



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

Spring 2018

EDSE 620 001: Supporting the Behavior and Sensory Needs of Individuals with Autism  
CRN: 21352, 3 – Credits

<b>Instructor:</b> Dr. Jodi Duke	<b>Meeting Dates:</b> 03/06/18 – 04/30/18
<b>Phone:</b> 703-993-6555	<b>Meeting Day(s):</b> N/A
<b>E-Mail:</b> jduke4@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Finley 205B	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Describes the behavior and sensory development of individuals with autism spectrum disorder across their lifespans. Analyzes the principles of behavior management and the evidence and research-based interventions that have been proven to be effective with individuals with autism and sensory needs. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

**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 Student Services at (703) 348-5006 (Option 2) for assistance. All other teacher candidates/students should refer to their faculty advisor.

## Course Delivery Method

This course will be delivered online using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 8, 2018.

**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: [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:

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

## Expectation

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays at 11:55 p.m. ET., and finish on Mondays at 11:55 p.m. ET
- 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

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

1. Apply behavior change terminology and principles to a variety of behavior case studies of individuals with autism spectrum disorder across their lifespans.
2. Accurately and operationally define individual behaviors and develop behavioral objectives for a range of behavioral functions.
3. Summarize the process of functional analyses of behavior and creating behavior intervention plans for individuals with autism spectrum disorder.
4. Evaluate evidence and research-based interventions that increase appropriate behavior and

- decrease inappropriate behavior.
5. Summarize the principles of environmental design in addition to evidence- and research-based practices that focus on management of routines, transition, reinforcement, sensory issues, executive functioning, and self-management of behavior for individuals with autism across their lifespans.
  6. Select appropriate evidence-based behavioral interventions and develop a plan for implementation and data collection based on a functional behavioral analysis of an individual with autism spectrum disorder.
  7. Analyze behavioral data and use the analysis to recommend instructional strategies.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for the Teaching Students with Autism Graduate Certificate. This program complies with the skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include Comprehensive Instructional Planning, Communication, Social Skills, Behavior, Sensory Motor Development, and Independence and Aptitude.

### **Required Textbooks**

- Boutot, E. A. (2016). *Autism spectrum disorders: Foundations, characteristics, and effective strategies (2<sup>nd</sup> ed.)*. New York: Pearson.
- Hall, L. J. (2018). *Autism spectrum disorders: From theory to practice (3<sup>rd</sup> ed.)*. New York: Pearson.
- Crawford, M. J., & Weber, B. (2016). *Autism interventions every day: Embedding activities in daily routines for young children and their families*. Baltimore: Brookes.
- Quill, K. A., & Stansberry-Brusnahan, L. (2017). *Do-watch-listen-say: Social and communication intervention for autism spectrum disorder*. Baltimore: Brookes.

### **Recommended Textbooks**

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

### **Additional Readings**

Posted on Blackboard throughout course.

### **Course Performance Evaluation**

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

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that

best demonstrates one or more Virginia Autism Council competency connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

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

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

##### **1. Functional Behavioral Assessment (47 points)**

When approaching the task of behavior management, the first step is a Functional Behavior Assessment (FBA). Through this process you will identify and clearly define the target behavior and develop a hypothesis of the function, or intent of the 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.

##### **2. Behavior Intervention Plan (31 points)**

Using the information you gathered in the FBA including the hypothesis of the function of the target behavior, you will develop a Behavior Intervention Plan (BIP) for the student. 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.

*\*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Tk20 site through Blackboard.*

#### **College Wide Common Assessment (TK20 submission required)**

None

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

None

#### **Other Assignments**

#### **Module Assignments**

All modules will open on Mondays at 11:55 pm ET and must be concluded with work submitted by Mondays at 11:55 p.m. ET. Please plan accordingly. Best practices will have you open the module on Tuesday mornings afternoons to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

## Course Policies and Expectations

### Attendance/Participation

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

### Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard *on or before* the due date. **In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than one week late unless prior arrangements with the instructor have been made.**

### *Communication.*

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

### Grading Scale

100-93%	A
92-90%	A-
87-89%	B+
86-83%	B
82-80%	B-
79-70%	C
<69%	F

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

**\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Please refer to each module for a complete listing of all readings and assignments.**

