



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

Spring 2022

EDSE 502: Classroom Management and Applied Behavior Analysis

Section: DL1 CRN: 21706

Section: 6V1 CRN: 24364

3 – Credits

Instructor: Dr. Margaret King-Sears	Meeting Dates: 1/24/22 – 5/18/22
Phone: 703.993.3916 <i>but use email, please</i>	Meeting Day(s): N/A
E-Mail: mkingsea@gmu.edu <i>best way to connect</i>	Meeting Time(s): N/A
Office Hours: Mondays 3-5pm via Zoom by appointment only (<i>must be scheduled 24 hours in advance</i>); other times available, so please ask; Zoom link https://gmu.zoom.us/j/6746945454	Meeting Location: N/A; Online
Office Location: Finley Building Room 218	Other Phone: Not applicable

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 identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly (i.e., minimum of twice per week): <http://masonlive2.gmu.edu/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Video and other media supports and apps
4. Research activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 24, 2022.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our course week will start on Tuesdays and finish on Mondays at 11:59pm EST.
- **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.
- **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. Most meetings will be held via Zoom (see link on page 1). Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Prefer scheduling 48 hours in advance, but ask when you want to meet; flexibility exists when possible.

- **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.

All course materials posted to Blackboard or other course site are private; by federal law. Any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services. *Please notify the instructor no later than one week after the course start date to ensure accommodations are in place soon after the course begins. Prefer notification in advance of the course start date.*

Learner Outcomes

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

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.

14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher/candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

Alberto, P. A., & Troutman, A. C. (2017*). *Applied behavior analysis for teachers* (9th ed.). Pearson.

American Psychological Association. (2020*). *Publication manual of the American Psychological Association* (7th ed.). Author. <https://doi.org/10.1037/0000165-000>

Scheuermann, B. K., & Hall, J. A. (2016*). *Positive behavioral supports for the classroom* (3rd ed.). Pearson.

**Purchase the editions with the dates shown in parentheses. Do not purchase or plan to use previous editions.*

**Caution: Only purchase textbooks from sources that include access codes to media, websites, and supplementary materials, as you are responsible for accessing these required textbook materials.*

Required Resources / Additional Readings

Students will be accessing the Mason library for recent research pertaining to course topics a few times during the semester. For some course topics (e.g., Research Analysis, crisis intervention), there are required readings, which will be posted on the Bb site for that course session.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

1. **Functional Behavioral Assessment (75 points):** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date. It is advised you review content for this assignment the first week of Module 3.
2. **Behavior Intervention Plan (75 points):** Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date. It is advised you review content for this assignment the first week of Module 4.

College Wide Common Assessment (VIA submission required)

None

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

- If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.
- If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.
4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

3. **Comparison of School Discipline/Behavior Plans (20 points):** For this assignment, you will either (a) obtain the schoolwide management (discipline) plan from a school or (b) if you are at a PBIS school, use that PBIS plan. Consider the “plan” as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school’s rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school web site. *Avoid accessing the school system’s handbook because you will be comparing a school’s procedures to the School Wide Positive Behavior Intervention Supports, so a school plan is needed.*

Your task is to compare and contrast your selected school’s plan to (a) the Positive Intervention and Support (PBIS) model or (b) if your school already uses PBIS, then complete the PBIS Tiered Fidelity Inventory <https://files.pbisapps.org/pub/pdf/tfi.pdf> . Whether (a) or (b), you will report your findings for this assignment. More information about this assignment (including a scoring rubric) can be found on Blackboard and should be reviewed well before beginning the assignment. It is advised you review content for this assignment the first week of Module 1.

4. **Classroom Management Plan (60 points):** The purpose of this project is to develop a comprehensive classroom management plan that involves

preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan include a self-assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You will report on your own classroom management features or observe a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment. It is advised you review content for this assignment the first week of Module 2.

5. **Reading Checks (4 at 15 points each/60 points):** You will complete one reading check for each module in this course. These reading checks assess your understanding and recall of the assigned chapters in the textbooks. You may use the textbooks and your notes to help you complete these checks, and there is no time limit. You may take each reading check twice, and your higher grade will be counted.
6. **Apply the Concept (4 at 10 points each/40 points):** You will complete one “apply the concept activity” for each module. These assignments check your understanding of **the content and your ability to apply these concepts to various scenarios. You may use the textbooks and your notes to help you complete these checks.**
7. **Discussion Board / FlipGrid (3 at 5 points each/15 points):** You will participate in three Blackboard discussion boards or FlipGrid activities in this course. Specific instructions will be given for each activity and should be reviewed prior to beginning the assignment.

