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

Fall 2024
EDSE 502: Classroom Management and Individualized Behavior Supports
Section: DL1; CRN: 70756
Section: 6V1; CRN: TBD
3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: 703-993-6555	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: jduke4@gmu.edu	**Meeting Day(s)/Date(s) & Time:** Tuesday; 5 pm – 6:30 pm; (8/27, 9/17, 10/1, 10/22, 11/19 and 12/3)
Office Hours: By appointment	**Meeting Location:** N/A; Online

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 their LMS (Learning Management System).**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Focuses on behavior change principles, positive behavior intervention strategies, and effective classroom management techniques. Emphasizes theory and practical application and approaches to creating supportive classroom environments. Explores individual functions of

behavior and behavior management plans for students with disabilities, emphasizing ethical use of evidence-based practices. 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

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: http://mso365.gmu.edu/.

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 your LMS

This course will be delivered online (76% or more) using both synchronous and asynchronous format via Mason's Learning Management system (LMS). You will log in to the 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. ET on Monday, August 26, 2024.

· To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

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 updated browsers.
  - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.

- Note that 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.

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
  Students must actively check the course LMS 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, if any.

- 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.

Learner Outcomes

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

1. Define terminology and principles of behavior change.
2. Describe and evaluate components of the School-wide Positive Behavioral Interventions and Supports (SW-PBIS) model.
3. Describe how to create and modify classroom environments, incorporating evidence based practices for positive support of student behavior.
4. Operationally define individual behaviors and identify the function of behavior based upon indirect and direct assessment data.
5. Use information from a Functional Behavior Assessment to develop a comprehensive Behavior Intervention Plan, including a plan for maintenance, generalization and databased decision making.
6. Describe behavior management techniques for making positive changes in students' behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
7. Describe strategies for promoting self-management, social skills, and well-being.
8. Identify and describe the crisis cycle and methods for crisis prevention including a comprehensive classroom crisis management plan.

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

Scheuermann, B. K., Billingsley, G. M., & Hall, J. A. (2022). *Positive behavioral supports for the classroom* (4th ed.). Pearson.

Recommended Texts

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

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, there may be additional required readings, which will be posted on the Canvas 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., LMS, 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/SLL (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/SLL.

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

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

For EDSE 502, the required PBA is Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). For the FBA and BIP project, you will select a student with disabilities who accesses the general curriculum who also demonstrates some type of undesired behavior(s).

1. **Functional Behavioral Assessment (75 points)**

This assignment in Module 4 requires you to identify one target behavior for your chosen student and collect data through direct and indirect assessment methods. You will use these findings to develop a hypothesis for the function of the behavior. More information about this assignment (including a grading rubric and resources) can be found on Canvas.

2. **Behavior Intervention Plan (75 points)**

Using the information you gathered in the FBA, including the hypothesis of the function of the behavior, you will develop a Behavior Intervention Plan (BIP) for the student in Module 5. More information about this assignment (including a grading rubric and resources) can be found on Canvas.

**College Wide Common Assessment
(VIA submission required)**
N/A

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 THS 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 form, regardless of whether you need assistance in locating a field experience placement or not. 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 to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. 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. 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.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, 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.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

Other Assignments
3. Module Activities (60 points)
You will complete a variety of additional activities in each module. These activities 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 activities.

4. Checkpoints (5 at 10 points each/50 points total)
You will complete one reading checkpoint for each module in this course. These checkpoints assess your understanding and recall of the assigned chapters in the textbook. You may use the textbook and your notes to help you complete these checks, and there is no time limit. You may take each checkpoint twice and your highest grade will be counted.

5. School-wide PBIS Plan Assignment (20 points)

For this assignment in Module 1, you will select from a set of school profiles and develop a school wide SW-PBIS plan for your selected school. More information about this assignment (including a grading rubric) can be found on Canvas and should be reviewed before beginning it.

6. Classroom Management Plan (60 points)

For this assignment in Module 2, you will observe, describe, and analyze various elements of a K-12 classroom, identify areas of strengths and need, and make recommendations for how to improve classroom management. More information about this assignment (including a grading rubric) can be found on Canvas and should be reviewed before beginning it.

