

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

EDSE 502 AS1: Classroom Management and Applied Behavior Analysis (3 credits)

Spring 2012

Course day/time: Monday, Wednesday, Friday: 7:00 pm – 10:05 pm

Course location: Kellar Annex Room 102

Instructor:

Dr. Vicky G. Spencer

Office phone: 703-993-5598

Office location: Finley, 208

Office hours: By Appointment

E-mail: vspencer@gmu.edu

Course Description

Explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. This course explores theories of classroom management and various approaches to management including use of technological advances. Course instruction 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 or 703-993-2387. Please be prepared with your G number when you contact her.

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

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*.

Required Texts

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Scheurmann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom*, 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

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

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.

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.

Other Course Expectations

Attendance & Late Work Policy

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, 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, lecture notes) from another class member prior to the class meeting that follows the absence. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities will NOT be made up.**

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

Computers, Cell Phones, Blackberries, and Recording Devices

Please do not use your computers during class. 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.**

Placement for Field Experience/Case Study

Each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e. inform GMU of the school where you are working, the grade level of the student, and the approximate number of hours you anticipate working with the student) after targeting the student with whom this Case Study will be completed. Mason is also required to track where self-placed students will complete their field experiences. If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. It is advised that you keep a copy of the form for your records.

Signature Assignment

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature 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, student will need to retain electronic copies of all course products to document their program through the GSE Special Education program. In addition to the signature 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 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.

Evaluation

1. Class attendance and participation (10 points)
2. Quizzes (20 points)
3. Comparison of School Discipline Plans (10 points)
4. Classroom Management Plan (20)
5. FBA-BIP (10)
6. Applied behavior analysis project (30 points)

Grading criteria**

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

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.

Overview of Assignments

1. Classroom Attendance & Participation (10 points)

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, 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, lecture notes) from another class member prior to the class meeting that follows the absence. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities will NOT be made up.**

2. Quizzes (20 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. Quizzes will be announced on 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)

Each group member will obtain the discipline plan from a school. This can be a student handbook of rules and procedures or it can include other discipline plans from the school. If there are several people in your group who work in the same school system, they will need to obtain different discipline plans (i.e. all cannot bring in the Fairfax County Public Schools Student Handbook). Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model and bring your findings to the large group.

A grading rubric for this assignment can be found on Blackboard. This should be consulted before beginning the assignment.

4. Classroom Management Plan (20 points)

Part One: For this assignment, you will report on your own classroom management plan or observe a classroom of interest that includes students with mild-moderate exceptional needs if you are not currently teaching in your own setting. Pick one room and one period (especially critical for secondary teachers) and include:

1. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
2. A sample daily schedule of the classroom teacher
3. A description of behavior management techniques/system used and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
4. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)

Part Two: After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal 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 Scheuermann and Hall text.

A grading rubric for this assignment can be found on Blackboard. This should be consulted before beginning the assignment.

**5. Functional Behavior Assessment – Behavior Intervention Plan (FBA-BIP) (10 points)
(Signature assignment required for portfolio*)**

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. See Blackboard for rubric.

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course.

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavior assessment and then use that functional assessment to develop a behavior intervention plan. If you are unable to gain access to a learner in a school or post school setting with mild-moderate exceptional learning needs, you may use a family member or a friend.

*Note: this assignment is linked to the Applied Behavior Analysis Project (see below).

Due dates will be listed on Blackboard and discussed in class. A detailed description of the assignment forms to use when conducting the FBA-BIP and grading rubrics can be found on Blackboard. These should be consulted before beginning the assignment.

**4. Applied Behavior Analysis Project (30 points)
(Signature Assignment required for portfolio*)**

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course.

The purpose of this project is to plan and implement an intervention based on the concepts of applied behavior analysis to support the individual learner for whom you conducted the FBA and BIP in the assignment above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data.

Due dates will be listed on Blackboard.

A detailed description of the assignment and grading rubrics can be found on Blackboard. These should be consulted before beginning the assignment.

*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 Blackboard and given by the instructor.

COURSE SCHEDULE

Date	Class Topics	Readings and Assignments Due
5/21	Course overview Roots of ABA	A & T Chapter 1
5/23	Responsible Use of ABA	A & T Chapter 2
5/25	Preparing Behavioral Objectives	A & T Chapter 3 Review ppt. in Folder #3 Online assignment – submit Behavioral Objective on Blackboard
5/28	MEMORIAL DAY	NO CLASS
5/30	Procedures for Collecting Data Graphing Data	A & T Chapters 4 & 5
6/1	Single Subject Designs	A & T Chapter 6
6/4	Determining the Function of the Behavior FBAs	S & H Chapter 3 & 4
6/6	Arranging consequences that increase OR decrease behavior	S & H Chapters 10 & 11
6/8	Foundations of PBS	S & H Chapter 1 Online assignment – Quiz over chapter 1
6/11	Creating a Positive Learning Environment	S & H Chapters 5, 6, & 7 In-class assignment: Comparison of school discipline plans
6/13	Social Skills	S & H Chapter 9 Quiz on Blackboard over Chapter 9
6/15	Research & Writing	DUE – Classroom Management Plan Submit on Blackboard
6/18	ABA Presentations	

6/20	ABA Presentations	
6/22		Reflection & Analysis

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.

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 practices, 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/>].