Module	Readings, Activities & Assignments
<p><b>Module 1 -</b> Behavior, Executive Functioning and Sensory Characteristics of ASD</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Autism Speaks (2012). <i>About autism</i>.</li> <li>○ Autism Speaks (2010). <i>Executive functioning and theory of mind</i>.</li> <li>○ Council for Exceptional Children’s code of ethics</li> <li>○ Post, S.G., Pomeroy, J., Keirns, C.C., Cover, V.I., Dorn, M.L., Boroson, L., Walsh, R.A. (2013). Brief report: Stony Brook guidelines on the ethics of the care of people with autism and their families. <i>Journal of Autism and Developmental Disabilities</i>, 43, 1473-1476.</li> <li>○ Shaaf, R.C., &amp; Lane, A.E., (2015) Toward a best practice protocol for assessment of sensory features in ASD. <i>Journal of Autism and Developmental Disabilities</i>, 45, 1380-1395.</li> </ul> </li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete all of the assigned readings.</li> <li>• Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>• Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>• FBA Case Study: Nothing to submit this week, but you should be working on the following: <ul style="list-style-type: none"> <li>○ Student Selection Poll</li> <li>○ Individuals Background Description</li> <li>○ Setting Description</li> </ul> </li> <li>• Reading Check</li> <li>• Ethics Assignment</li> </ul>
<p><b>Module 2 -</b> Operational Definitions, Behavioral Objectives and Function of Behavior</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> (3rd ed.). Upper Saddle River, NJ: Pearson. (pp. 83-90)</li> <li>○ Boutot, E.A. (2017). <i>Autism spectrum disorders: Foundations, characteristics, and effective strategies</i>. Upper Saddle River, NJ: Pearson. (pp. 63-68)</li> </ul> </li> <li>• <b>Articles (All articles are on E-Reserve):</b></li> </ul>

Module	Readings, Activities & Assignments
	<ul style="list-style-type: none"> <li>○ Lewis, T.J., Hatton, H.L., Jorgenson, C., &amp; Maynard, D. (2017). What beginning special educators need to know about conducting Functional Behavioral Assessments. <i>TEACHING Exceptional Children</i>, 49(4), 231-238.</li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>● Complete all of the assigned readings.</li> <li>● Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>● Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>● Complete (AIM) Autism Internet Module on Functional Behavior Assessment: Submit certificate of completion</li> <li>● Week 2 Assignment: <ul style="list-style-type: none"> <li>○ Part 1: Operational definition</li> <li>○ Part 2: Behavioral objective</li> <li>○ Part 3: Function of behavior</li> </ul> </li> <li>● FBA Case Study Assignments: <ul style="list-style-type: none"> <li>○ Operational Definition of Behavior</li> <li>○ Indirect Assessment of Behavior</li> <li>○ Direct Assessment of Behavior</li> <li>○ Summary and Hypothesis of Function</li> </ul> </li> <li>● REMINDER - Your FBA Assignment will be due in Module 5.</li> </ul>
<p><b>Module 3 - BIP Concepts</b></p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Boutot, E.A. (2017). <i>Autism spectrum disorders: Foundations, characteristics, and effective strategies</i>. Upper Saddle River, NJ: Pearson. (pp. 97 &amp; 112)</li> </ul> </li> <li>● <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Competing Behavior Model by Rehabilitation Research and Training Center on Positive Behavioral Support</li> <li>○ Autism Ontario (2012). Ideas for promoting generalization of social skills. <i>Social Matters: Improving Social Skills Interventions for Ontarians with ASD</i>, 43.</li> </ul> </li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>● Complete all of the assigned readings.</li> <li>● Watch all assigned videos, explore all websites and complete all activities by Monday, 4:30pm ET, unless stated otherwise</li> <li>● Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Monday, 11:55 pm ET</li> <li>○ Response Prompt: Monday, 11:55 pm ET</li> </ul> </li> <li>● Module 3 Assignment, Parts 1-3 <ul style="list-style-type: none"> <li>○ Part 1 - Competing Behavior Pathway</li> <li>○ Part 2 - Replacement Behaviors</li> </ul> </li> </ul>

