



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013

EDSE 502 680: Classroom Management and Applied Behavior Analysis
CRN: 20347, 3 - Credit(s)

Instructor: Dr. Cornelia Izen	Meeting Dates: 01/08/13 - 03/05/13
Phone: 703-993-5736	Meeting Day(s): Tuesdays
E-Mail: cizen@gmu.edu Skype Name: neiaizen	Meeting Times: 4:30PM-9:00PM
Office Hours: Wednesdays 5:30-7:30 PM in person, via phone, or Skype. Also by appointment.	Meeting Location: Chantilly High School, 4201 Stringfellow Road Chantilly, VA Room 244

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

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

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

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' schedule. 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.

Learner Outcomes

Upon completion of this course, students will be able to

- Design learning environments including use of innovative technology 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 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 informed by a Functional Behavior Assessment
- Describe strategies for promoting self-management
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.

Required Textbooks

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

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

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Any additional readings will be posted on Blackboard.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies,

Standard 5: Learning Environments and Social Interactions, Standard 7: Instructional Planning, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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. [See <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/>].

Course Policies & Expectations

Attendance.

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, and demonstrate professional behavior in the classroom. 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. Most handouts will be on Blackboard and all power point slides will be on Blackboard for each class session. In all classes, 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 **CANNOT be made up**. Participation points can only be earned if the student is in attendance.

Late Work.

Five percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to 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 NCATE 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 NCATE 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.

Grading Scale

95-100% = A

92-94% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

<70% = F

Use this chart to keep track of your progress in the course:

Assignment	Due Date	Point Value	Points Received
Attendance/Participation	Weekly	100	
Student Intro/Photo	1/15	5	
FBA Proposal	1/15	5	
FBA	1/29	100	
Article Critique 1 (small group in class)	1/29	25	
Article Critique 2 (small group in class)	2/5	25	
Article Critique 3 Proposal (.pdf of article)	2/5	5	
Midterm Evaluation	2/5	5 (extra credit)	
BIP	2/12	100	
Article Critique 3 (individual/student selected article)	2/19	25	
Comparison of Schoolwide Discipline/Behavior Plan (small group in class)	2/26	50	
Classroom Management Plan	2/26	250	
ABA Project	3/5	300	
ABA Project Presentation (in class)	3/5	10	
Reading Check 1	TBA	25 (extra credit)	
Reading Check 2	TBA	25 (extra credit)	
Reading Check 3	TBA	25 (extra credit)	
Reading Check 4	TBA	25 (extra credit)	
TaskStream Submission: FBA (con't next page)	3/5 (or earlier)	NA (will receive incomplete for course if not submitted)	(con't next page)

TaskStream Submission: BIP	3/5 (or earlier)	NA (will receive incomplete for course if not submitted)	
TaskStream Submission: ABA Project	3/5	NA (will receive incomplete for course if not submitted)	
Total Points		1000 (plus extra credit)	

Assignments

NCATE/TaskStream Assignments.

There are three assignments that are NCATE assignments for this course (#1, #2, #3). Students will be required to submit each of them to Blackboard AND submit them to 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 develop a **Functional Behavioral Assessment (FBA)** and a **Behavior Intervention Plan (BIP)**.

*Note: the FBA and BIP are linked to the Applied Behavior Analysis Project #3.

- 1. Functional Behavioral Assessment (100 points):** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and their behavior. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment. **FBA due by 4 PM on January 29 on Blackboard. Submit to TaskStream by midnight on March 5.**
- 2. Behavior Intervention Plan (100 points):** Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment. **BIP due by 4 PM on February 12 on Blackboard. Submit to TaskStream by midnight on March 5.**
- 3. Applied Behavior Analysis Project (300 points):** The purpose of this project is to implement an intervention based on concepts of applied behavior analysis to support the individual learner for whom you have conducted the FBA and written the BIP in the assignments above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data. Further information on this assignment will

be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment. **ABA Project due by 4 PM on March 5 on Blackboard. Submit to TaskStream by midnight on March 5.**

Common Assignments.

- 4. Comparison of Schoolwide Discipline/Behavior Plans (completed in class) (50 points):** Each group member will obtain a schoolwide discipline or behavior plan from a school. This can be a student handbook of rules and procedures or it can include other discipline or behavior plans that are schoolwide for a school. If there are several people in your group who will be obtaining this information from the same school system, you will each need to obtain different schoolwide discipline or behavior 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, summarize your findings, and bring these findings to the large group. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment. **Group summary of Comparison of Schoolwide Discipline/Behavior Plans due at the end of class on February 26.**

5. Classroom Management Plan (250 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.

More information on this assignment will be given in class and a grading rubric can be found on Blackboard. This should be consulted before beginning the assignment.
Classroom Management Plan due by 4 PM on February 26 on Blackboard.

Other Assignments.