7. **Crisis Plan (20 points)**

For this assignment in Module 5, you will reflect on and analyze a school's safety plan. You will also develop a classroom crisis plan.

8. **Beyond the Modules: VDOE Restraint/Seclusion Training (5 points)**

This assignment is completed outside course modules. Students can choose to complete this training at any point during the semester, as long as the training is completed by the designated due date. Points will be earned for completing the training and uploading the certificate to serve as evidence of training completion.

Assignment Summary

Assignment	Points
1. Schoolwide PBIS Plan (Module 1)	20
2. Classroom Management Plan (Module 2)	60
4. Functional Behavioral Assessment (FBA; Module 3)	75
5. Behavior Intervention Plan (BIP; Module 4)	75
6. Crisis Plan (Module 5)	20
7. Module Activities	60
8. Reading Checks (5 reading checks at 10 points each)	50
9. Beyond the Modules: VDOE Restraint/Seclusion Training	5
TOTAL	**365**

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More

information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all synchronous meetings in the course, including logging in on time for their assigned synchronous times, being visible, participating, and staying for the duration of this time. Please review specific expectations below for more details.

Specific Expectations for Students Participating During Synchronous (Zoom) Sessions:
- Zoom Access: Links for synchronous class sessions will be provided on the course Canvas site. Students do not need a Zoom login to participate.
- Technical requirements:
    - You must have a working web camera and microphone.
    - Use your real name to sign in—no aliases, please.
    - Mute your microphone when not speaking.
    - Your camera output must remain live to document your attendance during class. Please don't freeze your camera.
- Zoom expectations: Remember that while you are participating in the class via Zoom, you are visible to the entire class and must maintain an appropriate professional demeanor, including your location (e.g., not in bed or car).
    - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
    - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: Attendance will be taken at the beginning of each class session. Please ensure that you join the Zoom meeting promptly and remain present for the duration of the class.
- Participation: Active participation is expected and includes contributing to discussions, asking questions, engaging in group activities, and completing in-class assignments or polls.

Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Canvas *on* or *before* the due date and time. In fairness to students who submit work on time, points will be deducted for late submissions (10% per day). After one week from the due date, assignments will not be accepted.

Other Requirements

Communication

The best way to contact me is through email: jduke4@gmu.edu. 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.

Please note that your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at http://masonlive.gmu.edu. All communications are sent to students via their Mason email accounts, and students are held responsible for this information.

Grading

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards](http://academicstandards.gmu.edu/) (http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information

All work submitted in this course must be your own original work; use of AI writing tools, such as ChatGPT, are prohibited in this course and will be considered a violation of academic integrity. All academic integrity violations will be reported to the office of Academic Integrity.

Class Schedule

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

Date & Module/Week	Class Format	Topics Covered	Assignments Due

August 27th
 	
Module 1 Week 1
	Online Synchronous 5-6:30PM	• Introductions and Icebreaker
		• Syllabus and Course Expectations
		• Field Placement Information
		• Foundations of Behavior Change
			• Read Scheuermann et al. Chapters 1& 2
			• Watch asynchronous video
			• **Module 1 Activity:**
			  o Begin during synchronous class meeting
			  o **Complete and submit to Canvas by 5 pm ET on 9/2**

September 3rd Module 1 Week 2	Online Asynchronous (Holiday)	• Focus on Tier 1 Schoolwide (features, rules, matrix, team, etc.) • Cultural responsiveness in SWPBIS	• Read Scheuermann et al. Chapter 3 • Watch asynchronous videos • **Complete Module Checkpoint by 5 pm ET on 9/9** • **Complete Module 1 Assignment (SW-PBIS Plan) by 5 pm ET on 9/9**
September 10th Module 2 Week 1	Online Asynchronous	• Classroom rules & procedures • Classroom scheduling and organization • Classroom environment & climate	• Read Scheuermann et al. Chapters 4 & 5 • Watch asynchronous videos • **Module 2 Week 1 Activity: Complete and submit to Canvas by 5 pm on 9/16**
September 17th Module 2 Week 2	**Online Synchronous 5-6:30PM**	• Procedures to increase behavior • Responding to appropriate and inappropriate behaviors • Preventing challenging behavior through high quality instruction	• Read Scheuermann et al. Chapter 6 • Watch asynchronous videos • **Complete Module 2 Checkpoint by 5 pm on 9/23**

