George Mason University
Graduate School of Education

EDSE 502: Classroom Management and Applied Behavior Analysis and
EDSE 791: Midpoint portfolio, section 656
Spring 2010

Professors: EDSE 502   Dr. Kristy Lee Park, B.C.B.A-D.
                   EDSE 791   Dr. Jodi Duke

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Course Location: Independent Hills, Building 100, Room 32
Course Dates: EDSE 502- Mar 11, 18, 25, Apr 8, 22, 29, May 6, 13, 20
                       EDSE 791- Mar 20 (Sat), Apr 15, May 27

Course Time: 4:15-8:45 p.m.

COURSE DESCRIPTION:
Course Description from University Catalog:
Prerequisite: None

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 which 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 which values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors which 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
- Develop a lesson to teach prosocial skills
- 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 many of the competencies for learning environments and social interactions.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR, (Standard 5: Learning Environments and Social Interactions). The class will also address some of the following core standards:

Standard 5 - Learning Environments and Social Interactions

Knowledge:
- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of para-educators, volunteers, and tutors.
- Use universal precautions.

Nature of Course Delivery:
Learning activities in this course will include the following:
- Instructor lecture, including explicit instruction using demonstration and modeling and implicit instruction by facilitating learning experiences that build on students' background knowledge and skills.
- Student participation (discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading and writing deficits as depicted in scenarios (case reviews).
- Review and expansion of material read in preparation for the course sessions.
- Access and analyze materials and resources using a variety of medium, including Blackboard and other web-based resources.

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.

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. These EBPs are indicated with an asterisk (*) in this syllabus. 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 students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts:
Alberto, P. A. & Troutman, A. C. (2006). *Applied Behavior Analysis for Teachers* (7th ed.). New York: Macmillan Publishing Company.

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

Companion websites:
 http://www.prenhall.com/alberto
 http://www.prenhall.com/scheuermann

Required Access to Course Blackboard Site: GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week: announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2474. Please be prepared with your G number when you contact her.

George Mason University Email: *https://mserver3.gmu.edu/*
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. 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 Patriot Web: https://patriotweb.gmu.edu/
A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

APA Style: APA Style is 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 (6th ed.) or to access the APA information on this course's Blackboard site. All work produced outside of class must be typed unless otherwise noted.

George Mason University Honor Code:
http://www.gmu.edu/facstaff/handbook/aD.html
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 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.

MORE IMPORTANT NOTES:

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Computers may be used to take notes during class, but they may hot be used for internet exploration, e-mail work, or other non-class activities during class time.
- Routine access (several times each week) to electronic mail and Blackboard for communication and assignment updates is crucial to participation in this class. For each in-class hour devoted to this course content, students are expected to spend 3 hours outside of class on course related assignments, which is a typical in-class to out-of-class ratio for a graduate level course.

Evaluation:
1. Class Attendance and Participation (10 points)
2. Classroom Management Plan (15 points) *
3. Behavior Management Program (25 points) *
4. Applied Behavior Analysis Project (30 points) *
5. Social Skills Lessons (15 points) *

All assignments should be typed (submitted as hard copy please) and are due at 4:15 p.m. on the dates indicated. In fairness to students who make the effort to submit work on time, 1 point will be deducted each day from your grade for late assignments. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu).

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

Grading criteria

95 –100% = A	90 – 94% = A-
85 – 89% = B	80 – 84% = B-
70 – 79% = C	< 70% = F

ASSIGNMENTS

Participation, Attendance, and In-Class Activities (10 points total)

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. 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. This will require all students to complete the required readings, activities, and assignments for that specific class meeting.

Additionally, during most class sessions there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time. Students will meet during class in small groups to analyze and discuss instructor-provided case studies. Points are based upon: Being present, being prepared with textbook or other relevant material (please bring readings or assigned material to class, as these are used for in-class discussions as well as course lectures), and participating the entire time period during the in-class activities.

Students are also responsible for checking Blackboard weekly for any additional participation activities that will be assigned during the semester.

Classroom Management Plan (15 points)
Observe a classroom or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include: (a) a detailed drawing of the classroom including where centers, desks, et c. are located and your rationale for this particular arrangement (include citations where appropriate); (b) a sample daily schedule for the classroom teacher; (c) behavior management techniques/system and rationale for choice(s) (include citations where appropriate); (d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in class and the texts. After reviewing your current system, suggest changes based upon citations from at least 2 current research articles that would improve your classroom environment.

Behavior Management Program (25 points)
Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Interventions must be directly associated with the function identified in the assessment.

Social Skills Lessons (15 points)
Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (di) into your lesson. Share the plan within a small group situation.

Applied Behavior Analysis Project (required for portfolio*) (30 points)

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or as a last resort, yourself. It is helpful to select your subject early in the course. See the assignment 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 its 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 Blackboard site.

COURSE SCHEDULE

Date	*Activities*	*Concepts*	*Assignments Due*
Mar 11	• Application activity 1 • Application activity 2	• Course Overview • Positive Behavior Supports * • Theoretical Models of Behavior Management	• Scheuermann (S) Chapters 1 & 2 • Alberto (A) Chapter 1

Mar 18	• School-wide Evaluation Tool (SET) for SWPBS • Comparison of school-wide discipline plans	• Understanding the School-wide context as the Basis for PBIS • Dimensions of Behavior for ABA • ABA and PBS	• A 2 & 12 • S 12 • A p. 54-59
Mar 20 Sat	EDSE 791: Midpoint Portfolio Saturday, March 20, 2010 @ Kellar Annex #1, 8am-1pm		
Mar 25	• Blackboard activities • Classroom management self-reflection • Classroom management action plan	• Examining the classroom environment • Collaborate with general and education teachers to discuss classroom management philosophies • Prevention through rules, routines, and procedures	**Classroom Management Program Due**
Apr 8	• Case study example: Social Skill Assessment and Intervention	• Effective teaching and instruction • Teaching Social Skills, • Single Subject Research Designs • Procedures for Collecting and Recording Data	• S 5 & 6 • A 3, 4, & 5
Apr 15	EDSE 791: Midpoint Portfolio		
Apr 22	• Case study example: Assessment of behavior that match function of intervention	• Establishing the Function of Behavior • Linking FBAs, BIPs, and IEPs • Team-based FBA	**Social Skills Lesson Due** • S 3 & 10 • A 6
Apr 29	• Case study example: class-wide behavior management	• Making Data Meaningful with Graphs • Arranging Consequences that Increase Desired Behaviors • Point Systems • Self-monitoring and Generalization	**Behavior Management Program Due** • S 9 • A 7, 10 & 11
May 6	• Case study example:	• Arranging Consequences that Decrease Behavior	

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	Individual behavior management	• Differential Reinforcement • Hierarchy of Intervention	
May 13	• Cultural Self Assessment • Cultural Self Assessment Action Plan	• Maintaining Supportive and Safe Environments with Quality Instruction • Specific Therapeutic Intervention Approaches • Ethical issues • Legal updates	• S 11 • A 8 & 9
May 20	• Panel presentations • Resource share	• Project Presentations	• S 5, 7 & 8 **Applied Behavior Analysis Project Due**
May 27	EDSE 791: Midpoint Portfolio		

*This syllabus may change according to class needs.
*Inclement weather cancellations will shift content to online delivery format and does not excuse students from completion of requirements.