Assignment Summary

Online EDSE 502 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations		
Assignment	Points earned by EDSE 502 student	Total points available
1. Comparison of School Discipline/Behavior Plans		20 points
2. Reading Checks (4 reading checks @ 15 points each)		60 points
3. Classroom Management Plan (CMP)		60 points
4. Apply the Concept Activities (4 activities @ 10 points each)		40 points
5. Discussion Boards / FlipGrid (3 @ 5 points each)		15 points
6. Functional Behavioral Assessment (FBA)		75 points
7. Behavior Intervention Plan (BIP)		75 points
TOTAL	Your total / 345 points
<p>Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.</p>		

All assignments must be completed in MS Word and submitted via Blackboard by the due date and time specified in the syllabus. An exception to this is the Introductions via FlipGrid.

Feedback on Assignment Using APA Numeric Codes

Throughout scored course assignments, numbers correspond to the feedback below.

APA Style Guide	
This # means examine this APA chapter / pages for information.
1	Chapter 4: Writing styles and grammar; pp. 111-130
2	Chapter 5: Bias-free language guidelines; pp. 131-152
3	Chapter 6: Mechanics of style; pp. 153-194
4	Chapter 8: Works credited in the text; pp. 253-280 <i>NOTE: No quotations in any assignments for this course. Paraphrase!</i>
5	Chapter 9: Reference list; pp. 281-313
Helpful examples: <ul style="list-style-type: none">• Sample papers start on page 50; cross-references to relevant sections of APA• Chapter 10 provides Reference Examples <p style="text-align: right;"><i>PKS March 2020</i></p>	

Course Policies and Expectations

All course work will be online in an Asynchronous format. Optional Zoom sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. **To maximize your preparation and participation, it is recommended that you:**

- Read all the way through each module one time initially when the module is opened for you. That way you know what you need to focus on and prioritize (i.e., what's coming up sooner? Later?).
- Develop a timeline for the assignments (individual and/or group) so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignment prior to submission for a grade.
- Pace yourself well; **individual and independent online courses do not mean you can wait until the last minutes to get the work done!** Peers are dependent on you at times, and your success is also dependent on your preparation to complete assignments well in advance of due dates.

Late Work

All assignments must be completed in MS Word and submitted to Blackboard by the due date and time, *but can be submitted prior to due dates and times*. Consider the due date and time the final date and time by which assignments should be submitted. *All deadlines are by 11:59pm EST on the day before the class session*. With our course day as Tuesday, that means unless otherwise specified, assignments are due on Mondays at 11:59pm EST. Full earned credit for assignments submitted on time.

There is a 48-hour grace period after the due date / time before a 5%-point deduction of the original points will occur per day for late submissions during the first week after the due date. *After one week from the due date, assignments will not be accepted. Please be in touch with the instructor in advance as you can so they are aware of your situation.*

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. Late work also prevents timely feedback to students, which should be used in all 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.

Other Requirements

Communication.

The best way to contact Dr. King-Sears is through email. Anticipate email will be checked once a day on weekdays. Responses typically occur within 24-48 hours, if not sooner, on weekdays.

Grading

90-100% = A

80-89% = B

70-79% = C

< 69% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to

develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.


Class Schedule

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

Date	Event	Readings	Assignments
Opens on 1/24/22 All assignments due no later than 11:59 p.m. on 2/14/22	Module 1	<ul style="list-style-type: none"> Alberto & Troutman Chapter 1 Scheuermann & Hall Chapters 1, 2, 3, & 4 	<ul style="list-style-type: none"> Field Experience tasks due by Feb 3. FlipGrid 1: Introductions Check Module 1 Checklist for due dates which are soon after semester begins Apply the Concept 1 Reading Check 1 Module Assignment: Comparison of Schoolwide Discipline Plans
Opens on 2/15/22 All assignments due no later than 11:59 p.m. on 3/7/22	Module 2	<ul style="list-style-type: none"> Alberto & Troutman Chapter 8 Scheuermann & Hall Chapters 5, 6, & 7 	<ul style="list-style-type: none"> Apply the Concept 2 Reading Check 2 Module Assignment: Classroom Management Plan
<p>CAUTION: Plan carefully for Module 3 because school systems' spring breaks are different from GMU's. You must observe the student enough (~ 8 sessions) during Module 3, which is difficult if you are not available during GMU's spring break, then the student is not available during his/her spring break. PLAN!</p>			
Opens on 3/8/22 All assignments due no later than 11:59 p.m. 4/11/22	Module 3	<ul style="list-style-type: none"> Alberto & Troutman Chapters 3-7 Scheuermann & Hall Chapter 8 	<ul style="list-style-type: none"> Apply the Concept 3 Discussion Board (DB) 2 Check DB for due dates <u>prior to the module end date</u>. Reading Check 3 Module Assignment: FBA
Opens on 4/12/22 All assignments due no later than 11:59 p.m. 5/9/22	Module 4	<ul style="list-style-type: none"> Alberto & Troutman Chapters 8, 9, & 11 Scheuermann & Hall Chapters 10 & 11 	<ul style="list-style-type: none"> Apply the Concept 4 Reading Check 4 Discussion Board (DB) 3 Check DB for due dates <u>prior to the module end date</u>. Module Assignment: BIP VIA Submissions

