

EDSE 502: Classroom Management and ABA  
Spring 2012: Dr. Duke

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

**EDSE 502 (Section 674): Classroom Management and Applied Behavior Analysis (3 credits)**

Spring 2012

Course day/time: Wednesday, 4:30 pm – 9:00 pm

Course location: Fairfax High School

**Instructor:**

Dr. Jodi M. Duke

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Office hours: 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\*

There are no required prerequisites for this course, but each Program in Special Education strongly recommends a specific sequence. Please refer to your Program of Studies to determine where this course fits within your overall program.

\*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](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

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 assessment/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 review/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 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; and
- 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), 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*

Knowledge:

- Demands of learning environment

- 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.

**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
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Required Texts**

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

(This text has a companion website at <http://www.prenhall.com/scheuermann>)

Vargas, J.S. (2009). *Behavior Analysis for Effective Teaching*. New York, NY: Routledge.

### **Recommended**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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.

## 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.

### *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/>].

### *Core Values Commitment*

- The College of Education & 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/>
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Other Course Expectations**

**Flexibility:** 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.

**Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also

recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Three or more absences will result in no credit for this course.** When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence.

**Participation:** You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

**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.

**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).

### **Computers, Cell Phones, Blackberries, and Recording Devices**

Computers may only be used for accessing e-books (if you purchased your book online). You will not need your computers to take notes since PowerPoint/handouts will be shown during class and posted on Blackboard prior to class. **You will need to bring a hard copy of the powerpoints/handouts each week.** Please keep your phones off or on vibrate during the class. **Texting is prohibited during class.**

### **NCATE Assignment**

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit an NCATE assignment from each of their Special Education courses to Taskstream. In addition students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their program through the GSE Special Education program. In addition to the NCATE assignment

products from this class can become part of your individual program portfolio used in your portfolio classes the documents your satisfactory progress through the GSE program and the CEC performance based standards.

### **TaskStream**

The NCATE 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.

### **Overview of Assignments**

#### **1. Classroom Attendance & Participation (10 points)**

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. **Three or more absences will result in no credit for this course.** 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.**

#### **2. Quizzes (15 points)**

Several short quizzes will be given during the course of the semester to assess students' attainment of critical knowledge about the fields of classroom management and applied behavior analysis. A combination of announced and unannounced quizzes may be utilized. Such announcements may be posted to Blackboard or via email. Each quiz will cover information from lecture and the assigned readings from the previous classes or the readings for that evening's class session. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essay.

#### **3. Comparison of School Discipline/Behavior Plans (to be completed in class) (10 points)**

Obtain and examine the behavioral plan at the school where you work. Compare and contrast your schools' plans to the Positive Behavior Intervention and Support (PBIS) model. You will report your findings to the large group.

**4. Social Skills Lesson (to be completed in class; small group project) (5 points)**

Design a lesson to promote a pro-social skill. Be sure to incorporate components of direction (DI) and modeling into your lesson. Components of this project include: (a) description of the students(s) for whom the lesson is being developed, (b) social skill lesson components, (c) use of direction instruction strategies, and (d) programming for generalization and on going monitoring.

**5. Classroom Management Plan (20 points)**

The purpose of this project is to articulate the classroom management approach you use to enhance the learning for all students. Report on your own classroom management plan or observe a classroom during one class and period if you are a secondary teacher with multiple classroom settings. Your classroom management plan paper should 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.

The paper will need to be 4-5 pages in length, double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references from peer-reviewed journals (published in the past 5 years), a title page (APA), and a reference page. Please use the heading structure provided on the rubric. See Blackboard for rubric.

**6. Behavior Management Plan (10 points)**

Develop a profile of a student who has behavioral problems, complete a functional behavior assessment (FBA) and write a behavior intervention plan (BIP) with goals and objectives for that student. It is very possible the goals and objectives could become part of the student's IEP. Identify a method for evaluating the effectiveness of the program you design. See Blackboard for rubric.

(\*Required NCATE Assignment)

**7. Applied Behavior Analysis Project (30 points)**

Develop an applied behavior analysis project for an individual (PreK- 12 student) with whom frequent contact is available during this course. This project is broken down into sub-projects, which you will complete and submit by the due dates provided with the rubric. 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. See Blackboard for rubric.