- 6. Classroom Attendance/Participation (100 points):** Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, and demonstrate professional behavior in the classroom. 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. Most handouts will be on Blackboard and all power point slides will be on Blackboard for each class session. In all classes, 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 **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Participation points will be noted in the grading section of Blackboard after each class session.
- 7. Introduction/Photo (5 points):** Students should respond to a list of questions provided by the instructor to both introduce themselves to the instructor and to help the instructor design class activities based on student interests and level of experience. Included in this assignment is submission of a photograph (**in .jpg format only**). This will be used by the instructor to associate your name with your face. Please be sure this is a current photo. No Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. Your instructor needs a simple picture of you to use for identification purposes. These photos will not be shared with others. More information on this assignment will be given in class. **Introduction and Photo due by 4 PM on January 15 on Blackboard.**
- 8. FBA Proposal (5 points):** Prior to starting your FBA, a description of the student, setting, and problem behavior(s) will be written. This should be a minimum of 2 paragraphs in length and no longer than one page. *You must receive approval from your instructor before starting your FBA.* **FBA proposal due by 4 PM January 15 on Blackboard.**
- 9. ABA Project Presentation (10 points):** This will be your opportunity to share your intervention project with your colleagues. Develop a 1-2 page handout (front to back, single sheet) and follow the format under the guidelines/rubric on Blackboard. The presentation should be approximately 10 minutes including time for questions. **Presentation will take place on March 5 in class.**
- 10. Article Critiques (two in class in small group, one individually) (3 @ 25 points each = 75 points; 5 points for Article Critique 3 proposal):** As a teacher, you should be able to read and apply research in your field. As part of in-class activities, you will complete two research reviews in groups. Following this, you will complete a research review individually on an article of your choice. All three research studies reviewed consist of single subject research. The instructor will provide the first two studies to be reviewed. *You must receive approval from your instructor before starting your Article Critique 3.*

More information on this assignment will be given in class and a grading rubric can be found on Blackboard. This should be consulted before beginning the assignment. **Group Article Critique 1 due by the end of class on January 29. Group Article Critique 2 due by the end of class on February 5. Proposal for Individual Article Critique 3 due by 4 PM on February 5 on Blackboard; Individual Article Critique 3 due by 4 PM on February 19 on Blackboard.**

- 11. (Extra Credit) Quizzes (in class, open book) (4 @ 25 points each = 100 points):** It is important to read assigned materials prior to the class for which they have been assigned. In order to encourage this behavior, 4 unannounced quizzes will be given in class. These will be open book quizzes on assigned readings for that class session.
- 12. (Extra Credit) Midterm Evaluation of Course (5 points):** A midterm evaluation for this course will be provided online. Your feedback is extremely important, as it will help your instructor further refine this course during the semester and for future courses. Please note, all responses to this evaluation are submitted anonymously. More information on this assignment will be given in class. **Midterm Evaluation will be available on Blackboard after class on January 29. Midterm Evaluation should be completed by 4 PM on February 5 on Blackboard.**

Schedule

Session	Date	Topic/Lecture	Readings (Note: readings should be completed by date listed. Readings other than those in textbooks will be provided on Blackboard.)	Assignments Due
1	1/8	-Course Overview -Introduction to Positive Behavioral Supports -Introduction to Applied Behavior Analysis (ABA) -Ethics and Responsible Use of ABA	No readings	No assignments due
2	1/15	Functional Behavioral Assessment (FBA)	-Russell (2011) -Horner et al. (2011) (p. 257-281) -O'Neill et al. (1997)	-Student Intro/Photo (.jpeg format) -FBA proposal
3	1/22	-Implementation of Behavior Intervention Plan (BSP) -Preparing Behavioral Objectives -Data Collection -Graphing -Single Subject Design	-Horner et al. (2011) (p. 281-299) -Alberto & Troutman Text (A & T): Chapters 3, 4, 5, 6 -Lee, Vostal, Lylo & Hua (2011)	No assignments due
4	1/29	-Introduction to Reinforcement -Using Reinforcement to Reduce Challenging Behavior -Article Critique 1 (in class small group activity)	-Scheuermann & Hall Text (S & H): Chapters 10, 11 -Haydon & Musti-Rao (2011)	-Functional Behavioral Assessment (FBA) -Article Critique 1 Summary (small group in class)
5 (con't next page)	2/5	-Teaching Generalization of Learned Behavior -Self-Management of Behavior -Social Skill Instruction	-A & T: Chapters 11, 12 -S & H: Chapter 9 -Faul, Stepensky & Simonsen (2012)	-Midterm Evaluation -Article Critique 2 Summary (small group in class) (con't next page)

5 (con't)	2/5	-Article Critique 2 (in class small group activity)		-Article Critique 3 Proposal (.pdf of article)
6	2/12	-Managing Challenging Behavior By Using Behavior Reduction Techniques	S & H: Chapter 12	Behavior Intervention Plan (BIP)
7	2/19	Schoolwide Positive Behavioral Support (SWPBS)	S & H: Chapters 5, 6, 7	Article Critique 3 (individual/student selected article)
8	2/26	-SWPBS (con't) -Comparison of Schoolwide Discipline/Behavior Plans (in class small group activity) -Article Critique 3 Research Review (in class small group activity) -Catch up on topics	S & H: Chapter 8	-Classroom Management Plan -Comparison of Schoolwide Discipline/Behavior Plan (small group in class)
9	3/5	Applied Behavior Analysis (ABA) Project Presentations -Final thoughts on ABA and Classroom Management	No readings	-ABA Project -ABA Project Presentation -FBA to TaskStream -BIP to TaskStream -ABA Project to TaskStream

