



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

Spring 2015

EDSE 502 002: Classroom Management and Applied Behavior Analysis  
CRN: 17977, 3 - Credits

<b>Instructor:</b> Dr. John Simpson	<b>Meeting Dates:</b> 1/20/2015 - 5/13/2015
<b>Phone:</b> 703-728-3192	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> jsimpso4@gmu.edu	<b>Meeting Time(s):</b> 4:30 p.m. - 7:10 p.m.
<b>Office Hours:</b> TBD	<b>Meeting Location:</b> Arlington-ARLFH 481

***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](mailto: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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Scheuermann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom* (2<sup>nd</sup> 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>

### **Recommended Textbooks**

N/A

### **Required Resources**

N/A

### **Additional Readings**

N/A

### **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.

Attendance is required for all class meetings. If you need to be absent, please let Dr. Simpson know as soon as possible. Make up work is not permitted to earn “lost” participation points. Please obtain notes from a peer if absent.

Please ensure that you arrive on time for each class. Group time will be from 4:30 p.m. to 5:00 p.m. beginning the second week of class. Please ensure that you are in the class’ assigned room by 5:00 p.m. for lecture.

#### Late Work.

Late work is not accepted without prior permission from Dr. Simpson. Up to 10% point deduction might occur if work is accepted as “late with permission”.

### **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 (380-400)  
90 – 94% = A- (360-379)  
85 – 89% = B (340-359)  
80 - 84% = B- (320-339)  
70 – 79% = C (280-319)  
< 70% = F (<280)

## **Assignments**

### **Performance-based Assessment (TaskStream submission required).**

#### **Behavior Management Project (individual project)**

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method for evaluating program effectiveness.

#### **Applied Behavior Analysis Project (individual project)**

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course.

**Note: See TaskStream Rubrics when creating work products to ensure necessary items included in the work products.**

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

#### **Classroom Management Plan (individual project)**

Design a classroom management plan which includes (a) a detailed drawing of your classroom including where learning centers and desks located, detail your rationale for this particular arrangement; (b) a sample daily schedule; (c) behavior management techniques, detail your rationale for your choice(s); (d) your philosophy of classroom management with references to models discussed in class and the textbooks.

#### **Social Skills Unit (small group project; counts as Final Examination)**

Design a unit to promote at least three pro-social skills. Incorporate components of direct instruction (DI) and modeling into your lesson. This project will be presented to the class on the final class meeting as the Final Examination.

#### **Comparison of School Discipline Plans (small group project completed in class)**

Examine the behavioral plan at the school where you work. Within your group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. Report to the large group.

#### **Article Critique**

You will be required to read and critique one article relating to current trends in special education. In addition, you will be asked to present this article to the class (maximum of ten minutes). Please provide a single handout for the class that synthesizes the article, your thoughts, and classroom implications.

## Other Assignments.

N/A

## Schedule

### COURSE TOPICS\*

Date	Reading Due	Concepts	Assignment	What is Due?
Week 1		Course introductions; Syllabus review; group assignments	Choose article to critique Obtain School Discipline Plan	
Week 2	Scheuermann & Hall: Chs. 1& 2 Troutman: 1	Behavior management and Positive Behavior Supports (PBIS)  Theoretical models	Collect information on personal school management plan and compare it to PBIS model. (In-class)	
Week 3	Scheuermann & Hall: Ch. 3 Troutman: Chs. 2 & 7	Determining function of behavior: Functional Behavior Analysis (FBA)  Behavior Intervention Plan (BIP)  Applied Behavior Analysis (ABA)	Collect information on personal school management plan and compare it to PBIS model.	<b>Comparison of School Discipline Plans</b> – completed in class
Week 4	Scheuermann & Hall: Ch. 4 Troutman: Ch. 3	Behavioral measurement and monitoring  How to measure behavior  Preparing behavioral objectives		
Week 5	Scheuermann & Hall: Ch. 5 Troutman: Ch. 4	Creating a proactive learning environment: prevention of challenging behavior,  PBIS  Data collection procedures	Article Presentations	
Week 6	Scheuermann & Hall: Chs. 6 & 7 Troutman: Ch. 5	Developing classroom rules  Procedures for collecting data; graphing data, selecting an observation system; methods of recording data  Single subject research design; reversal, changing criterion, multiple baseline and other designs	Article Presentations	<b>Behavior Management Project</b>
Week 7	Scheuermann & Hall: Ch. 8 Troutman: Ch. 6	High quality instruction  Single subject designs	Article Presentations	
Week 8	Scheuermann & Hall: Ch. N/A Troutman: Ch. 8	Arranging consequences that increase existing behaviors	Article Presentations	<b>Classroom Management Plan</b>
Week 9	Scheuermann & Hall: Ch. N/A Troutman: Ch. 9	Arranging consequences that increase existing behaviors Arranging consequences that decrease behavior	Article Presentations	
Week 10	Scheuermann & Hall: Ch. 9 Troutman: Ch.	Social skills instruction	Article Presentations	<b>Article Critique Paper</b>
Week 11	Scheuermann & Hall: Ch. 10 Troutman: Ch. 10	Prevention of challenging behavior via reinforcement  Differential reinforcement		
Week 12	Scheuermann & Hall: Ch. 11 Troutman: Ch. 11	Prevention of challenging behavior with specific reinforcement  Generalization of behavior change		