Module	Readings, Activities & Assignments
	<ul style="list-style-type: none"> <li>○ Part 3 - Intervention Strategies</li> <li>● Generalization &amp; Maintenance Plan</li> <li>● FBA Case Study Assignments: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Expected Outcome</li> </ul> </li> </ul>
<b>Module 4</b> - Data Collection, Reinforcement, Preference Assessment and Prompt Hierarchy	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Crawford, M.J., &amp; Weber, B. (2016). Autism intervention every day! <i>Embedding activities in daily routines for young children and their families</i>. Baltimore: Brookes. (pp. 20-26).</li> <li>○ Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> (3rd ed.). Upper Saddle River, NJ: Pearson. (pp. 78-80, 95-99, 114-115)</li> <li>○ Quill, K.A., &amp; Stansberry-Brusnahan, L. (2017). Do-watch-listen-say: <i>Social and communication intervention for autism spectrum disorder</i>. Baltimore: Brookes. (pp. 221-222)</li> </ul> </li> <li>● <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Data Collection Methods: Reference Guide</li> <li>○ National Professional Development Center on Autism Spectrum Disorders (2010). <i>Steps for implementation: Least-to-most prompts</i>.</li> <li>○ Identifying preferred reinforcers</li> </ul> </li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>● Complete all of the assigned readings.</li> <li>● Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>● Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>● Module 4 Quiz</li> <li>● FBA Case Study Assignments: <ul style="list-style-type: none"> <li>○ Reinforcer/Preference Assessment</li> </ul> </li> <li>● REMINDER - Your FBA Assignment will be due in Module 5.</li> </ul>
<b>Module 5</b> - Behavior and Sensory Needs and Supports: Level 1	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Crawford, M.J., &amp; Weber, B. (2016). <i>Autism interventions everyday: Embedding activities in daily routines for young children and their families</i>. Brookes. (Chapter 5)</li> <li>○ Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> (3rd ed.). Pearson. (pp. 68-78)</li> <li>○ Boutot, E.A. (2016). <i>Autism spectrum disorders: Foundations, characteristics, and effective strategies</i> (2nd ed.). Pearson.</li> </ul> </li> <li>● <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Koenig, K.P., Buckley-Reen, A. &amp; Garg, S. (2012). Efficacy of the get ready to learn yoga program among children with</li> </ul> </li> </ul>

Module	Readings, Activities & Assignments
	<p>autism spectrum disorders: A pretest-posttest control group design. <i>The American Journal of Occupational Therapy</i>, 66(5), 538-546.</p> <ul style="list-style-type: none"> <li>○ Sowa, M., &amp; Meulenbroek, R. (2012). Effects of physical exercise on Autism Spectrum Disorders: A meta-analysis. <i>Research in Autism Spectrum Disorders</i>, 6, 46-57.</li> <li>○ Spek, A.S., van Hama, N.C., &amp; Nyklí, I. (2013). Mindfulness-based therapy in adults with an autism spectrum disorder: A randomized controlled trial. <i>Research in Developmental Disabilities</i>, 34, 246-253.</li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete all of the assigned readings.</li> <li>• Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>• Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>• FBA Case Study Assignment</li> <li>• Visual Resource Assignment</li> <li>• BIP Case Study Assignment: <ul style="list-style-type: none"> <li>○ Possible Interventions</li> <li>○ Comprehensive Intervention</li> <li>○ Replacement Behavior</li> <li>○ Data Collection</li> </ul> </li> </ul>
<p><b>Module 6 - Behavior and Sensory Needs and Supports: Level 2</b></p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Crawford, M.J., &amp; Weber, B. (2016). <i>Autism interventions everyday: Embedding activities in daily routines for young children and their families</i>. Brookes. (Chapters 6 &amp; 7)</li> <li>○ Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> (3rd ed.). Pearson. (pp. 109-110 &amp; 205-211)</li> <li>○ Boutot, E.A. (2016). <i>Autism spectrum disorders: Foundations, characteristics, and effective strategies</i> (2nd ed.). Pearson. (pp. 130-139)</li> </ul> </li> <li>• <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Banda, D.R., Grimmer, E., &amp; Hart, S.I. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. <i>TEACHING Exceptional Children</i>, 41(4), 16-21.</li> <li>○ Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafoos, J., &amp; Machalicek, W. (2014). Effects of a perseverative interest-based token economy on challenging and on-task behavior in a child with autism. <i>Journal of Behavioral Education</i>, 23,xx 368-377. doi: 10.1007/s10864-014-9195-7</li> </ul> </li> </ul>

