



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

Spring 2015

EDSE 502 694: Classroom Management and Applied Behavior Analysis  
CRN: 18084, 3 - Credits

<b>Instructor:</b> Dr. Sarah Pinkelman	<b>Meeting Dates:</b> 1/15/2015 - 3/12/2015
<b>Phone:</b> (703) 993-4554	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> spinkelm@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-9:00 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus/Other OCL OCL

***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**

There are 2 required Textbooks:

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> 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 Textbooks**

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

### **Additional Readings**

Additional readings will be provided by the instructor 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-  
70-79% = C  
60-69% = D  
<60% = F

## **Assignments**

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

*Applied Behavior Analysis Impact Project:* 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 (FBA/BIP):* 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).**

*Comparison of School Wide Discipline Plan:* Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. During class, students will compare and contrast their schools' plan with other plans and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric will be provided outlining criteria.

*Classroom Management Plan:* 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:* 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 (DGs):* Students will complete DGs as they read assigned material. DGs are 2 points each and there are a total of 8 DGs. DGs are meant to serve as a basis for organizing information read and to facilitate in-class discussion. All DGs will follow the same format. This format will be posted on Blackboard. DGs should be electronically submitted via Blackboard 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 upload assignments to Blackboard *before* class. Rubrics for assignments and activities will be posted on Blackboard.

<b>Assignments and Point Allocation</b>	
1. FBA/BIP	40 points
2. ABA Impact Project & Presentation	50 points
3. Classroom Management Plan	20 points
4. Comparison of School Wide Discipline Plan	15 points
5. Attendance and Class Participation (1 point per class)	9 points
6. Discussion Guides (2 points each. 8 total DGs)	16 points
<b>Total</b>	<b>150 points</b>

### 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 1/15	Course Overview Roots of ABA and PBIS Introduction to ABA and PBIS Pretest (ungraded)	None
Week 2 1/22	Foundational theory of ABA and PBIS Defining Characteristics of ABA Basic principles of behavior	S&H: 1, 2 A&T: 1 Baer, Wolf, & Risley (1968)  Discussion Guide 1 due  <b>Identify classroom for Classroom Management Plan</b>  <b>Identify student for FBA/BIP and ABA Impact Project</b>
Week 3 1/29	Behavioral Objectives Preventing problem behavior School rules and procedures Scheduling, climate, planning, and organization	A&T: 3 S&H: 6, 7  Discussion Guide 2 due
Week 4 2/5	Data collection & graphing Single subject design	A&T: 4 (select pages), 5 (select pages), 6 (select pages) S&H: 3



	Functional Behavior Assessment (FBA)	Discussion Guide 3 due  <b>Classroom Management Plan Due</b>  <b>Begin FBA after 2/5 class. Collect data 2-4 times before next class on 2/12.</b>
Week 5 2/12	FBA to Behavior Support Plan (BSP) Increasing desirable behavior	S&H: 10 A&T: 7 (select pages), 8  Discussion Guide 4 due  <b>Share FBA data with your group.</b>  <b>Continue working on FBA.</b>
Week 6 2/19	Decreasing undesirable behavior Differential reinforcement Antecedent manipulations, shaping, prompting, modeling, fading, chaining	S&H: 12 A&T: 9, 10  Discussion Guide 5 due  <b>FBA due</b>
Week 7 2/26	Maintenance and generalization	A&T: 11  Discussion Guide 6 due  <b>BIP due</b>  <b>Begin working on ABA Impact Project after 2/26 class. Collect data at least 3 times before next class on 3/5.</b>
Week 8 3/5	Self-management Work on ABA Impact Project in class	A&T: 12  Discussion Guide 7 due  <b>Continue working on ABA Impact Project.</b>
Week 9 3/12	SWPBIS	S&H: 5  Discussion Guide 8 due  <b>ABA Impact Project due</b>  <b>Bring a copy of your school's school-wide discipline plan to complete the Comparison of School-wide Discipline Plan in class.</b>

