



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

Spring 2015

EDSE 502 DL1: Classroom Management and Applied Behavior Analysis
CRN: 17978, 3 - Credits

Instructor: Dr. Cornelia Izen	Meeting Dates: 1/20/2015 - 5/13/2015
E-Mail: cizen@gmu.edu	Meeting Day(s): Asynchronous
	Meeting Time(s): Asynchronous
Office Hours: Online Office Hours: Wednesdays 4:30 PM to 6:30 PM; Thursdays 7:30 PM to 9:30 PM. See Blackboard for procedure to access instructor during online office hours.	Meeting Location: NET

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.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on January 20, 2015.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on Tuesday, January 20, and **finish** on Monday, May 5.
 - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Online lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and writing activities
5. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson. (ISBN 9780132655972)

Schuermann, B.K. & Hall, J.A. (2012) *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Pearson. (ISBN 9780132147835)

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. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN 9781433805615)

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Any additional readings will be posted on Blackboard under Readings.

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.

All instruction takes place online through Blackboard's learning management system.\

Late Work.

Ten 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 70% 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 **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.

Evaluation.

Assignments are evaluated according to rubrics posted on Blackboard. Grades for most reading checks will be available immediately after you finish and will post to the Grade Center (My Grades in the left side navigation bar). For other assignments (and some reading checks), I will grade the assignment and post the score you earned and comments to the Grade Center. You can read my comments by clicking on the grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss this.

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Additional Course Policies.

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>
- In an effort to assist students in future sections of this course, I may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify me in writing if you do not wish your work to be used as a sample in future course sections.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing About People With Disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

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
92-94% = A-
89-91% = B+
85-88% = B
80-84% = B-
70-79% = C
<70% = F

Assignments

Performance-based Assessment (TaskStream submission required).

There are two assignments that should be submitted to TaskStream for this course. 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) for this student. You will then implement and evaluate your plan in the Applied Behavior Analysis Project (ABA Project).

*Note: the FBA/BIP is linked to the Applied Behavior Analysis Project #2.

- 1. Functional Behavioral Assessment (50 points for draft and 150 points for final version/200 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 portion of the can be found on Blackboard.
Behavior Intervention Plan: 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 portion of the assignment assignment can be found on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the FBA/BIP assignment
- 2. Applied Behavior Analysis Project (50 points for draft and 150 points for final version/200 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 can be found on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.

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

1. Comparison of Schoolwide Discipline/Behavior Plans (60 points):

Your instructor will provide you with three ample schoolwide discipline or behavior plans. You will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model, summarize your findings. More information about this assignment will can be found on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.

2. Classroom Management Plan (75 points):

Part One: For this assignment, you will report on your own classroom management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. **Pick one room and one class 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 in the classroom 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 is available on Blackboard for this assignment. Consult this rubric before beginning the assignment.

Other Assignments.

- 1. Article Critiques (3 at 15 points each/45 points):** As a teacher, you should be able to read and apply research in your field. As part of class activities, you will complete two research reviews of articles assigned by the instructor. In addition, you will review one research article of your choice. You will post the APA reference for your third article choice on Blackboard so there is no duplication between students. Once you have completed your review, you will provide information about this third article to your classmates on Blackboard and will read two reviews posted by classmates and provide comments on their reviews. The instructor will provide the first two studies to be reviewed. *You must receive approval from your instructor before starting your third article review.*
More information on this assignment can be found on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.
- 2. Reading Checks (15 at 25 points each/375 points):** At the end of *each lesson*, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the assigned chapter in one of the textbooks. You may not use any materials such as books or notes to help you complete these checks but you may take each one multiple times.
- 3. Discussion Board (3 at 15 points each/45 points):** On three occasions, there will be discussions on Blackboard. The first will be an opportunity for you to introduce yourself to your classmates by answering a series of questions provided by the instructor. The second discussion will consist of sharing your thoughts about possible FBA assessments with your classmates prior to conducting your FBA. Finally, you will discuss ideas for your BIP with your classmates. In all discussions, you will need to address items specified by your instructor and respond to at least two classmates' postings on the discussion board. More information is provided about this assignment on Blackboard. A grading rubric can also be found on Blackboard. The discussion prompts and the grading rubric should be consulted before posting on the discussion board.

Schedule

Date	Event/Assignment	Expectation
1/20	Course is opened in Blackboard	Students review syllabus, the website, and begin work on Discussion Board (DB) items.
1/27	Discussion 1: Student Introduction	Due to Discussion Board by midnight
2/1	Module 1 complete (includes all lesson activities and all reading checks)	Due to Blackboard by midnight
2/3	Deadline for requesting placement for field work (for FBA/BIP and ABA assignments) from CEHD Field Placement Office	Students submit field experiences form with request online to Field Placement office by midnight
2/8	Research Article 1 (assigned by instructor)	Due to Blackboard by midnight
2/15	Research Article 2 (assigned by instructor)	Due to Blackboard by midnight
2/17	Discussion 2: FBA Assessment options	Due to Blackboard by midnight
2/22	Module 2 complete (includes all lesson activities and reading checks)	Due to Blackboard by midnight
3/1	Proposal for Research Article 3 (student choice; includes APA reference for article in word format and .pdf of article)	Due to Blackboard by midnight (two documents)
3/22	Discussion 3: Options for BIP	Due to Blackboard by midnight
3/27	Research Article 3 (review and feedback on reviews of two classmates)	Due to Blackboard by midnight
3/29	Draft of FBA/BIP	Due to Blackboard by midnight
4/7	FBA/BIP (Final version)	Due to Blackboard by midnight
4/19	Module 3 complete (includes all lesson activities and reading checks)	Due to Blackboard by midnight
4/26	Comparison of Schoolwide Discipline Plans	Due to Blackboard by midnight
5/3	Classroom Management Plan	Due to Blackboard by midnight
5/8	Module 4 complete (includes all lesson activities and reading checks)	Due to Blackboard by midnight
5/13	ABA Project	Due to Blackboard by 5 PM