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

Summer 2016
EDSE 502 A01: Classroom Management and Applied Behavior Analysis
CRN: 40742, 3 - Credits

Instructor: Dr. Kelly Henderson	**Meeting Dates:** 05/16/16 - 06/18/16
Phone: (703) 282 3408	**Meeting Day(s):** Mon., Wed., & Fri.
E-Mail: khender8@gmu.edu	**Meeting Time(s):** 7:00 pm - 10:00 pm
Office Hours: Before class, as arranged	**Meeting Location:** Fairfax campus, Krug 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.
Schedule Type: LEC
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.

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.*

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

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.

o   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:
1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.

4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the School Wide Positive Behavior Intervention Support (SW-PBIS) model.
15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2017, 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. (2016). *Positive behavioral supports for the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.

Required Resources
Students will be expected to have a device on which they can access web resources in class. Please advise Dr. Henderson immediately if you do not have a laptop, tablet or other device available to bring to class.

Additional Readings

As assigned, per schedule below and by instructor during session.

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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 at and being prepared for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. Also, students are expected to complete all weekly assignments prior to the relevant class session as in class activities are dependent on the foundation laid by the readings and outside of class activities. Points are awarded for attendance and participation in class.

• Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered "in attendance" for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

• Attendance, preparedness (assignments are: completed and of sufficient quality; submitted on time), participation, and professional disposition are required in each class session to be eligible to earn points for that class session. The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (http://gse.gmu.edu/facultystaffres/profdisp.htm).

• Use of computers, cell phones, tablets, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers

only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. If, for emergency reasons, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

• Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. • Please alert the instructor prior to class of impending late arrival, early exit from class, or absence. Please do not request permission to miss a class. All students are granted one absence, though all work still is due according to the course calendar (please email assignment and bring printed copies to class the next week). If there are extreme extenuating circumstances resulting in more than one absence, consult with the instructor, including notifying her by email prior to the start time of a missed class session.

• Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

• A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor prior to EOB the day before the last class session. The instructor will require that the student discuss with the instructor, then sign the GMU Incomplete Grade Contract as per terms the instructor outlines.

• In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

• If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for completing the course under agreed upon conditions or for withdrawing.

Late Work.

Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Points will be deducted for assignments not submitted on time (the beginning of the class meeting time on the due date). Generally, points equal to half of a letter grade are deducted for each class session past due.

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Functional Behavior Assessment and Behavior Intervention Plan* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale
100 – 93   = A
92 – 90   = A -
89 – 83   = B
82 - 80   = B -
79 -70   = C
Below 70   = F

The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Assignments
  Performance-based Assessment (Tk20 submission required).

Students are required to place both the FBA and BIP assignments in <u>a specific area of the Blackboard site</u> *prior to receiving** <u>a grade in this course.</u> More directions about when to submit the two assignments will be provided during the class.

For the FBA and BIP 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 for special education majors: You are acquiring the <u>knowledge</u> to develop the FBA and BIP during this course, and then you demonstrate your <u>skills</u> in implementing the BIP during your internship.

Detailed directions of these assignments and grading rubrics can be found on Bb. Read these carefully <u>before</u> beginning the assignment.

1. Functional Behavioral Assessment (22 points) (CAEP assignment: Required PBA): 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 <u>before</u> beginning the assignment.
  o Submit to the course Bb site for instructor scoring.
  o The scored assignment will be returned to you via the course Bb site.
  o Follow directions***** provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category.

2. Behavior Intervention Plan (28 points) (CAEP assignment: Required PBA)**:** Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed <u>before</u> beginning the assignment.
  o Submit to the course Bb site for instructor scoring.
  o The scored assignment will be returned to you via the course Bb site.
  o Follow directions*****provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category.

*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to Tk20 via Blackboard.

Performance-based Common Assignments (No Tk20 submission required).

Comparison of School Discipline Plans (group project, in class)   6 points

Examine the behavioral plan at a school with which you are familiar. Within your group, compare and contrast your schools' plans to the Positive Behavior Interventions and Support (PBIS) approach (this may be part of the school's Response to Intervention approach). Report to the large group.

Classroom Management Plan (individual project)   18 points

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 a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting.
A grading rubric for this assignment can be found on Bb. Please review this carefully before beginning the assignment. Brief directions follow:

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 assessments (provided by Instructor) of classroom management features. Using data from those assessment results, develop 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 classroom rules, behavior management techniques/system used and rationale for these choices. Describe how you would teach classroom rules to students. Identify and describe a hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management based on theories of behavior and evidence-based practices. Students in 502 will be expected to cite at least three resources from scholarly literature to describe and support the choice of underlying explanations of behavior that guides the philosophy and choice of evidence-based practices.

   Other Assignments.

