

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROGRAM – SPECIAL EDUCATION**

**Syllabus for EDSE 502: Classroom Management and Applied Behavior Analysis (3 credits)**  
Semester and Year: Spring, 2010

**Professor:**

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**Course Description**

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized. Prerequisites: none.

**Student Outcomes**

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

- Design learning environments including use of technological advances that support and enhance instruction;
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment that values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors;
- Demonstrate an awareness of strategies to use for crisis prevention/intervention.
- Define behavior change terminology and principles of applied behavior analysis;
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors;
- Describe, understand, and apply single subject research designs;
- Develop and implement a behavior change program;
- Describe strategies for promoting self-management
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model

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

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental

Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

*CEC Standard 5 - Learning Environments and Social Interactions*

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Nature of Course Delivery**

Learning activities may include the following:

1. Readings, Lectures and Discussion via Discussion Board
2. Quizzes
3. Application and Research Activities /Assignments
4. Video and other media support

**Required Texts**

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Text:

Martella, R. C., Nelson, R. J., & Marchand-Martella, N. E. *Managing disruptive behaviors in the schools*. Boston, MA: Pearson Education, Inc.

Other Recommended Materials:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Council for Exceptional Children. (2000). *Code of ethics and standards for professional practice for special educators: Management of behavior*. Reston, VA: Author.  
(provided online by instructor)

*Blackboard*

Check Blackboard weekly for additional course materials at <http://blackboard.gmu.edu>

*TaskStream*

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream via <https://www.taskstream.com>. **Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor).** TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. **Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).** See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

**Supplemental Materials (as needed)**

Any guide to writing mechanics that may enhance accuracy of style as needed.

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals for current data. Some suggestions include:

<i>Behavior Analyst</i>	<i>Behavioral Disorders</i>
<i>Behavior Therapy</i>	<i>Beyond Behavior</i>
<i>Exceptional Children</i>	<i>Intervention for School and Clinic</i>
<i>Journal of Applied Behavior Analysis</i>	<i>Journal of Emotional and Behavior Disorders</i>
<i>Journal of Special Education</i>	<i>Teaching Exceptional Children</i>

**Student Responsibilities**

*George Mason University Email:* <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account as important university correspondence will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.

*George Mason Blackboard:* <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly

*George Mason Patriot Web:* <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

**Advising Contact Information:** Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. When contacting her, always provide your G number to her.

**APA Style:** The standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) or to access one of the internet sites that provides a summary of this information. All work produced must be typed unless otherwise noted.

**APA Formatting Guidelines:** <http://www.psywww.com/resource/apacrib.htm>. This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 5<sup>th</sup> edition for standard of procedures for applying APA style.

**Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed.

**Graduate School of Education Dispositions Criteria:** Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

**George Mason University Honor Code:** [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

**Students with Disabilities:** [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

**Responsible Use of Computing:** <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on the Responsible Use of Computing link found at the bottom of the screen.

## **IMPORTANT NOTES:**

- Exemplary work may be kept and shared in the future (with your consent, of course!).
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.

## Course Requirements and Evaluation Criteria

Below are the basic weights of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Participation Activities (Discussion Board)	15 Points
Application Activities (weekly drafts and final versions of projects other than the ABA project)	25 Points
Delicious – Social Bookmarking Participation	5 Points
Blog Participation	10 Points
Resources Share	20 Points
Applied Behavior Analysis Project (final written version along with summative presentation)	25 Points
Total	100 Points

\* Points will be deducted for work submitted late.

**It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one’s individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.**

### Overview of Assignments

#### Participation Activities

Students are expected to actively participate in all assignments, group activities, discussions via the discussion board, and online activities. Active participation includes the asking of questions and the presentation of one’s own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes the reading and respectful consideration of the comments of others.

#### Applied Behavior Analysis Project (Required for Portfolio\*)

Develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course. You may involve a PreK-12 student, a family member, a friend, or as a last resort, yourself. It is recommended that you apply some of the application activities done in-class or online to this final project. Therefore, it is helpful to select your subject early in the course. See the separate handout with rubric for project details.

