



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

Fall 2015

EDSE 502 622: Classroom Management and Applied Behavior Analysis
CRN: 81633, 3 - Credits

Instructor: Dr. Kristy Park	Meeting Dates: 09/15/15 - 11/17/15
Phone: 703 993 5251	Meeting Day(s): Tuesday
E-Mail: kparkc@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: Email to schedule an appointment	Meeting Location: Off-campus

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: 3 Hours 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.

Advising Tip

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

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. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, 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.

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: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason

bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

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

Required Resources

None

Additional Readings

None

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 1: Learner development and individual learning differences; Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: 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, and remain in class for the duration of each session. During class students are expected to demonstrate professional behavior in the classroom. In all classes, students will participate in class activities which will contribute to the participation portion of the final grade. Participation points can only be earned if the student is in attendance and completes the class activity.

Late Work.

Assignments are due at the start of class on the date indicated on the syllabus. 10% of the available points for the assignment will be deducted each week for late submissions. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Functional Behavior Assessment and Behavior Intervention Plan* to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A	92-94% = A-
89-91% = B+	85-88% = B
80-83% = B-	70-79% = C
<69% = F	

Course Requirements and Evaluation		Due Date
Class Participation and Activities	10 points	Weekly
PBS Team Project 1: Rules matrix	5 points	Week 2
PBS Team Project 2: Social skills lesson	10 points	Week 8
Classroom Management Plan	15 points	Week 4
Evidence-Based Practice Presentation	10 points	Week 10
Functional Behavior Assessment (GMU Online Assessment System – TK20)	20 points	Week 6
Behavior Support Plan (GMU Online Assessment System – TK20)	20 points	Week 7
Applied Behavior Analysis Project (GMU Online Assessment System – TK20)	30 points	Week 9
Total	120 points	

Assignments

Performance-based Assessment (Blackboard submission required).

There are 3 assignments that are NCATE assignments for this course (FBA, BIP, and ABA). The information collected for the FBA will be used to develop the BIP assignment. The ABA project expands on the FBA and BIP project. Students will be required to submit each of these assignments onto Blackboard AND submit them onto the GMU online assessment system (TK20).

Functional Behavior Assessment (FBA)

You will conduct a functional behavior assessment by using indirect and direct assessment procedures to determine patterns in the occurrence and nonoccurrence of problematic behavior. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior.

Behavior Intervention Plan (BIP)

You will use the FBA information collected to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop

antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior.

Applied Behavior Analysis Project

The ABA project includes functional assessments related to the need for behavioral interventions (i.e., preference assessments, functional behavior assessments). This information will be used to design implementation and systematic monitoring of a skill acquisition and behavior-reduction program. You will define behavioral measures and describe the methodology to determine functional control through the use of a single subject research design.

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

Classroom Management Plan

The purpose of this project is develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan includes a self assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You will report on your own classroom management features or observe an inclusive classroom if you are not currently teaching in a school setting. You should produce a paper that is 4-6 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition.

1. Provide a detailed drawing of the classroom environment and rationale for this particular arrangement. If you are able to observe in the classroom, indicate frequency and types of problem behavior by location.
2. Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.
3. Complete a self assessment (provided by instructor) of classroom management features. Using assessment results, complete an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.
4. Provide a description of behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management based on theories of behavior.

Other Assignments.

Class attendance and participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** There will

be the opportunity to earn point(s) for successful completion of graded in-class activities (e.g. case analysis, reflection activities, small group activities, etc.). Only students in class will be able to earn participation points, which cannot be made up.

Behavior Change Tactics Presentation

You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

PBS Team Project 1: Rules matrix

Working as a PBS team, groups will be assigned to a school profile and complete two tasks, the rules matrix and social skills lesson. Given the culture of the school, the PBS team will define expectations across routines and settings and reflect on the multicultural and contextual values of the group.

PBS Team Project 2: Social skills lesson

Anchored to the school-wide expectations developed by the PBS team, students will develop a social skills lesson plan to teach a replacement behavior. Students will operationally define the expected behavior, clearly state behavioral teaching objectives, provide teaching examples, and write the procedures to teach the skill using a direct instruction approach (model, lead, test).

Schedule

Date	Concepts	Readings Due	Assignments Due <i>Italics=graded assignment</i>
Week 1	- Review course requirements - Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior	- Course Syllabus on Blackboard	End of Class: - Online Field Experience - <i>Evaluating theories document</i> - behavior change tactic sign up - complete team profile
Week 2	-ABA Characteristics - Setting up for success: Classroom rules, routines, and procedures	Baer, Wolf, & Risley (1968) Schuermann (S) Chapters. 1, 2 Alberto (A) Ch. 1	Beginning of Class: - <i>ABA article review</i> End of Class: - <i>Team project 1: Rules</i>

			<i>matrix due</i> - Classroom management work packet
Week 3	- Prevention through School-wide Positive Behavior support - Operant behavior and the principles of ABA	Schuermann (S) Chapters. 5,6,7	Beginning of Class: - <i>Classroom Management Plan Due</i> End of Class: - none
Week 4	- Data Collection Procedures - Operant behavior and the principles of ABA	-Schuermann (S) Ch.4 -Alberto (A) Ch. 4	Beginning of Class: - <i>None</i> End of Class: - <i>None</i>
Week 5	Overview Functional Behavior Assessments Academic Monitoring	-Schuermann (S) Ch.3	Beginning of Class: - <i>None</i> End of Class: - <i>None</i>
Week 6	Developing a hypothesis for behavior change; Linking FBA to Behavior support plans	Alberto (A) Ch. 7 Park (2007)	Beginning of Class: -None End of Class: -competing pathways
Week 7	Behavior support planning Arranging consequences to increase and decrease behavior	Alberto (A) Ch. 8, 9, 10	Beginning of Class: - <i>FBA due</i> End of Class: - <i>competing pathways</i>
Week 8	Differential reinforcement, Effective Instruction Reinforcements for Generalization and Self-Monitoring, Social skills	Schuermann (S) Chapter 8,9,10	- Beginning of Class: - <i>BSP due</i> End of Class: - <i>PBS team project 2: Social skills lesson plan</i>

Week 9	<ul style="list-style-type: none"> -Graphing Data -Single Subject Research Designs 	Schuermann (S) Chapters. 9 Alberto (A) Ch. 12	Beginning of Class: <ul style="list-style-type: none"> - None End of Class: <ul style="list-style-type: none"> -<i>reinforcer assessment</i>
Week 10	Description, procedures, and ways to differentiate evidence-based practices	Behavior Change Tactic Presentation	Beginning of Class: <ul style="list-style-type: none"> -<i>ABA paper due</i> - Behavior change tactic presentation End of Class: <ul style="list-style-type: none"> - Course evaluations

Appendix