Textbook Quizzes (individual assignment)   6 points
Students are to read the assigned text chapter(s) as required reading before the class session. Brief multiple-choice unannounced quizzes will be given in class three times throughout the

semester. Quiz questions will be drawn directly from the text content and from additional assigned readings/activities. No make-ups will be available for textbook quizzes; students who are absent from the class the day of the unannounced quiz will receive a 0 for the quiz.

Social Skills Lesson (small group project or individual)   13 points
Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (di) into your lesson. Demonstrate a five minute portion of your lesson to the class.

Attendance and Participation-   7 points
Consistent with the Attendance expectations above on pages 6-7, attend and participate fully in all classes.

Schedule

COURSE TOPICS
Note: The schedule is subject to change according to class needs and pace of content coverage.

Date	Reading Due	Topics	Assignments Due/ Activities in class
Monday May 16		Introduction; principles of classroom management, theoretical models/explanations of behavior; Legal issues involving discipline of special needs students & IDEA.	
Wednesday May 18	Alberto & Troutman (A & T), Ch.1 and 3; Scheuermann & Hall (S & H) Ch. 9; Social Skills reading – choose one: Anderson (2008); Bellini (2009); CITEd	Behavioral goals & objectives; Teaching social skills; Creating positive interpersonal relationships in the classroom. If time, start on Classroom Management.	

Date	Reading Due	Topics	Assignments Due/ Activities in class
Friday May 20	S & H, Skim Ch.1, Read Ch. 2 and 3; A & T pp. 181-183 and 330-331	Research tools; Addressing behaviors at a group level: Schoolwide context for Positive Behavior Interventions and Supports (PBIS)	*Library Lesson with Anne Driscoll (bring laptop or other device)* IRIS modules *Classroom Management (Parts 1 and 2)* at http://iris.peabody.van derbilt.edu/module/beh 1/ and http://iris.peabody.van derbilt.edu/module/beh 2/
Monday May 23	S & H Ch. 4 & 5; IRIS Star Sheets on Classroom Rules and Norms pgs. 9-18 (in IRIS case study at http://iris.peabody.vanderbi lt.edu/wp-content/uploads/pdf_case_s tudies/ics_norms.pdf); Guardino & Fullerton (2010)	PBIS continued; Classroom management; Behavior management systems. Universal prevention approaches. Physical classroom arrangement. Importance of effective instruction; adapting instruction.	*Dr. Kathleen McQuillan, Education Specialist, PBIS, Fairfax County Public Schools, guest speaker.* Bring in copy of schoolwide written behavior plan (check in student handbook). *Comparison of School Discipline Plans-Completed in class*
Wednesday May 25	S & H Ch. 6; IRIS module Addressing Disruptive Behaviors (Pt 1) http://iris.peabody.vanderbi lt.edu/bi1/chalcycle.htm; Secondary-level & intensive interventions article - choose one: Fairbanks et al. (2008); Sebag (2010); Wehby & Kern (2014); Dawson (2010)	Addressing behaviors of at individual level. Development and implementation of systematic behavior management plans; Cultural context; Finding evidence-based interventions.	*NCII chart activity-*http://www.intensivein tervention.org/chart/be havioral-intervention-chart

Date	Reading Due	Topics	Assignments Due/ Activities in class
Friday May 27	S & H Ch 7 & 8; IRIS module on Addressing Disruptive Behaviors (Pt 2) http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content	Using problem solving to resolve behavior problems; Start Functional Behavioral Assessment	Social Skills Lesson Due*; Social Skill lessons in class. IRIS module on Functional Behavioral Assessment-*http://iris.peabody.vanderbilt.edu/module/fba/
Wednesday June 1	A & T Ch 5 Kern & Wehby (2014)	Collecting and Recording Data; Finish Functional Behavioral Assessment	
Friday June 3	A & T Ch. 6; IRIS Star Sheets 6-23 on Choice Making, Praise and other interventions (in IRIS case study at http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf)	Behavior change/ Behavior Intervention Plans; Single subject research design; reversal, changing criterion, multiple baseline and other designs	Classroom Management Project Due *Work on Functional Behavior Assessment/ Intervention Plan*
Monday June 6	A & T Ch. 7 & 8; S & H Ch 10 & 11 (except pp. 260-264); Gongola & Daddario (2010)	Arranging consequences that increase existing behaviors; Schedules of reinforcement; Reinforcement applications	
Wednesday June 8	A & T Ch. 9 & 10 S & H Ch. 12	Arranging consequences that decrease behavior; Differential reinforcement: stimulus control and shaping	FBA Project Due

Date	Reading Due	Topics	Assignments Due/ Activities in class
Friday June 10	A & T Ch.11, 12 S & H pp. 260-264; Self-monitoring article	Teaching students to manage their own behavior; Providing for generalization of behavior change; Crisis Management	
Monday June 13	Independent work on BIP; Dr. H. available after 8:30 PM		
Wednesday June 15		Presentations	BIP Project Due; *Share FBA/BIP Projects with each other*