Module	Readings, Activities & Assignments
	<ul style="list-style-type: none"> <li>○ Case-Smith, J., Weaver, L.L., &amp; Fristad, M.A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. <i>Autism, 19</i>(2), 133-148.</li> <li>○ Autism Speaks (2011). <i>Visual supports and autism spectrum disorders</i>.</li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete all of the assigned readings.</li> <li>• Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>• Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>• Token Economy System Assignment</li> <li>• BIP Case Study Assignments: <ul style="list-style-type: none"> <li>○ Possible Interventions</li> <li>○ Comprehensive Intervention</li> <li>○ Replacement Behavior</li> <li>○ Data Collection</li> </ul> </li> </ul>
<p><b>Module 7 - Behavior and Sensory Needs and Supports: Level 3</b></p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <ul style="list-style-type: none"> <li>○ Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> (3rd ed.) pp. 91-92. Upper Saddle River, NJ: Pearson.</li> </ul> </li> <li>• <b>Articles (All articles are on E-Reserve):</b> <ul style="list-style-type: none"> <li>○ Autism Speaks (2012). <i>Why is autism associated with aggressive and challenging behaviors?</i></li> <li>○ Autism Speaks (2012). What might I need to know about managing a crisis situation?</li> <li>○ Dempsey, J., Dempsey, A., Guffey, D., Minard, C., &amp; Goin-Kochel, R. (2016). Brief Report: Further Examination of Self-Injurious Behaviors in Children and Adolescents with Autism Spectrum Disorders. <i>46</i>(5), 1872-1879. doi:10.1007/s10803-016-2704-x</li> <li>○ Hill et al., (2014). Aggressive behavior problems in children with autism spectrum disorders: Prevalence and correlates in a large clinical sample. <i>Research in Autism Spectrum Disorders, 8</i>(9), 1121-1133. doi: <a href="https://doi.org/10.1016/j.rasd.2014.05.006">10.1016/j.rasd.2014.05.006</a></li> <li>○ Kanne, S.M., &amp; Mazurek, M.O. (2011). Aggression in children and adolescents with ASD: Prevalence and risk factors. <i>Journal of Autism and Developmental Disorders, 41</i>, 926-937.</li> <li>○ White, S.E., McMorris, C., Weiss, J.A., &amp; Lunsy, Y. (2011). The experience of crisis in families of individuals with autism</li> </ul> </li> </ul>

Module	Readings, Activities & Assignments
	<p>spectrum disorder across the lifespan. <i>Journal of Child and Family Studies</i>, 21, 457-465.</p> <ul style="list-style-type: none"> <li>○ Wolff, J., Hupp, S., &amp; Symons, F. (2013). Brief report: Avoidance extinction as treatment for compulsive and ritual behavior in autism. <i>Journal of Autism and Developmental Disabilities</i>, 43(7), 1741-1746. doi:10.1007/s10803-012-1721-7</li> <li>○ Young Perry, P. (2014). 20 suggestions to help your child with autism eat better. <i>Exceptional Parent</i>, 44(4), 38-41.</li> </ul> <p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete all of the assigned readings.</li> <li>• Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>• Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>• Ziggurat Plan Assignment</li> <li>• BIP Case Study Assignments: <ul style="list-style-type: none"> <li>○ Possible Interventions</li> <li>○ Comprehensive Intervention</li> <li>○ Replacement Behavior</li> <li>○ Data Collection</li> </ul> </li> </ul>
<b>Module 8-</b>	<p><b>Readings</b></p> <p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>• Anderson, C. (2012). Occurrence and family impact of elopement in children with autism spectrum disorders. <i>Pediatrics</i>, 130(5), 870-877.</li> <li>• Autism Speaks (2012). What might I need to know about managing a crisis situation?</li> <li>• White, S.E., McMorris, C., Weiss, J.A., &amp; Lunskey, Y. (2011). The experience of crisis in families of individuals with autism spectrum disorder across the lifespan. <i>Journal of Child and Family Studies</i>, 21, 457-465.</li> <li>• Call, N.A., Alvarez, J.P., Simmons, C.A., Lomas Meyers, J.E., &amp; Scheithauer, M.C. (2017). Clinical outcomes of behavioral treatments for elopement in individuals with autism spectrum disorder and other developmental disabilities. <i>Autism</i>, 21(3), 375-379.</li> <li>• Hayward, B., Ransley, F., &amp; Memery, R. (2016). GPS devices for elopement of people with autism and other developmental disabilities: A review of the published literature. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 13, 69-74.</li> </ul>