Date & Module/Week	Class Format	Topics Covered	Assignments Due
September 24th Module 2 Week 3	Online Asynchronous	• Culturally responsive classroom management	• Assigned readings • Watch asynchronous videos • Work on the Classroom Management Plan assignment
October 1st Module 2 Week 4	**Online Synchronous 5-6:30PM**	• Techniques for supporting students' self-management, social skills and well-being	• Read Scheuermann et al. Chapter 9 • Watch asynchronous videos • **Module 2 Week 4 Activity: Complete** during **synchronous class and submit to Canvas by 5 pm on 10/7** • **Submit the Classroom Management Plan assignment by 5 pm ET on 10/7**
October 8th Module 3 Week 1	Online Asynchronous	• Overview of the FBA process, who is involved, and roles • Defining behavior • ABCs of behavior • Indirect data •	• Read Scheuermann et al. Chapters 7 & 8 • Watch asynchronous videos • Work on the FBA assignment: Complete the FACTS interview with your FBA student's teacher • **Module 3 Week 1 Activity: Complete and submit to Canvas by 5 pm on 10/14**
October 15th Module 3 Week 2	Online Asynchronous	• Direct assessment of behavior • Function of behavior & hypothesis statement	• Assigned readings • Watch asynchronous videos • **Complete Module 3 Checkpoint by 5 pm ET on 10/21** • Work on the FBA assignment: Begin observations of your FBA student, collecting anecdotal data (i.e., notes) as you observe so that you can later pull ABC chains from your data. Note that you will need approximately 4-8 observations of your FBA student over the next 2 weeks to complete the FBA assignment.

Date & Module/Week	Class Format	Topics Covered	Assignments Due
October 22nd Module 3 Week 3	**Online Synchronous 5-6:30PM**	• Direct assessment of behavior • Indirect assessment of behavior • Function of behavior & hypothesis statement	• Assigned readings • Watch asynchronous videos • **Module 3 Activity: Complete and submit to Canvas by 5 pm on 10/28** • Work on the FBA assignment
October 29th Module 3 Week 4	Online Asynchronous	• Culturally responsive FBA Practices	• Assigned readings • Watch asynchronous videos • **Submit FBA Assignment to Canvas by 5 pm on 11/4**
November 5th Module 4 Week 1	Online Asynchronous (Holiday)	• Schedules of Reinforcement	• Read Scheuermann et al. Chapters 10 & 11 • Watch asynchronous videos • Work on the BIP assignment: Conduct preference assessments with your student.
November 12th Module 4 Week 2	Online Asynchronous	• Reinforcer Assessments	• Assigned readings • Watch asynchronous videos • **Complete Module 4 Checkpoint by 5 pm ET on 11/18**
November 19th Module 4 Week 3	**Online Synchronous 5-6:30PM**	• Data Collection • Generalization & maintenance of behavior	• Assigned readings • Watch asynchronous videos • **Module 4 Activity: Complete and submit to Canvas by 5 pm on 11/25**
November 26th Module 4 Week 4	Online Asynchronous (Holiday)	• Culturally responsive BIP Practices	• Assigned readings • Watch asynchronous videos • **Submit BIP Assignment to Canvas by 5 pm on 12/2**

Date & Module/Week	Class Format	Topics Covered	Assignments Due
December 3rd Module 5 Week 1	**Online Synchronous 5-6:30PM**	• Crisis cycle • Crisis prevention techniques • Comprehensive classroom crisis management plans	• Watch asynchronous videos • **Complete Module 5 Checkpoint by 5 pm ET on 12/9** • **Module 5 Activity: Complete** during **synchronous class and submit to Canvas by 5 pm on 12/9** • **Submit Crisis Plan Assignment to Canvas by 5 pm on 12/9** • **VIA Submissions** • **Beyond the Modules: VDOE Restraint/Seclusion assignment is due if you have not completed it yet**

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/).