Week 13	Scheuermann & Hall: Ch. 12 Troutman: Ch. 12	Behavior reductive interventions Teaching students to manage behavior		<i>Applied Behavior Analysis Project</i>
Week 14	Scheuermann & Hall: Ch. Troutman: Ch. 13	Putting it all together...		
Week 15	<b>Group Presentations tonight beginning at 5:00 PM</b>	All of the above...		<i>Group Presentations: Social Skills Unit</i>

\*Plan subject to change due to unforeseen circumstances.

## Appendix

Assignment: ABA Project

Objective: Increase awareness of ABA and its use in the classroom.

Activity: Create and implement an ABA for a student.

### Scoring Criteria Sheet ABA Assignment

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

ABA Assignment	Points Available	Points Received
Turned in on time	5	
Behavior(s) Identified	10	
Student Description	10	
ABA Plan	10	
Documentation of Student Progress	10	
Adjustment of ABA Plan (Based upon Student Progress)	10	
Your Thoughts on the ABA Plan	5	
Total Points	60	

Assignment: Behavior Management Plan

Objective: Increase awareness of effective classroom management techniques.

Activity: Create and implement a Behavior Management Plan for a student.

**Scoring Criteria Sheet**

*Behavior Management Plan Assignment*

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Behavior Management Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Behavior(s) Identified	10	
Student Description	5	
FBA Interpretation	10	
Behavior Management Plan	10	
Student Progress Assessment	10	
Total Points	50	

Assignment: Classroom Management Plan

Objective: Increase awareness of classroom management.

Activity: Create and implement a classroom management plan that addresses potential behavior issues.

**Scoring Criteria Sheet**  
**Classroom Management Plan Assignment**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Classroom Management Plan Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Behavior(s) Identified	10	
Student Descriptions	10	
Classroom Model	10	
Daily Schedule	10	
Behavior Management Techniques	10	
Your Thoughts on the preparing an advance plan for classroom management	5	
Total Points	60	

Assignment: School Comparison Assignment

Objective: Increase awareness of classroom management.

Activity: Compare and contrast alternate school discipline policies.

**Scoring Criteria Sheet**  
**School Comparison Assignment**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>School Comparison Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Description of Plans Discussed	10	
Similarities of Plans	10	
Differences of Plans	10	
Constructive Comments on Plans	10	
Total Points	40	

**Scoring Criteria**

**Attendance / Participation**

<b>Attendance / Participation</b>	<b>Points Available</b>	<b>Points Received</b>
Arrived on Time to Each Class	7.5	
Attended Each Class	7.5	
Actively Participated in Each Class	35	
Total Points	50	

Assignment: Social Skills Assignment

Objective: Increase awareness of social skills instructional delivery.

Activity: In assigned group, develop a social skills unit as described below.

**Scoring Criteria Sheet  
Social Skills Assignment**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Social Skills Unit</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on Time	10	
Three + Anticipated Behaviors	20	
Classroom Management Plan	20	
Measurable Objectives of Unit	20	
Assessment Activities	20	
Direct Instruction (DI) and Modeling Used	10	
Total Points	100	

Assignment: Article Critique

Objective: Increase awareness of a current issue/trend in special education.

Activity: Find an article in a scholarly journal regarding special education. Read the article and summarize in a one page critique detailing the following: Author, title, topic, article citation, article summary, your thoughts/opinions, and classroom implications.

Presentation: You will present the above critique to the class, schedule TBD.

**Scoring Criteria Sheet**  
**Article Critique Assignment**

Date: \_\_\_\_\_

Assignment Number: \_\_\_\_\_

<b>Article Critique Assignment</b>	<b>Points Available</b>	<b>Points Received</b>
Turned in on time	5	
Author	6	
Title	6	
Article Citation	6	
Article Summary	6	
Thoughts/opinions	6	
Presentation	5	
Total Points	40	

## **Weekly Reflection Form**

**Chapter(s)/Article(s) Read:** \_\_\_\_\_

**Reactions:**

**Questions:**

**Summary statement, with application to your course assignments:**

Part 2: Session Reflections Completed at End of Each Class Night

**Sample guiding questions. . . Please feel free to express yourself using a different approach**

- What was valuable/not valuable for you about tonight's class session?
- What have you added to your knowledge base or repertoire?
- How are you growing as an educator?
- What was easiest, most difficult for you tonight?
- How does this change your ideas about students, parents, teachers, and/or mathematics instruction?
- What happens next for you as a result?
- What could we do to improve this session?

ONE THOUGHTFUL PARAGRAPH IS ACCEPTABLE.