



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

Spring 2015

EDSE 502 001: Classroom Management and Applied Behavior Analysis
CRN: 10523, 3 - Credits

Instructor: Dr. Peggy King-Sears	Meeting Dates: 1/21/2015 - 5/6/2015
Phone: 703.993.3916	Meeting Day(s): Wednesdays
E-Mail: mkingsea@gmu.edu best way to contact	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: by appointment only (please schedule at least 24 hours in advance) on: --Monday 4:45 to 6:45 --Wednesday 4:45 to 6:45 Flexibility for appointments by phone or in person on other days. Please ask!	Meeting Location: Fairfax Krug Hall #14

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 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

NOTE: Current editions are NEEDED for each required text!!!

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

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

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

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>

Required Resources

Additional resources, some of which will be required for assignments' completion, will be posted on Blackboard.

Additional Readings

Additional readings will be posted on Blackboard. Students will also need to access additional and recent (2011 or more recent) research readings relevant to their assignments from peer-reviewed journals.

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.

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 and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.**

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- **Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.**

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 or safeassign or similar plagiarism detection services, for an integrity assessment as needed.

Late Work.

To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

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 – 94.9% = A
- 85 – 89.9% = B+
- 80 - 84.9% = B
- 70 – 79.9% = C
- < 70% = F

Note that an Incomplete grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

Quantity of Points Per Assignment:

1. Functional Behavior Assessment (10 points)
2. Behavior Intervention Plan (15 points)
3. Applied Behavior Analysis Project (34.5 points)
4. Comparison of School Discipline Plans (5 points)
5. Classroom Management Plan (23 points)
6. ABA presentation (5 points)
7. Classroom Attendance, Preparation, Participation, Drafts (7.5 points)

<u>EDSE 502 Students Self-Manage Course Performance</u>		
Assignment	<u>Points earned by EDSE 502 student</u>	<u>Total points available</u>
Functional Behavior Assessment (FBA)		<u>10 points</u>
Behavior Intervention Plan (BIP)		<u>15 points</u>
Applied Behavior Analysis Project (ABA)		<u>34.5 points</u>
Comparison of School Discipline Plans		<u>5 points</u>
Classroom Management Plan (CMP)		<u>23 points</u>
ABA presentation		<u>5 points</u>
Classroom Attendance, Preparation, Participation, Drafts		<u>7.5 points</u>
<u>TOTAL</u>		<u>100 points</u>

Feedback on Assignment Using APA Numeric Codes

Throughout your assignment, there are numbers that correspond to the feedback below.

This # on your paper	... corresponds to this section of the APA Manual Sixth Edition. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.
1	Chapter 3 on writing style (3.01 to 3.11)
2	Chapter 3 on guidelines to reduce bias in language (pp. 70-76, particularly 3.15)
3	Chapter 3 on grammar (3.18 to 3.23)
4	Chapter 4 on punctuation, spelling, capitalization, italics, abbreviations, numbers (4.01 to 4.38)
5	Chapter 6 on plagiarism and quotations (6.01 to 6.10) <i>For all assignments in this course, do not quote. Always paraphrase.</i>
6	Chapter 6 on reference citations in text (6.11 to 6.21)
7	Chapter 6 on Reference list (6.22 to 6.32) Chapter 7 for Reference Examples: All of Chapter 7 provides Reference Examples. You will likely use 7.01 the most for articles from peer-reviewed journals (periodicals) and 7.02 for books and book chapters.
An arrow or phrase (e.g., "CHECK THROUGHOUT") indicate that a pattern of this type of feedback has evolved, and the writer needs to self-check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and clarity for communicating in writing using excellent written language per APA style as well as accurate technical APA style (e.g., citations).	

Assignments

Performance-based Assessment (TaskStream submission required).

There are three assignments that are NCATE assignments (#s 1, 2, and 3). Students will be required to place each of them on TaskStream prior to receiving* a grade in this course. The first two (FBA and BIP) should be posted to TaskStream* after each has been scored and within one week after receiving the scored version from the Instructor. The ABA assignment must be uploaded to TaskStream* at the same time it is uploaded to Bb for the Instructor to score.

For this project, select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a **functional behavioral assessment (FBA)** and then use the **FBA** to develop a **behavior intervention plan (BIP)**.

*Note: the FBA and BIP are linked to the Applied Behavior Analysis Project (ABA).

Due dates are listed in the schedule of the syllabus. Detailed descriptions of these assignments and grading rubrics can be found on Bb. Read these carefully before beginning the assignment.

1. Functional Behavioral Assessment (10 points) (NCATE assignment - TaskStream): In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment. Upload the scored version of this assignment to TaskStream* within one week after receiving it back from the Instructor.

2. Behavior Intervention Plan (15 points) (NCATE assignment - TaskStream): Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment. Upload the scored version of this assignment to TaskStream* within one week after receiving it back from the Instructor.