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

<p>The College of Education and Human Development is committed to <i>Social Justice, Innovation, Research-Based Practice, Ethical Leadership, and Collaboration</i>. Students are expected to adhere to these principles.</p>	
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GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>). See earlier note requesting this documentation within one week after the course begins, if not prior to the course.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-confidential Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

BEHAVIOR INTERVENTION PLAN (BIP) VIA Rubric: Your target is “2” for Meets Expectations.

NOTE: A different rubric will be used for the scored BIP; use that rubric for developing the BIP.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Expected Outcome or Target Goal	<ul style="list-style-type: none"> • Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior. 	<ul style="list-style-type: none"> • Candidate provides a statement of the desired replacement or alternative behavior. 	<ul style="list-style-type: none"> • Candidate provides a clear statement of the desired replacement or alternative behavior which demonstrates an explicit consideration given to the educational implications of characteristics of various exceptionalities and the impact of the learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
Reinforcer and Activity Preference Assessment <i>CEC Standard 5</i> <i>CEC/IGC Standard 5 IGC5 S22</i>	<ul style="list-style-type: none"> • Candidate provides an incomplete reinforcer and activity preference assessment that does not take the individual learner’s needs or the classroom context into consideration. • Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program. 	<ul style="list-style-type: none"> • Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <ul style="list-style-type: none"> ○ learner’s chronological age (CA), ○ school rules as applicable, ○ peer/friend practices, ○ parent/teacher/friend’s opinions, and/or ○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes). • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs <i>CEC/IGC Standard 5 IGC5 S22</i> 	<ul style="list-style-type: none"> • Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <ul style="list-style-type: none"> ○ learner’s chronological age (CA), ○ school rules as applicable, ○ peer/friend practices, ○ parent/teacher/friend’s opinions, and/or ○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes). • Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner. • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs.
Intervention Plan <i>CEC/IGC Standard 5</i> <i>CEC/IGC Standard 5 ISCI 5 S3</i>	<ul style="list-style-type: none"> • Candidate designs a behavior intervention plan that lacks evidence-based interventions, reinforcers, and reinforcement schedules that are in alignment with the needs of the learner 	<ul style="list-style-type: none"> • Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to 	<ul style="list-style-type: none"> • Candidate designs a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to problem behavior prevention and intervention. • Specifically, the candidate selects and provides a

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>CEC/IGC Standard 5 ISCI 5 K2</p> <p>CEC Standard 5 IGC5 S 9</p>	<p>with mild to moderate exceptional learning needs.</p>	<p>problem behavior prevention and intervention. <i>CEC Standard 5 IGC5 S 9</i></p> <ul style="list-style-type: none"> Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs. The candidate provides the steps for teaching appropriate replacement behaviors. The candidate designs a schedule of reinforcement that is in alignment with learner needs. The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. 	<p>rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs.</p> <ul style="list-style-type: none"> The candidate provides the steps for teaching appropriate replacement behaviors. The candidate designs a schedule of reinforcement that is in alignment with learner needs. The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. The candidate uses technology to design and /or support their intervention plan.
<p>Evaluation and Impact of Intervention Plan CEC/IGC Standard 5 CEC/IGC ISCI 5 S 11</p>	<ul style="list-style-type: none"> Candidate includes the data collection chart and the reason for their choice, but does not provide a plan for reviewing the data. Candidate does not reflect on the invention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan does not integrate appropriate adaptations and technology as needed. 	<ul style="list-style-type: none"> Candidate provides a data collection plan to measure the behavior specific in the behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working, based on continual observations. Candidate includes a procedure for data review so that responsive adjustments can be made if the intervention plan is not working. <i>CEC/IGC Standard 5 ISCI 5 S 11</i> 	<ul style="list-style-type: none"> Candidate provides a data collection plan to measure the behavior specific in the behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working. Candidate includes a procedure for data review so that changes can be made if the intervention plan is not working. Candidate reflects on the intervention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan integrates appropriate adaptations and technology as needed. The intervention plan includes directions to the candidate's colleagues such as guidance and direction for para-educators and general education colleagues in order to help integrate individuals with mild to moderate exceptional learning needs.