George Mason University
College of Education and Human Development
Program: Special Education

Course title: EDSE 402/502: Classroom Management and Applied Behavior Analysis (3 credit hours),

Summer 2011 session AS1, 05/23-06/24

Instructor: Kelly Henderson, Ph.D., Adjunct Faculty
Class meeting times: Mondays, Wednesdays, Fridays 7:00 - 10:05 pm

Class location: Kellar Annex, 3807 University Dr., 102
Phone/fax: (703) 282-3408 (no later than 9:30 pm please)
Office Hours: before class and by appointment
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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.

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.

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; and
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model* .

In this section, these outcomes apply to all students enrolled in 402 and 502; however, graduate students enrolled in 502 will be expected to produce assignments that reflect a deeper level of experience and scholarship. Similarly, 502 students are required to prepare papers fully consistent with scientific research standards and writing style as provided in *the Sixth Edition of the Publication Manual of the American Psychological Association*.

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. 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.

Links to the CEC Standards can be found at the following web site:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards

CEC standards that will be addressed in this class include some of the disability-specific standards for EBD, LD and DD (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.
- Advantages and disadvantages of placement options for individuals with emotional/behavior disorders.

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.

The College of Education and Human Development (CEHD) expects that all students abide by the following:

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/ or call 703-993-2474 to access the ODS. If you need course adaptations or accommodations because of a documented disability or if you have emergency medical information to share with the instructor or need special arrangements, please call or make an appointment with the instructor as soon as possible.
- 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. See gse.gmu.edu for a listing of these dispositions.

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/].

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 703-993-2387. Please be prepared with your G number when you contact her.

Nature of Course Delivery:
Learning activities include the following:
- Class lectures, power point handouts, discussions, activities & active participation
- Study and independent library research
- Videos & other relevant media presentations
- Application activities
- Presentation of papers and projects

Course Companion Websites, Student Responsibilities and Other Information:

George Mason University Email: https://mail.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.

Blackboard:
A Blackboard site for this EDSE 402/502 course is available as an **Organization** thorough mymason at gmu.edu. This is the primary source of information about the course and links to readings, documents and announcements can be found. Plan to access the Bb site regularly, at least weekly. Please let me know immediately (before the 2nd class) if you are not able to access the site.

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 Formatting Guidelines: http://www.apastyle.org/
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, 6th 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 that 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.

Other information:
- 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.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Required Texts:
Alberto, P. A. & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall Publishing Company.

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

Recommended Texts:
American Psychological Association. (2010). *Publication manual* (6th Ed.). Washington DC: Author.

NOTE: This syllabus may change according to class needs.
If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with the instructor as soon as possible.**

Evaluation (100 possible points)

1. Class Attendance, Participation and Textbook Quizzes (15 points- 9 for attendance and participation; 6 points for quizzes)
2. School Discipline Plan (8 points)
3. Social Skills Lesson (12 points)
4. Classroom Management Plan (15 points)
5. Behavior Assessment Project (20 points)
6. Applied Behavior Analysis Project (30 points)

Points will be deducted for work submitted late. Generally, points equivalent to one letter grade will be deducted for each class past due.

Electronic Portfolios: It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically. The ABA project is a mandatory component of the portfolio for certification.

Grading Criteria

Graduate 502 Grading		Undergraduate 402 Grading	
95 - 100%	= A	95 – 100%	= A
90 - 94%	= A-	90 – 94%	= A-
80 - 89%	= B	87 – 89%	= B+
70 - 79%	= C	84 – 86%	= B
<70%	= F	80 – 83%	= B-
		77 – 79%	= C+
		74 – 76%	= C
		70 – 73%	= C-
		60 – 69%	= D
		<60%	= F

ASSIGNMENTS

Textbook Quizzes (individual assignment)
Students are to read the assigned text chapter(s) as required reading before the class session. Brief multiple-choice unannounced quizzes will be given in class three or four times throughout the semester. Students are encouraged to check their understanding of the Alberto and Troutman text by reviewing the online multiple choice assessments available at the text's companion website-www.prenhall.com/alberto. The Scheuermann and Hall companion website (www.prenhall.com/scheuermann) does not offer practice assessments, but quiz questions will be drawn directly from the text content. No make-ups will be available for textbook quizzes; students who are absent from the class the day of the unannounced quiz will receive a 0 for the quiz.

