



FAST TRAIN Programs

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

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

Semester and Year: Spring, 2013

Professor:

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Office Hours: Students may contact me....

Course Description

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized. Prerequisites: none.

Student Outcomes

Upon completion of this course, students will be able to:

- Design learning environments including use of technological advances that support and enhance instruction;
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment that values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
- Demonstrate knowledge of modifying the learning environment (schedule and

- physical arrangement) to prevent and manage inappropriate behaviors;
- Demonstrate an awareness of strategies to use for crisis prevention/intervention.
- Define behavior change terminology and principles of applied behavior analysis;
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors;
- Describe, understand, and apply single subject research designs;
- Develop and implement a behavior change program;
- Describe strategies for promoting self-management
- 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 Disabilities, Specific Learning Disabilities, and Intellectual Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with disabilities. Special educators help their general education colleagues integrate individuals with disabilities in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with disabilities to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with disabilities in crisis. Special educators coordinate all these efforts and provide guidance and direction to para educators and others, such as classroom volunteers and tutors.

Nature of Course Delivery

Learning activities may include the following:

1. Readings, and discussion via Discussion Board and Blog Posts
2. Application and Research Activities / Assignments
3. Video and other media support

Required Texts

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Recommended Text (not required):

Martella, R. C., Nelson, R. J., & Marchand-Martella, N. E. *Managing disruptive behaviors in the schools*. Boston, MA: Pearson Education, Inc.

Other Recommended Materials:

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

Council for Exceptional Children. (2000). *Code of ethics and standards for professional practice for special educators: Management of behavior*. Reston, VA: Author.

Blackboard

Check Blackboard regularly for additional course materials at <http://blackboard.gmu.edu> , for assignments and other news.

Task Stream

Signature assignment required for course must be submitted electronically to Mason's NCATE management system, TaskStream via <https://www.taskstream.com>. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. **Failure to submit the assignment to TaskStream may result in reporting course grade as Incomplete (IN).** See <http://gse.gmu.edu/programs/sped/taskstream/> for steps to upload your assignment.

Supplemental Materials (as needed)

Any guide to writing mechanics that may enhance accuracy of style as needed.

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals for current data. Some suggestions include:

<i>Behavior Analyst</i>	<i>Behavioral Disorders</i>
<i>Behavior Therapy</i>	<i>Beyond Behavior</i>
<i>Exceptional Children</i>	<i>Intervention for School and Clinic</i>
<i>Journal of Applied Behavior Analysis</i>	<i>Journal of Emotional and Behavior Disorders</i>

Student Responsibilities

George Mason University Email: <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account as important university correspondence will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward emails sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.

George Mason Blackboard: <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. Students are responsible for any information shared via Blackboard and should check the site regularly.

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

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. All work produced must be typed unless otherwise noted.

APA Formatting Guidelines: <http://www.psywww.com/resource/apacrib.htm>. 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 and 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.

Graduate School of Education Dispositions Criteria: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

George Mason University Honor Code [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/) This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

Responsible Use of Computing: <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on the Responsible Use of Computing link found at the bottom of the screen.

Course Requirements and Evaluation Criteria *

Discussion Board	20 Points
Application Workshops	25 Points
Blog Participation	10 Points
Applied Behavior Analysis Project (Signature Assignment)	25 Points
Final Exam	20 Points
Total	100 Points

* Late assignments will not be accepted.

It is recommended that students retain electronic & hard copies of ALL course products. Products from class can become part of an individual professional portfolio used to document satisfactory progress toward licensure based on CEC standards.

Description of Assignments

Discussion Board (DB) Postings (20 pts)

Students are required to post a minimum of one response weekly to trigger questions posed by the instructor on Discussion Board. The responses should be thorough and thoughtful. The first posting, with appropriate reference(s), should represent the student's

answer to the question. Additional postings may be in response to the opinions of others in the class.

Note: Postings should reflect the topic being discussed. Once the week ends (Sunday midnight) all messages should be directed toward the new topic for the coming week.

Blog (10 pts)

Students will participate in a class blog and are expected to participate at least once weekly.

Application Workshop Activities (25 pts)

A variety of activities (5) will be completed to enhance student understanding of key course concepts. Some will be stand-alone items while others will be useful for the larger ABA project. Every other week you will be provided specific task clarifications on Blackboard. The deadline for each activity will be specified on Blackboard as well. Activities are **due March 24, April 7, April 21, May 5, May 19**

Applied Behavior Analysis Project * (25 pts)

Develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course. You may involve a Pre K-12 student, a family member, a friend, or as a last resort, yourself. It is recommended that you apply some of the application workshop activities to this final project. Therefore, it is helpful to select your subject early in the course. **Due on Task Stream on May 12.**

* 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. Students are expected to post their assignment to Task Stream electronically by **May 12**. Additional information on this process will be provided via the class Blackboard site.

Final Exam (20 pts)

The final will consist of 6 questions that the student will need to answer in a narrative format. **Due on May 21**

GSE 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 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/>].

Grading Scale for FAST TRAIN:

A+	= 100
A	= 94-99
A-	= 90-93
B+	= 85-89
B	= 80-84 (no B- grades)
C	= 70-79 – does not meet licensure requirements or Level I award recommendation
F	= Does not meet requirements of the Graduate School of Education

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

Field Work Assessment: Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Applied Behavioral Analysis*. The fieldwork will be marked as:

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted more than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: *For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.*

Online Participation/Attendance Policy: Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

Performance Based Assessment (PBA): *All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the Applied Behavioral Analysis. This assignment must be posted to Task Stream, where it will be reviewed and scored.*

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.

COURSE SCHEDULE

A= Alberto & Troutman

S = Scheuermann & Hall

Date	Readings	Topics
3/13	A 12; S 7 & 8	Course Overview/syllabus review; introductions of course members to each other; Legal/Ethical Issues and the Role of Personal Bias; Preventing challenging behaviors
3/20	S 1 & 2 A 1	From Foundational Theories to Positive Behavioral Support
3/27	A 2	Understanding Operant Conditioning; Using Behavioral Objectives to Initiate Change
4/3	S12; A 3 pgs. 54-59	Understanding the Schoolwide Context as the Basis for PBIS; Dimensions of Behavior for ABA
4/10	S 5 & 6; pgs. 141-156; A 3 (rest of)	Examining the Classroom Environment; Data Collection Procedures
4/17	S 4 (rest of); A 4-5	Making Data Meaningful with Graphs
4/24	S 3; A 6	Establishing the Function of Behavior: Linking FBAs, BIPs, and IEPs;
5/1	S 9; A 7	Increasing Desirable Behaviors
5/8	S11; A 8-9	Decreasing Undesirable Behaviors and Shaping Replacement Behaviors
5/15	S 10; A 10-11	Reinforcements for Generalization and Self-Monitoring

Note: The 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.