(\*Required NCATE Assignment)

**Evaluation**

1. Class attendance and participation (10 points)
2. Quizzes (15 points)
3. Comparison of School Discipline Plans (10 points)
4. Social Skills Lesson (5 points)
5. Classroom Management Plan (20 points)
6. Behavior Management Plan (10 points)
7. Applied Behavior Analysis Project (30 points)

All assignments should be typed (submitted as hard copy please) and are due at 4:30 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points 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

**COURSE SCHEDULE**

Date	Class Topics	Readings and Assignments Due
1/11	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Introduction to Behavior Management and PBS</li> <li>• Legal/Ethical Issues</li> </ul>	S & H Chapter 1
1/18	<ul style="list-style-type: none"> <li>• Theories of Behavior</li> <li>• Dimension of Behavior for ABA</li> <li>• Understanding Operant vs. Respondent Conditioning</li> <li>• Behavioral Explanations for Challenging Behaviors               <ul style="list-style-type: none"> <li>○ Antecedents</li> <li>○ Consequences</li> </ul> </li> </ul>	S & H Chapter 2 Vargas Chapters 1 & 3
1/25	<ul style="list-style-type: none"> <li>• Setting Goals to Improve Achievement               <ul style="list-style-type: none"> <li>○ Writing Clear Behavioral Objectives</li> <li>○</li> </ul> </li> <li>• Creating a Positive Learning Environment               <ul style="list-style-type: none"> <li>○ Rules</li> <li>○ Procedures</li> <li>○ Schedules</li> <li>○ IRIS Module: Who's in Charge? Developing a Comprehensive Behavior Management System</li> </ul> </li> </ul>	S & H Chapters 6 & 7 Vargas Chapter 4
2/1	<ul style="list-style-type: none"> <li>• Assessment &amp; Monitoring               <ul style="list-style-type: none"> <li>○ Functional Behavior Assessments</li> <li>○ Behavioral Intervention Plans</li> </ul> </li> <li>• Data Collection &amp; Graphing</li> </ul>	S & H Chapters 3 & 4 Vargas Chapters 5 & 6  <b>DUE: Classroom Management Plan</b>  <i>Complete in Class: Behavior Management Plan</i>
2/8	<ul style="list-style-type: none"> <li>• Single Subject Designs               <ul style="list-style-type: none"> <li>○ Dependent and Independent Variables</li> </ul> </li> <li>• Ethics &amp; School-wide PBS</li> </ul>	S & H Chapters 5 & 12 Vargas Chapter 2  <i>Complete in Class: Comparison of School Discipline Plans</i>
2/15	<ul style="list-style-type: none"> <li>• Improving Behavior Through High Quality Instruction</li> </ul>	S & H Chapters 8, 10 & 11 Vargas Chapters 8, 9 & 10

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	<ul style="list-style-type: none"> <li>• Arranging Consequences That Increase Behavior</li> <li>• Shaping Behavior</li> <li>• Reinforcements &amp; Mands</li> <li>• Generalization &amp; Self-Monitoring</li> </ul>	<p><b>**YOU WILL BE ASSIGNED SPECIFIC CHAPTERS FROM THOSE LISTED ABOVE TO READ AND SUMMARIZE; YOU WILL SHARE THESE SUMMARIES WITH YOUR PEERS IN A JIGSAW TYPE ACTIVITY</b></p>
2/22	NO CLASS MEETING	<p>Complete IRIS Module: SOS: Helping Students Become Independent Learners</p> <p><a href="http://iris.peabody.vanderbilt.edu/sr/chalcycle.htm">http://iris.peabody.vanderbilt.edu/sr/chalcycle.htm</a></p>
2/29	<ul style="list-style-type: none"> <li>• Arranging Consequences that Decrease Behavior</li> </ul>	<p>S &amp; H Chapter 12 Vargas Chapter 11</p>
3/7	<ul style="list-style-type: none"> <li>• Teaching Social Skills</li> </ul>	<p>S &amp; H Chapter 9</p> <p><b>DUE: Applied Behavior Analysis Project</b></p> <p><i>Complete in class: Social Skills Lesson Plans</i></p>

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.