NOTES: All written assignments are to be completed consistent with 6th edition of the American Psychological Association Style manual (see recommended text).

Attach a paper copy of a clean grading rubric to EVERY assignment submitted. Grading rubrics are available on the Bb site and should be used to guide preparation of every assignment.

Comparison of School Discipline Plans (group project, in class)
Examine the behavioral plan at the school with which you are familiar. Within your group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. Report to the large group.

Classroom Management Plan (individual project)
Observe a classroom or report on your own classroom management plan (If absolutely necessary, develop an ideal fictional classroom). 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 your rationale for this particular arrangement (include 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.

Social Skills Lesson (small group project or individual)
Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (di) into your lesson.

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, or friend. A child or young adult subject is preferable to an adult but an adult can be used as a last resort.

Applied Behavior Analysis Project * (individual project)
Using the functional behavior assessment and other data collected in Behavior Assessment Project, develop and implement a behavior change program. This program must incorporate aspects of ABA discussed in class. Identify a method for evaluating program effectiveness. Share your results 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 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 TaskStream (a web-based portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric. 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, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.

COURSE TOPICS
Note: The schedule is subject to change according to class needs and pace of content coverage.

Date	Reading Due	Concepts	Assignments Due/ *Activities in class*
Monday May 23		Introduction; principles of classroom management, physical environment, theoretical models of behavior; Legal issues involving discipline of special needs students & IDEA; Start classroom management.	
Wednesday	Alberto & Troutman, Ch.1;	Guest Speaker:	Bring in copy of

May 25	Scheuermann & Hall, Ch.1,2 and pp. 393-401; PEATC IDEA behavior fact sheet	Mandy Freeman, Ed. S. Positive Behavior Support Curriculum Resource Teacher, FCPS. Schoolwide context for Positive Behavioral Supports.	schoolwide written behavior plan (check in student handbook). *Comparison of School Discipline Plans- Completed in class;*
Wednesday June 1	S & H Ch. 12; IRIS module http://iris.peabody.vanderbilt.edu/ bi1/chalcycle.htm	Finish classroom management; Behavior management systems. Universal prevention approaches.	IRIS modules *Who's in Charge?* and *You're in Charge! Developing Your Own Comprehensive Behavior Mangmt Plan*
Friday June 3	S & H Ch. 5 and 6; IRIS Star Sheets 15-16 on Effective Rules (in IRIS case study at http://iris.peabody.vanderbilt.edu/case_studies/ICS-005.pdf); Secondary-level interventions article (choose 1)	Development and implementation of systematic behavior management plans; Cultural context; Physical classroom arrangement. Start on social skills.	
Monday June 6	S & H Ch. 7; Social Skills reading (choose 1)	Teaching social skills; Creating positive interpersonal relationships in the classroom	Classroom Management Project Due
Wednesday June 8	S & H Ch 8; IRIS Star Sheets 13-14 on Choice Making (in IRIS case study);	Using problem solving to resolve behavior problems, Importance of effective instruction; adapting instruction; Start Functional Behavioral Assessment and Behavioral Objectives.	*IRIS module on Functional Behavioral Assessment*
Friday June 10			*Work on Social Skills Lesson and begin Behavior Assessment*
Monday June 13	A & T Ch 2, 3, 12	Collecting and Recording Data; Finish Functional Behavioral Assessment	Social Skills Lesson Due
Wednesday June 15	A & T Ch. 5; S & H Ch 3 & 4	Behavior change/ Behavior Intervention Plans; Single subject	

		research design; reversal, changing criterion, multiple baseline and other designs	
Friday June 17	A & T Ch. 7; S & H Ch 9	Arranging consequences that increase existing behaviors; Schedules of reinforcement	Behavior Assessment Project Due
Monday June 20	A & T Ch. 8, 9; S & H Ch. 10 (except pp. 372-380), 11; IRIS module http://iris.peabody.vanderbilt.edu /bi2/chalcycle.htm	Arranging consequences that decrease behavior; Differential reinforcement: stimulus control and shaping	
Wednesday June 22	A & T Ch. 10, 11 S & H pp. 372-380; Self-monitoring article by Menzies et al.	Teaching students to manage their own behavior; Providing for generalization of behavior change; Crisis Management	
Friday June 24		Presentations	ABA Project Due; *Share ABA Projects with each other*