



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

Fall 2014

EDSE 502 001: Classroom Management and Applied Behavior Analysis
CRN: 72068, 3 - Credits

Instructor: Dr. Sarah Pinkelman	Meeting Dates: 8/25/2014 - 12/17/2014
Phone:	Meeting Day(s): Tuesdays
E-Mail: spinkelm@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: By appointment	Meeting Location: Off-campus Building, 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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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
6. 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. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom*. 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 Text

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

Additional Readings

Additional readings will be provided to students via Blackboard.

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 RESOURCES 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.

It is imperative that students attend class. 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 by the assigned due date. Each class, students will participate in activities that contribute to the attendance and participation portion of the final grade. Points missed due to absence from class cannot be made up. However, if an absence from class is unavoidable, students *may* be permitted to complete additional assignments (e.g., written work or activities) to compensate for attendance points lost due to the absence from class. If you are unable to attend class, please notify the instructor in advance via email. You are responsible for making alternate arrangements for any group or individual responsibilities (e.g., in-class work, presentations, reading assigned material, etc.).

Late Work.

All assignments are due at the beginning of class, unless otherwise noted. Two points will be deducted for each day for assignments submitted beyond the due date.

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

95-100% = A
90-94% = A-
87-89% = B+
84-86% = B-

80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
60-69% = D
<60% = F

Assignments

Performance-based Assessment (TaskStream submission required).

Applied Behavior Analysis Impact Project & Presentation 33 Points

Students will design a skill acquisition and behavior reduction program. The final product will be a 5-8 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. The document will outline a rationale for intervention, assessment summary, behavior change procedures and method, and summary of results. A rubric will be provided outlining criteria.

Functional Behavior Assessment and Behavior Intervention Plan 20 Points

Students will conduct a FBA and develop a technically adequate and contextually appropriate BSP based on the FBA findings. A rubric will be provided outlining criteria.

Performance-based Common Assignments (No TaskStream submission required).

Classroom Management Plan & Presentation 20 points

Students will develop a comprehensive classroom management plan that includes preventative and instructional strategies to support the academic and behavioral needs of a diverse classroom. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. A rubric will be provided outlining criteria.

Other Assignments.

Class Attendance and Participation 14 Points (1 point per class session)

Students will have the opportunity to earn 1 point for each in-class session they attend. To earn full points, students must be present for the entire class session (arriving no more than 5 min late and leaving no more than 5 min early) and participate by engaging in class discussions, completing in-class activities, etc.

Discussion Guides 13 Points (1 point per reading assignment)

Students will complete discussion guides as they read assigned material. These guides will serve as a basis for organizing information read and to facilitate in-class discussion. All discussion guides will follow the same format. This format will be posted on Blackboard. Discussion guides should be electronically submitted before class for points,

and they should be used during class to help students organize information, pose questions, and discuss topics with the rest of the class. Revised versions of discussion guides (as you edit and add to them during class for your own benefit) are not submitted for points.

All assignments: All assignments are due at the beginning of class, unless otherwise noted. Students are to submit assignments by emailing them to the instructor *before* class. Rubrics for assignments and activities will be posted on Blackboard.

Overview of Assignments	
ABA Impact Project and Presentation (Taskstream Assignment)	33 points
Functional Behavior Assessment & Behavior Intervention Plan (Taskstream Assignment)	20 points
Classroom Management Plan	20 points
Class Attendance and Participation	14 points
Discussion Guides	13 points
Total	100 points

Schedule

Agenda items, readings, and assignments may be adjusted depending on the pace of the course and student needs.

Date	Topic	Assignments/Readings Due
Week 1 8/26	Course Overview Roots of ABA and PBIS Pretest (ungraded)	None
Week 2 9/2	Foundational theory Dimensions of ABA Introduction to basic principles of behavior	S&H: Ch. 1, 2 A&T: Ch. 1 Baer, Wolf, & Risley (1968) Discussion Guide 1 due
Week 3 9/9	Basic principles of behavior, cont'd Responsible use of behavior analytic procedures Preparing Behavioral Objectives	A&T: Ch. 2, 3 Blackboard Reading (TBD) Discussion Guide 2 due
Week 4 9/16	Procedures for collecting data Graphing Single-subject designs	A&T: Ch 4, 5, 6 Discussion Guide 3 due

Week 5 9/23	Preventing problem behavior SWPBIS School rules and procedures	S&H: Ch 5, 6 Blackboard Reading (TBD) Discussion Guide 4 due
Week 6 9/30	Preventing problem behavior through classroom structure and organization and high quality instruction Social skills instruction	S&H: Ch 7, 8, 9 Discussion Guide 5 due
Week 7 10/7	Determining the function of behavior Functional behavior assessment and behavior support planning	S&H: Ch 3 A&T: Ch 7 Blackboard Reading (TBD) Discussion Guide 6 due
Week 8 10/14	No class, Columbus Day Holiday	Enjoy the day! ☺
Week 9 10/21	Procedures to increase appropriate behavior	S&H: Ch 10 A&T: Ch 8 Discussion Guide 7 due
Week 10 10/28	Procedures to increase appropriate behavior, cont'd	S&H: Ch 11 Blackboard Reading (TBD) Discussion Guide 8 due
Week 11 11/4	Procedures to decrease undesirable behavior	S&H: Ch 12 A&T: Ch 9 Discussion Guide 9 due
Week 12 11/11	Classroom Management Plan Presentations	Blackboard readings (TBD) Discussion Guide 10 due Classroom Management Plan Due
Week 13 11/18	Antecedent manipulations, shaping, prompting, modeling, fading, chaining	A&T: Ch 10 Discussion Guide 11 due FBA and BSP due

<p>Week 14 11/25</p>	<p>Planning for maintenance and generalization Self-management</p>	<p>A&T: Ch 11, 12 Blackboard readings (TBD) Discussion Guide 12 due</p>
<p>Week 15 12/2</p>	<p>Behavior Change Project Presentations Posttest (ungraded) Course evaluations</p>	<p>A&T: Ch 13 Discussion Guide 13 due Behavior Change Project and Presentations due</p>