![George Mason University logo]

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

Summer 2014
EDSE 502 A01: Classroom Management and Applied Behavior Analysis
CRN: 40203, 3 - Credits

Instructor: Dr. Sharon Ray	**Meeting Dates:** 5/19/2014 - 6/27/2014
Phone: Office (703) 993-5247 Cell (703) 673-8540	**Meeting Day(s):** MWF
E-Mail: sray4@gmu.edu *Best Contact Method	**Meeting Time(s):** 7:00 pm-9:40 pm
Office Hours: Before/After Class or By Appointment	**Meeting Location:** KA 102

> **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) 993-3670 for assistance. All other students should refer to their faculty advisor.

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

Electronic supplements and activities via Blackboard

Field Experience Requirement
A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office
• Complete the online request form and indicate that you need a field placement. IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .

OPTION 2: Arrange for your own placement AND complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.
→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.
→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)
→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU
→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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. (2012). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Digital Library Option
The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

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

Required Resources
Required Access to Course Blackboard Site
The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts

will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at http://courses.gmu.edu .

Starting May 21st, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)!

Additional Readings
Additional journal readings will be explored by students as part of the ABA project and Classroom Management Plan. Recommended journals for this purpose are:
Beyond Behavior   *Assessment for Effective Intervention*
Teaching Exceptional Children   *Journal for Emotional and Behavioral Disorders*
Intervention School and Clinic   *Journal of Applied Behavior Analysis*
Exceptional Children   *Journal of Positive Behavior Interventions*
Behavioral Disorders   *Behavior Analyst*

Course Relationships 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 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 RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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.
Class attendance and participation are essential to this course because of the complexity of the behavior management knowledge at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to classroom management. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

Late Work.
All assignments should be submitted _on or before_ the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- ➢ **5% point deduction – up to 1 class late**
- ➢ **10% point deduction – 2 classes late**
- ➢ **25% point deduction – 3 classes late**
- ➢ **50% point deduction – more than 3 classes late**

Assessment of Course Requirements:
Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about understanding behaviors and their function, as well as promoting positive student behaviors.

The two assignments required for upload to Taskstream for this course are the Functional Behavior Assessment/Behavior Intervention Plan and the Applied Behavior Analysis Project. There are several other assignments and projects in this class, including both formative and summative evaluation measures. Students are expected to complete assignments and projects, and final grading will be based on the cumulative points that students **_earn_** based on their performance on all course evaluation measures. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments Tab. Assignments submitted by email will not be accepted unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (7 PM). Assignments that are not submitted by the appropriate time **_are late_**. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. For group assignments, only have one group member submit the assignment via Blackboard, but please include all group participants' names within the body of the document. I will return graded assignments to you via Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

SRaySchComp – Comparison of School Discipline/Behavior Plans
SRaySocSkil – Social Skills Lesson

SRayClassManPl – Classroom Management Plan
SRayFBA&BIP – Functional Behavior Assessment and Behavior Intervention Plan
SRayABA – Applied Behavior Analysis Project

Course Requirements Evaluation	
Assignment	**Points Earned/Total Points**
1. Attendance & Participation (1 pt per class Meeting)	/15
2. Comparison of School Discipline/Behavior Plans	/10
3. Social Skills Lesson	/15
4. Classroom Management Plan	/15
*5. Functional Behavior Assessment and Behavior Intervention Plan	/15
*6. Applied Behavior Analysis Project	/30
Total # of points earned	**/100**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, Applied Behavior Analysis K-12 Impact Project and Functional Behavior Assessment and Behavior Intervention Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale

A   =   95-100%

A- =   90-94%

B+ =   87-89%

B   =   80-86%

C+ =   77-79%

C   =   70-76%

F   =   69% and below

Assignments

Performance-based Assessment (TaskStream submission required).
Functional Behavior Assessment and Behavior Intervention Plan (15 points)
REQUIRES TASKSTREAM SUBMISSION
If possible, select a learner with mild-moderate exceptional learning needs who also
demonstrates problem behavior(s). If you cannot find this type of individual over the
summer, you can work with anyone that you know who has a target or "problem"
behavior, on which they would like to work. You will complete a functional behavior
assessment (FBA) and then use that functional assessment to develop 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, if you select a student. If
you recruit a colleague or friend for the project, the work on changing the "problem"
behavior could give that person some "food for thought" or change.