Module	Readings, Activities & Assignments
	<p><b>Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete all of the assigned readings.</li> <li>• Watch all assigned videos, explore all websites and complete all activities by Monday, 11:55 pm ET, unless stated otherwise</li> <li>• Complete all discussion forum assignments: <ul style="list-style-type: none"> <li>○ Initial Post Prompt: Due Monday, 11:55 pm ET</li> <li>○ Response Prompt: Due Monday, 11:55 pm ET</li> </ul> </li> <li>• Safety Brochure Assignment</li> <li>• BIP Case Study Assignment</li> <li>• Submit FBA and BIP Assignment to TK20</li> </ul>

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

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

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

**Appendix**  
**Assessment Rubric(s)**

<b>Criteria</b>	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<p><b>Part 1: Visual: Intervention Description</b></p> <p><b>Skill Competency 3.2K: Understands and implements intervention strategies and supports to address the individual’s goals.</b></p>	<p>Candidate fails to provide a clear, jargon-free explanation of the selected intervention.</p> <p>Candidate fails to clearly identify what skills or behaviors can be addressed with the selected intervention.</p>	<p>Candidate provides a clear, jargon-free explanation of the selected intervention.</p> <p>Candidate clearly identifies what skills or behaviors can be addressed with the selected intervention.</p>	<p>Candidate provides a clear, jargon-free explanation of the selected intervention and indicates how this intervention could meet the academic and adaptive needs of an individual with autism spectrum disorder.</p> <p>Candidate clearly identifies what skills or behaviors can be addressed with the selected intervention.</p>
<p><b>Part 1: Visual: Intervention Summary</b></p> <p><b>Skill Competency 3.2.14S: Teaches paraprofessionals, professionals, and families to implement</b></p>	<p>Candidate fails to provide a summary of the steps in the selected intervention that is clear enough that parents or other related service personnel could implement the</p>	<p>Candidate provides a summary of the steps in the selected intervention that is clear enough that parents or other related service personnel could implement the</p>	<p>Candidate provides a summary of the steps in the selected intervention that is clear enough that parents or other related service personnel could implement the intervention by</p>

<b>Criteria</b>	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<b>appropriate components of the intervention program.</b>	intervention by following the steps.	intervention by following the steps.	following the steps. Summary includes evidence of planning and communication with family and other professionals on strategies needed to access home, educational, work, and community environments.
<b>Part 1: Visual: Intervention Plan Part A</b>  <b>Skill Competency 3.2K: Understands and implements intervention strategies and supports to address the individual's goals.</b>	Candidate fails to clearly describe (a) all required materials for the selected intervention or (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication, and behavior needs.	Candidate clearly describes: (a) all required materials for the selected intervention, (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication and behavior needs.	Candidate clearly describes: (a) all required materials for the selected intervention, (b) all modifications needed to ensure that the intervention meets the specific needs of students with autism spectrum disorder including sensory, communication and behavior needs and addresses core deficit areas related to autism spectrum disorder (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation).