- 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/).

- 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/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

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 your LMS should be directed to:

  o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  o TimelyCare: https://caps.gmu.edu/timelycare-services/

  o Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures 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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as "[YOUR NAME]", "Dr./Prof. [NAME]" or "Mr./Ms./Mx. [NAME]" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan,

Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s)

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FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

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	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Student Description
 	
CEC Standard 2
	• Candidate fails to provide student information or provides partial student information, giving only a limited view of the context of student behavior.
	• Candidate fails to provide or provides limited discussion of educational impact.
		• Candidate provides student information inclusive of the educational impact of student's mild to moderate disability, attitude, interests, values, and behavior issues.	• Candidate provides student information inclusive of:
			  o the educational impact of student's mild to moderate disability, attitude, interests, values, and behavior issues, and
			  o the effect these conditions can have on the student's life and learning.
			• Candidate provides an in-depth profile of the target student.

Setting Description *CEC Standard 6*	• Candidate fails to describe the classroom in which the target behavior occurs but does not examine the	• Candidate describes the classroom in which the target behavior occurs and examines the learning environment's impact on	• Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning

learning environment's impact on behavior management. • Candidate fails to evaluate the classroom learning environment context with details missing in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.	behavior management. • Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.	environment on behavior management for the target student, peers, and adults. • Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued. • Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for learners with mild to moderate disabilities.

Operational Definition of Problem Behavior *CEC Standard 6*	• Candidate fails to identify the problem behavior or provides an operational definition that does not include conditions, problem behavior, and/or criterion.	• Candidate identifies and provides a clear operational definition of the problem behavior, using clear, measurable and observable language, with consideration of the student's exceptionality.	• Candidate identifies and provides a clear operational definition of the problem behavior, using clear, measurable and observable language, with consideration of the student's exceptionality. • Candidate provides specific examples of the problem behavior related directly to the target behavior.

Indirect Assessment of Behavior (Interview)
 	
CEC Standards 4 & 6
	• Candidate fails to sufficiently collaborate with and interview professionals who have knowledge of the learner.
	• Candidate fails to explore development and/or modifications of individualized indirect assessment strategies.
	• The candidate's interview data do not contribute to an understanding of the behavior.
		• Candidate collaborates with and interviews professionals who have knowledge of the learner.
		• Candidate uses indirect assessment strategies appropriately.
		• Based on the interview, the candidate collects data on:
		  • context of the behavior (setting events, antecedents, consequences), and
		  • realistic expectations of professionals.
		• Candidate identified ways to collect data on cultural
			• Candidate collaborates with and interviews professionals who have knowledge of the learner.
			• Candidate uses indirect assessment strategies appropriately, documenting professional's input and concerns, and explores development and/or modifications of individualized indirect assessment strategies.
			• Based on the interview, the candidate collects data on:
			  • context of the

		influences that could contribute to an understanding of the behavior (as applicable). ● Professional's input and concerns are documented.	behavior (setting events, antecedents, consequences), ● learner reinforcement preferences, and ● realistic expectations of the professionals. ● Candidate collects data on any cultural influences that could contribute to an understanding of the behavior (as applicable).
Direct Assessment of Behavior *CEC Standards 4 & 6*	● **Candidate fails to assess the behavior of the learner adequately.** ● **The candidate fails to adapt or modify direct assessment procedures based on the unique abilities and needs of the learner with mild to moderate disabilities.**	● **Candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities through anecdotal recording and ABC data collection.** ● **Candidate uses direct assessment strategies appropriately.**	● **Candidate implements evidence-based procedures for assessing and reporting both appropriate and problematic social behavior of the learner with mild to moderate disabilities through ABC Data collection.** ● **Candidate uses direct assessment strategies appropriately.** ● **The candidate includes additional direct data collection methods to**

			further inform about the behavior and the effects of the exceptional learning needs.