3. Applied Behavior Analysis Project (34.5 points) (NCATE assignment –TaskStream): The purpose of this project is to implement an intervention based on concepts of applied behavior analysis to support the individual learner for whom you have conducted the FBA and written the BIP in the assignments above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data. Further information on this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment. Upload the unscored version of this assignment to TaskStream* at the same time as posted to the course Bb site for the Instructor to score.

*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to TaskStream.

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

4. Comparison of School Discipline/Behavior Plans (completed in class) (5 points) Each group member will obtain the discipline plan from a school. This can be a student handbook of rules and procedures or it can include other discipline plans from the school. If there are several people in your group who work in the same school system, they will need to obtain different discipline plans (i.e., all cannot bring in the Fairfax County Public Schools Student Handbook). Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model and report your findings to the large group.

5. Classroom Management Plan (23 points)

Part One: For this assignment, you will report on your own classroom management plan or observe a classroom of interest that includes students with mild-moderate exceptional needs if you are not currently teaching in your own setting. Pick one room and one period (especially critical for secondary teachers) and include the following information under each heading:

- Detailed Drawing A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale).
- Sample Daily Schedule A sample daily schedule of the classroom teacher.
- Behavior Management A description of behavior management techniques/system used and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information).
- Effectiveness of Current System 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.

a) Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize the textbook or other readings to support keeping the current setting or making the changes you recommend. Include at least two different citations. (Cannot be two citations from the same textbook or article.)

b) State your own 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 for this assignment can be found on Bb. Please review this carefully before beginning the assignment.

6. ABA Presentation (5 points)

Develop a 2-page handout (front to back, single sheet) and follow the format under the Guidelines/Rubric on Bb for this assignment. The presentation should be approximately 5-7 minutes in duration, including time for questions.

Other Assignments.

7. Classroom Attendance, Preparation, Participation, Drafts (7.5 points)

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 and in a timely manner. Be prepared to engage in discussions about content assigned for that class session (e.g., be prepared for class). When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Some of the classes will include class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities CANNOT be made up**

Schedule

Session	Date	Topic/Lecture	Readings	Assignments Due
1	1/21	-Course Overview -Introduction to Positive Behavioral Supports -Introduction to Applied Behavior Analysis (ABA) -Ethics and Responsible Use of ABA <i>Monday January 26th at 4:30 in Finley 119, the Instructor will demonstrate using the GMU library and how to access the most relevant information in the APA Manual.</i>		
2	1/28	Functional Behavioral Assessment (FBA)	A&T: Ch. 1, 2, & 7 S&H: Ch. 1, 2, & 3	
3	2/4	-Implementation of Behavior Intervention Plan (BIP) -Preparing Behavioral Objectives -Data Collection -Graphing -Single Subject Design	A&T: Ch. 3, 4, 5, 6 S&H: Ch. 4	

4	2/11	-Introduction to Reinforcement -Using Reinforcement to Reduce Challenging Behavior	A&T: Ch. 8 S&H: Ch. 10, 11	
5	2/18	Pulling it all together – synthesis of content so far in course		Functional Behavioral Assessment (FBA) <i>Submit the scored FBA to TaskStream within one week of receiving it back</i>
6	2/25	-Self-Management of Behavior -Managing Challenging Behavior By Using Behavior Reduction Techniques	A&T: Ch. 9, 12 S&H: Ch. 12	
7	3 / 4	-Social Skills Instruction -Teaching Generalization of Learned Behavior	A&T: Ch. 11 S&H: Ch. 9	
Mason Spring Break – no class this week				
8	3/18	Pulling it all together – synthesis of content so far in course		Behavior Intervention Plan (BIP) <i>Submit the scored BIP to TaskStream within one week of receiving it back</i>
9	3/25	-Schoolwide Positive Behavioral Support (SWPBS)	S&H: Ch 5 & 6	
10	4/1	-SWPBS continued -Comparison of Schoolwide Discipline/Behavior Plans (in class small group activity) <i>points earned – must be in class to earn points</i>	S&H: Ch. 7 & 8	-Comparison of Schoolwide Discipline/Behavior Plan (via small groups during class)
11	4/8	-SWPBS continued -Report on progress for ABA assignments		
12	4/15	-SWPBS continued -Report on progress for ABA assignments		-Classroom Management Plan

13	4/22	-Peer review drafts of ABA project -Review / synthesis course content		<i>Bring hard-copy draft of ABA project to class (point deduction if not prepared with this)</i>
14	4/29	- Pulling it all together – synthesis of content so far in course		
15	5/6	-Applied Behavior Analysis (ABA) Project Presentations		-ABA Project <i>Submit the <u>unscored</u> ABA to TaskStream at the <u>same time</u> as submission to Bb</i>

Appendix *There is no appendix for this syllabus.*