Criteria	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<p><b>Part 1: Visual: Intervention Plan Part B</b></p> <p><b>Skill Competency 3.2.12S: Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments.</b></p>	<p>Candidate fails to clearly describe how the intervention can be implemented during daily activities and routines at school, home or in the community.</p>	<p>Candidate clearly describes how the intervention can be implemented during daily activities and routines at school, home or in the community.</p>	<p>Candidate clearly describes how the intervention can be implemented during daily activities and routines at school, home or in the community and how the plan can be modified to be used with a full range of formats (ex: one-to-one, small group, school/community interactions, and peer-mediated interactions).</p>
<p><b>Part 1: Visual: Intervention Plan Part C</b></p> <p><b>Skill Competency 4.1K: Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning.</b></p>	<p>Candidate fails to clearly describe any <i>communication</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>communication</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>communication</i> considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate’s respect for the needs, desires, and interests of the individuals and their families.</p>

Criteria	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<p><b>Part 1: Visual: Intervention Plan Part D</b></p> <p><b>Skill Competency 5.1K: Understands social skill development and the unique social skill deficits and challenges associated with autism spectrum disorder and how to assess skills for intervention planning.</b></p>	<p>Candidate fails to clearly describe any <i>social</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>social</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>social</i> considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate’s respect for the needs, desires, and interests of the individuals and their families.</p>
<p><b>Part 1: Visual: Intervention Plan Part E</b></p> <p><b>Skill Competency 6.1K: Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) and how to provide positive behavior intervention.</b></p>	<p>Candidate fails to clearly describe any <i>behavioral</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>behavioral</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>behavioral</i> considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate’s respect for the needs, desires, and interests of the individuals and their families.</p>

<p align="center"><b>Criteria</b></p>	<p align="center"><b>Does Not Meet Expectations</b> <b>(1)</b></p>	<p align="center"><b>Meets Expectations</b> <b>(2)</b></p>	<p align="center"><b>Exceeds Expectations</b> <b>(3)</b></p>
<p><b>Part 1: Visual: Intervention Plan Part F</b></p> <p><b>Skill Competency 7.2K: Understands the implications or influences of sensory processing when developing a comprehensive plan.</b></p>	<p>Candidate fails to clearly describe any <i>sensory</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>sensory</i> considerations that may impact the effectiveness of the intervention.</p>	<p>Candidate clearly describes any <i>sensory</i> considerations that may impact the effectiveness of the intervention. Considerations demonstrate the candidate’s respect for the needs, desires, and interests of the individuals and their families.</p>
<p><b>Part 1: Visual: Intervention Plan Part G</b></p> <p><b>Skill Competency 3.2.4S: Implements strategies and supports that are evidence-based or promising practices.</b></p>	<p>Candidate fails to describe an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as <i>a minimum of two recent (2005-present) peer reviewed journal articles</i> that focus on the selected intervention.</p>	<p>Candidate describes an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as <i>a minimum of two recent (2005-present) peer reviewed journal articles</i> that focus on the selected intervention.</p>	<p>Candidate describes an intervention plan that is supported with information from the course content including lectures, videos and readings, as well as <i>a minimum of two recent (2005-present) peer reviewed journal articles</i> that focus on the selected intervention. Intervention plan also encourages generalization and maintenance of skills across programs and settings.</p>

<b>Criteria</b>	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<p><b>Part 1: Visual Data Collection Plan</b></p> <p><b>Skill Competency 3.3K:</b> <b>Understands how to measure progress and evaluate the effectiveness of strategies and instruction.</b></p>	<p>Candidate fails to describe how data would be collected to monitor student progress throughout the intervention.</p>	<p>Candidate describes how data would be collected to monitor student progress throughout the intervention.</p>	<p>Candidate describes how data would be collected to monitor student progress throughout the intervention reliably and effectively and includes a plan to generalize the skill or behavior to other settings.</p>
<p><b>Part 2: Video:</b></p> <p><b>Skill Competency 8.3.3S:</b> <b>Teaches paraprofessionals, professionals, and families to implement relevant components of the program.</b></p>	<p>Candidate fails to develop a video that could be used to share information on the intervention with members of students' teams and families.</p>	<p>Candidate develops a video that could be used to share information on the intervention with members of students' teams and families.</p>	<p>Candidate develops a video that could be used to share information on the intervention with members of students' teams and families. Video includes specific information on how generalization of skills across environments will be emphasized through collaborative efforts.</p>