with mild to moderate exceptional learning needs who also demonstrates challenging behavior(s). You will complete the FBA then use the information gathered from the FBA to develop a BIP.

Functional Behavior Assessment (CAEP assignment: Required PBA): In an effort to identify the function of challenging behavior(s) of a particular student, you will need to gather the information about the student and his/her behavior. More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed *before* beginning the assignment. The assignment will be submitted to the course Blackboard site and uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

Behavior Intervention Plan (CAEP assignment: Required PBA): Based on the information gathered in the FBA and the hypothesis you made about the function of the behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed *before* beginning the assignment. The assignment will be submitted to the course Blackboard site and uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

College Wide Common Assessment (Tk20 submission required)
Functional Behavior Assessment and Behavior Intervention Plans (see above description)

Performance-based Common Assignments (No Tk20 submission required.)

***Discussion Guides* (5 points each)**
Discussion guides that accompany your reading are to be completed as designated in the syllabus. You will turn these in via the assignment submission links in Blackboard. See due dates below. Discussion guides are to be submitted online to Blackboard before class begins on the assigned day. Class starts at 5:00 pm, so any submissions after 5:00 (including those at 5:01) on the designated day will be considered late. You should plan to complete the reading before completing the discussion guides and before coming to class.

Intervention Pyramid (25 Points)
Review rules, discipline practices, and interventions currently practiced in your school building and classroom. Using the Intervention Pyramid identify practices at each level of intervention, primary, secondary, and tertiary. Write a brief paper (2-3 pages) explaining the effect of each level of intervention in regard to student behavior. More information about this assignment will be given in class and posted on Blackboard.

Other Assignments/Fieldwork Experience

Course Policies and Expectations
Attendance/Participation
Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When an absence is unavoidable, it is the student's responsibility to obtain notes, handouts, and lecture details from another student.

Students must notify the Instructor in writing of the absence in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during the time of the absence, will not be earned and cannot be made up.

Students cannot effectively and efficiently participate in class when engaged with or distracted by technology. Students must turn off all sound emitting devices during class unless otherwise authorized by the instructor.
1. The use of devices that produce sound or otherwise interfere with the learning of others are prohibited during class. Please turn devices off or to vibrate before the start of class.
2. Do not read or send texts during class time. Doing so is distracting to others and the instructor.
3. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time
4. Screens on laptops and other devices must be in full view of the instructor at all time.
5. Please respect the limited instruction time we have together and do not impede the quality or quantity of that time.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full-earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

Grading Scale

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

An Incomplete (I) grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

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

Date	Topic	Readings	Assignments
Session 1 June 5	• Course Introduction • Applied Behavior Analysis • PBS history • School wide PBS		
Session 2 June 12	• Behavior Support Process • Introduction to Functional Behavior Assessment	Riffel Ch. 1 Supplemental readings posted on Blackboard	Discussion Guide 1 Intervention Pyramid Due

Session 3 June 19	• Measuring Behavior (Data collection techniques) • Indirect and Direct methods	Riffel Ch. 2 -5 Supplemental readings posted on Blackboard	Discussion Guide 2
Session 4 June 26	• Hypotheses • Assessment vs. Analysis Testing • BAP model	Riffel Ch. 8 Supplemental readings posted on Blackboard	Discussion Guide 3 FBA work session
NO CLASS July 3			
Session 5 July 10	• Introduction to Behavior Intervention Plan • Function Based Interventions	Riffel Ch 9-10 Supplemental readings posted on Blackboard	FBA DUE Discussion Guide 4
Session 6 July 17	• Teaching alternative skills • Effective instruction • Support Systems	Riffel Ch. 11 Supplemental readings posted on Blackboard	Discussion Guide 5
Session 7 July 24	• Reinforcement • Responding to behavior • Crisis Plans	Riffel Ch. 6 & 12 Supplemental readings posted on Blackboard	Discussion Guide 6
Session 8 July 31	• Long-term support • On-going evaluation • Extending support	Riffel Ch. 14 Supplemental readings posted on Blackboard	Discussion Guide 7 Bring Draft of BIP to class
Session 9 August 7	• Wrap Up		BIP DUE

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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

Assessment Rubric(s)

All rubrics are posted on Blackboard