Applied Behavior Analysis Project (30 points) ***REQUIRES TASKSTREAM
SUBMISSION***
Develop an applied behavior analysis project for an individual (PreK- 12 student) with
whom frequent contact is available during this course. This would be the same person
from your FBA/BIP, so it can be a colleague or friend. The final project will be
submitted electronically via Blackboard at the end of the semester. Throughout the
course, this project will be partially completed through work on the FBA/BIP assignment.
Using the work from this earlier project, and adding additional items such as a graphic
display of behaviors and implementation of the BIP to see the target person's response,
the ABA project will be completed.

Performance-based Common Assignments (No TaskStream submission required).
There are no common assignments in this course.

Other Assignments.
Attendance and Participation - *Weekly* **(1 point per class for a total of 15 points)**
Class attendance and participation are an important part of this class because of the
specific and in depth information learned through the course. Attendance points are
earned for each class to emphasize the importance of engaging in the learning activities
and educational environment of the course. Students are expected to arrive on time,

participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. During the last class, students will be asked to talk informally in front of their peers about their ABA project, and they will be able to earn an additional attendance point for leading the discussion on their project when this discussion is led articulately, engagingly, and knowledgeably. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences may impede successful completion of the course.**

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' plan with those of others and to the Positive Behavior Intervention and Support (PBIS) model. In small groups, you will select one school's plan to complete a written document with your compare/contrast to the PBIS model. Graduate students will take the lead in reporting findings orally and visually to the class as a whole.

Social Skills Lesson (to be completed in class; small group project) (15 points)
Your small group of 3-4 people will design a lesson to promote a pro-social skill that will enhance your students' social behaviors in their daily interactions. Be sure to incorporate components of direct instruction (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 direct instruction strategies, (d) accommodations and modifications that would be included to assist in student access of content; (d) programming for generalization and ongoing monitoring; and (e) reflection questions (at least 3-5) that you would want to consider after lesson implementation.

Classroom Management Plan (15 points)
The purpose of this project is to articulate the classroom management approach you use to enhance the learning for all students. Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include the following in your

APA formatted paper: (a) a detailed drawing of your classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations as appropriate); (b) a sample daily schedule for the teacher (if block schedule, note days the class occurs) ; (c) a behavior management plan and the rationale for the approach (include at least two outside citations beyond your text); and (d) the philosophy of classroom management with references to models discussed in text and lectures, as well as references to two more sources beyond those required in the course (so four sources total are required here).

Schedule

Date	Class Topics	Readings and Assignments Due
5/19	Course Overview	
5/21	Introduction to Behavior - Online Learning Module ********Online Class********	
5/23	Legal/ethical issues	S & H Chapter 1
5/26	*Individual FBA Project Work Session – No Formal Class Meeting*	
5/28	Theories & PBS Dimension of behavior for ABA	S & H Chapter 2 A & T Chapter 1
5/30	Understanding operant conditioning Using behavioral objectives to initiate change	A & T Chapter 2
6/2	Assessment & monitoring Functional Behavior Assessments	S & H Chapter 3 A & T Chapter 6
6/4	Data collection & graphing	A & T Chapters 3 & 4
6/6	Single subject designs	A & T Chapter 5 **Due: FBA**
6/9	Ethics & Schoolwide PBS	S & H Chapter 12 **Complete in class: Comparison of school discipline plans**
6/11	Arranging consequences that increase behavior	S & H Chapter 9 A & T Chapter 7

		DUE: BIP
6/13	Arranging consequences the decrease behavior	A & T Chapter 8
6/16	Creating a Positive Learning Environment	S & H Chapters 5 & 6
6/18	Reinforcements for generalization & self-monitoring	S & H Chapter 10 **DUE: Classroom Management Plan**
6/20	Teaching Social Skills	**Complete in class: Social Skills Lesson Plans**
6/23	Social Skills Lesson Plans Group Pair Share	**DUE: Applied Behavior Analysis Project**
6/25	Discussion of ABA Projects Course Evaluations	**Informal Presentations of ABA Projects**

Appendix