Summary and Hypothesized Function of Behavior
 	
CEC Standard 6
	• **Candidate fails to provide a hypothesis for the function and purpose of the problem behavior or provides a hypothesis that is incorrect or is not substantiated by data.**	• **Candidate provides an accurate hypothesis of the function of the problem behavior.**
		• **Candidate provides evidence of having examined at least one of the following in establishing the function and purpose of the behavior:**
		  o **the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,**
		  o **the demands of the learning environment,**
		  o **levels of active engagement,**
		  o **ways specific cultures are negatively stereotyped,**
			• **Candidate provides an accurate hypothesis of the function and purpose of the problem behavior.**
			• **Candidate provides evidence through examples of having examined multiple areas from below in establishing the function and purpose of the behavior:**
			  o **the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,**
			  o **the demands of the learning environment, levels of active engagement,**
			  o **ways specific cultures are negatively stereotyped,**

		o teacher attitudes and behaviors that influence behavior of individuals with exceptionalities.	o teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural variation.

BEHAVIOR INTERVENTION PLAN (BIP)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Replacement Behavior *CEC Standards 4 & 6*	• Candidate fails to provide or provides an incomplete or unclear statement of the desired replacement behavior and a measurable behavioral objective.	• Candidate provides a statement of the desired replacement or alternative behavior. • Candidate provides measurable behavioral objective for the replacement behavior using the format: Given (conditions) the student will (observable behavior) with (degree or criteria).	• Candidate provides a clear statement of the desired replacement behavior which demonstrates an explicit consideration given to the educational implications of characteristics of various disabilities and the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction and career development. • Candidate provides a

			highly descriptive measurable behavioral objective for the replacement behavior using the format: Given (conditions) the student will (observable behavior) with (degree or criteria).
Intervention Strategies *CEC Standards 2, 5, & 6*	• **Candidate fails to describe core non-aversive intervention strategies and fails to describe how the replacement behavior would be taught.**	• **Candidate describes core non-aversive intervention strategies including 1 antecedent-based, 1 consequence-based, and 1 culturally responsive intervention.** • **Candidate describes how the replacement behavior would be taught.** *CEC Standard 5 IGC5 S 9*	• **Candidate describes core non-aversive intervention strategies including at least 1 antecedent-based, 1 consequence-based, and 1 culturally responsive intervention.** • **Candidate describes how the replacement behavior would be taught in a high level of detail.** • **The candidate uses technology to design and /or support their intervention strategies.**
Reinforcement Plan *CEC Standards 5 & 6*	• **Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program.**	• **Candidate describes a complete reinforcement and activity preference plan that could be integrated into the intervention plan for the**	• **Candidate describes a highly detailed and comprehensive reinforcement and activity preference plan that could be integrated into the**

	• The candidate fails to describe or describes a schedule of reinforcement that is not in alignment with learner needs.	learner with mild to moderate disabilities. • The candidate describes a schedule of reinforcement that is in alignment with learner needs.	intervention plan for the learner with mild to moderate disabilities. • The candidate describes a schedule of reinforcement that is in alignment with learner needs and provides an in-depth rationale for how they determined the reinforcement schedule.
Evaluation and Impact of Intervention Plan *CEC Standard 4*	• Candidate fails to provide a data collection plan to measure the replacement behavior and a rationale for this selection. • Candidate fails to describe how the data will be used to make instructional decisions, including responsive adjustments that can be made if the intervention plan is not working. • Candidate fails to describe a plan for the ongoing sharing of data with the student's family.	• Candidate provides a data collection plan to measure the replacement behavior and a rationale for this selection. • Candidate describes how the data will be used to make instructional decisions, including responsive adjustments that can be made if the intervention plan is not working. • Candidate describes a plan for the ongoing sharing of data with the student's family.	• Candidate provides a highly detailed data collection plan to measure the replacement behavior and a rationale for this selection. • Candidate describes in a high level of detail how the data will be used to make instructional decisions, including responsive adjustments that can be made if the intervention plan is not working. • Candidate describes a highly detailed plan for the ongoing sharing of

			data with the student's family and colleagues, including para-educators and general education teachers to support inclusion of the student in general education settings.