\*This assignment has been designated as the required performance based assessment for this course. The Special Education Program at GMU is required to evaluate student work in relation to meeting the CEC Content Standards as part of NCATE requirements. Therefore, **students in this class will be expected to submit this designated assignment to Task Stream (a web-based**

portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline. Additional information on this process will be provided via the class Blackboard site.

### **Application Activities**

A variety of activities will be completed to enhance student understanding of key course concepts. Some will be stand-alone items while others will be useful for the larger ABA project. Items such as the following will be included; however, this is only a partial list. Each week you will be provided specific task clarifications via Blackboard in the Assignments section in a Folder titled Application Activities. Each activity requires some initial preparation out of class (for points) with follow-up work done in class (for points). Finished products also earn points. Tasks include but are not limited to:

#### **Comparison of School Discipline Plans**

Obtain and examine the discipline plan from a school. Within your group, compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model. You will report your findings to the large group.

#### **Classroom Management Plan**

**Part One:** Report on your own classroom management plan or observe a classroom at a level of interest if you are not currently teaching in your own setting. Pick one room and period (especially critical for secondary teachers) and include: a) a detailed drawing of the classroom including where centers, desks, etc. are located and the rationale for this particular arrangement; b) a sample daily schedule for the classroom teacher; c) a description of the behavior management techniques/system used and the rationale for these choice(s); d) the effectiveness of the current setting/system.

**Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the perfect classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the texts.

#### **Behavior Management Program**

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method for evaluating program effectiveness.

#### **Case Studies**

Students will analyze and discuss cases provided online as assigned. The reading of these cases should be done prior to class as announced via Blackboard as assigned. Consideration should be given to the following: a) assessing the problem, b) identifying the objectives of intervention, c) planning for intervention that is effective, d) deciding how to best implement the intervention and f) planning how to evaluate the results (Danforth & Boyle, 2000).

## Delicious

A Delicious (Social Bookmarking) class account will be set up for the students to submit links for additional class reading.

## Blog

Students will participate in a class blog.

## Resources Share

Students will choose activities from a menu of options that can be utilized to enhance knowledge in self-selected areas of need. Each finding will then be posted to Blackboard and/or shared in class so others can benefit as well. The menu of options will be provided online.

## Grading Criteria

The course letter grade will be determined by a point system in which the following thresholds will be used:

A	=	94 – 100%
A-	=	90 – 93% percent
B+	=	87 – 89% percent
B	=	83 – 86% percent
B-	=	80 – 82% percent
C	=	70 – 79% percent
F	=	< than70%

**\*Traditional rounding principles apply (i.e. .5 rounds up)**

## COURSE TOPICS

**A= Alberto & Troutman\***

**S = Scheuermann & Hall\***

**M= Martella, Nelson, & Marchand-Martella**

Date	Text Books: Reading Due	Concepts
Week 1 1/19	A 12 And Powerpoints	Course Overview; Legal/Ethical Issues and the Role of Personal Bias
	S Chapters. 1 & 2; A Ch. 1	From Foundational Theories to Positive Behavioral Support
	A 2	Understanding Operant Conditioning; Using Behavioral Objectives to Initiate Change
	S 12; A p. 54-59;	Understanding the Schoolwide Context as the Basis for PBIS; Dimensions of Behavior for ABA
	S 5-6; S 141-156; A 3 (rest of)	Examining the Classroom Environment; Data Collection Procedures
	S 4 (rest of); A 4- 5;	Making Data Meaningful with Graphs

	S 3; A 6;	Establishing the Function of Behavior: Linking FBAs, BIPs, and IEPs;
	S 9; A 7;	Increasing Desirable Behaviors
	S 11; A 8-9;	Decreasing Undesirable Behaviors and Shaping Replacement Behaviors
	S 10; A 10-11;	Reinforcements for Generalization and Self-Monitoring
	S 7 & 8;	Collaborating for Success and Creating Safe Schools for All: From Prevention to Action

**\*Required**

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather cancellations will shift content to online delivery format and do not excuse students from completion of requirements.