

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

Syllabus for EDSE 502: Classroom Management and Applied Behavior Analysis (3 credits)

Spring 2011

Course day/time: Thursdays, 4:30 pm – 9:30 pm

Course location: Fairfax High School

Instructor:

Dr. Vicky G. Spencer

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Course Description

Explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior-management plans.

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
- Develop a lesson to teach pro-social 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 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 para-educators and others, such as classroom volunteers and tutors.

Nature of Course Delivery

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

Evidence Based Practice

The Individuals with Disabilities Education Improvement Act (IDEA) 2004 requires that practitioners utilize scientific, research based methodology during service delivery. Therefore, when completing assignments for this course, please use sources from scholarly journals (e.g. Journal of Applied Behavior Analysis, Journal of Emotional and Behavior Disorders).

Required Texts

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th 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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 (6th ed.) or to access one of the internet sites that provides a summary of this information.

Other Required Resources

Blackboard

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

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit 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/>. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- Students need to 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 or 703-993-2387. When contacting her, be prepared to provide your G number.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Attendance

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Please note that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.

Computers, Cell Phones, Blackberries, and Recording Devices

Please do not use your computer during class. Notes will be shown during class and posted on Blackboard prior to class. Please keep your phones off or on vibrate during the class.

Overview of Assignments

Participation Activities. 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. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during each class meeting there will be opportunities to earn points for successful completion of in-class activities. **If you are not in attendance and thus not able to participate when these activities occur, assigned points cannot be earned and cannot be made up.**

Comparison of School Discipline/Behavior Plans (group project, in class)

Examine the behavioral plan at the school with which you are familiar. Within your group, compare and contrast your school's plans to the Positive Intervention Support (PBIS) model. Report to the large group.

Classroom Management Plan (individual project)

Observe a classroom or report on your own classroom management plan. Pick one room and class period (especially critical for secondary teachers) include:

- a) a detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (including citations where appropriate);
- b) a sample daily schedule for the classroom teacher;
- c) behavior management techniques 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.

Behavior Assessment Project (individual project)

Complete a functional behavior assessment, develop a functional assessment hypothesis and create a plan for collecting data on the target behavior(s). You may use a student, family member, friend, or as a last resort, a scenario from *Cases in Behavior management* (you would need to supplement the text information with fictional information).

Applied Behavior Analysis Project (Signature Assignment required for portfolio*).

Develop an applied behavior analysis project for an individual (PreK- 12 student) with whom frequent contact is available during this course. You will need to select your participant prior to the **third** class session.

This project is broken down into 4 sub-projects, which you will complete and submit by the class sessions listed below. Next, you will combine all four sub-projects, making edits recommended on your returned sub-projects, and submit this master document as your Signature Assignment – Applied Behavior Analysis Project to Taskstream. Given this, should you make an error on a sub-project, you do have an opportunity to correct it prior to resubmitting that sub-project as part of

your Signature Assignment. Follow these instructions:

1. Complete **ABA Project Part 1** and submit at the beginning of the **4th class**.

Use this format:

- *Participant*: Write a description of the participant in your project. Do not include name or identifying information, but do describe gender, age, relevant medical or other diagnoses, school or vocational placement, and why this person was selected.
- *Target Problem Behavior*: Write a behavioral definition of the behavior that you have selected to reduce.
- *Terminal Criterion*: This is the state of the behavior you are targeting, when the intervention has been successfully completed. You need to know where you're going if you're going to get there! Conduct a normative rate study, or otherwise determine the terminal criterion for the behavior you are targeting. Write a description of how you determined the normative rate or the criterion, and state what that rate or criterion is.
- *Behavioral Objective*: Write a behavioral objective, using the format provided in class, for the behavior you are targeting for change.

2. Complete **ABA Project Part 2** and submit at the beginning of the **5th class**.

Use this format:

- *Data collection method and rationale*. State which data collection method you have selected for this project, and explain why you chose that one (e.g., why is this one most appropriate for this circumstance).
- *Recording form*. Make a recording form that will be used with your procedures.
- *Functional assessment data*. Conduct the functional assessment (FAI), and submit your data (e.g., filled in interview, scatterplot, ABC forms, etc.)
- *Functional assessment summary*. Complete the functional assessment summary form, based on the data you're submitting.

3. Complete **ABA Project Part 3** and submit at the beginning of the **6th class**.

Use this format:

- *Competing behavior model*. Complete the competing behavior model form, using the information from the FAI data. You will need to identify one Alternative / Replacement behavior that already occurs sometimes (instead of the problem behavior) and is likely maintained by the same consequences maintaining the problem behavior – and one Desired behavior – this will be one that the participant doesn't already do, but can be taught to do instead of the problem behavior. You'll need to select a reinforcer for this behavior. (This information will be filled in on the competing behavior model worksheet).
- *Preventive Procedures*. Based on your FAI data and what was covered in your texts regarding preventing problem behaviors:
 - State what you think is reinforcing the problem behavior.
- *Instructional Procedures*.
 - *Target behavior and rationale*. Select the Alternative / Replacement behavior or the Desired behavior you identified as the behavior you'll use to replace the problem behavior, and explain why you chose this.

- *Procedures.* Write step by step instructions on how you will teach the person to do / get the person to do more often.
4. **Complete ABA Project Part 4: DUE by the beginning of the 8th class.**
Make all edits recommended on each of the previously submitted project parts. Use Signature Assignment – Applied Behavior Analysis Project as your project title. Then, put the sub-projects together in one cohesive, coherent document.

Bring a hard copy to class so that you can share/discuss your project with the class.

*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.

Evaluation

1. Class attendance and participation (10 points)
2. Comparison of School Discipline Plans (10 points)
3. Classroom management plan (20 points)
4. Functional assessment project (20 points)
5. Applied behavior analysis project (40 points)

Two points will be deducted each day beyond the due date for work submitted late.

Grading criteria **

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

COURSE SCHEDULE

| Date | Topic / Reading to be completed prior to class | Activities / Submissions |
|-------------------|--|---|
| Week 1 1.13.11 | Roots of ABA and frameworks for considering student behavior | A&T Ch. 1 & 2 |
| Week 2 1.20.11 | S&H Ch. 1 & 2 | On-Line Class Examining your school's behavior plan |
| Week 3 1.27.11 | A&T Ch. 3 & 4 S&H Ch. 3 | DUE Comparison of school discipline plans (in-class activity) Data collection and graphing Functional Behavioral Assessments (Practice in class) |
| Week 4 2.3.11 | A&T Ch. 5 & 6 | Single-subject designs DUE Behavior Assessment Project DUE ABA Project Part 1 at beginning of class |
| Week 5 2.10.11 | S&H Ch. 5 & 6 | Rules, procedures, schedule, and classroom organization |
| Week 6 2.17.11 | S&H Ch. 7 & 8 | Social skills Instructional Quality DUE ABA Project Part 3 at beginning of class |
| Week 7 2.24.11 | A&T Ch. 7 & 8 | Increasing Behaviors/Decreasing Behaviors DUE Classroom Management Plan |
| Week 8 3.3.11 | S&H Ch. 12 | Ethics and Schoolwide PBS DUE ABA Project Part 4 at the beginning of class Share ABA projects with class |

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.