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

Spring 2017
EDSE 502 631: Classroom Management and Applied Behavior Analysis
CRN: 21154, 3 – Credits

Instructor: Dr. Ronald Pannell	**Meeting Dates**: 03/16/17 – 05/18/17
Phone: 703.791.7443	**Meeting Day(s)**: Thursday
E-Mail: rpannell@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: By appointment	**Meeting Location**: Independent Hill, Administation Building, Room 203
Office Location: Independent Hill, Administation Building	**Other Phone**: 703.408.6185

Note: This syllabus may change according to class needs. Teacher Candidates/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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method
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

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of teacher candidates/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 teacher candidates/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 teacher candidates/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 SchoolWide 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).

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

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. (2012). *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 502, the required PBA is *Functional Behavior Assessment and Behavior Intervention Plan*. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
Performance-based Assessment (Tk20 submission required)
Functional Behavior Assessment and Behavior Intervention Plan

College Wide Common Assessment (Tk20 submission required)
Applied Behavioral Analysis

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

Course Policies and Expectations
Attendance/Participation

Course Requirements and Evaluation		Due Date
Class Participation and Activities	10 points	Weekly
PBS Team Project 1: Rules matrix	5 points	3/30/17
PBS Team Project 2: Social skills lesson	10 points	3/30/17
Classroom Management Plan	15 points	4/13/17
Functional Behavior Assessment **(Tk20 submission required)**	10 points	4/20/17
Behavior Intervention Plan **(Tk20 submission required)**	10 points	5/4/17
Evidence-Based Practice Presentation	10 points	5/11/17
Applied Behavior Analysis Project **(Tk20 submission required)**	30 points	5/18/17
Total	100 points	

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.

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Concepts	Assignments/Readings Due
Week 1 3/16/17	Course overview of requirements Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior	- sign up for behavior change tactic - team profiles
Week 2 3/23/17	Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior	Baer, Wolf, & Risley (1968) Schuermann (S) Chapters. 1, 2 Alberto (A) Ch. 1 and 2
Week 3 3/30/17	Prevention through Schoolwide Positive Behavior support Setting up for success: Classroom rules, routines, and procedures	Alberto (A) Ch. 2, S 6 Schuermann (S) Chapters.5, 6 -self assessment of classroom management **- Team project 1: Rules matrix**
Week 4 4/6/17	Operationalize behavior, operant conditioning to change behaviors Prevention through Behavioral and Academic Monitoring	Schuermann (S) Chapters. 4 and 7
Week 5 4/13/17	Data Collection Procedures, Functional Behavior Assessments – Blackboard Discussion	Schuermann (S) Chapters. 3 Alberto (A) Ch. 4 **Classroom Management Plan Due**
Week 6 4/20/17	Developing a hypothesis for behavior change; Linking FBA to Behavior support plans; Graphing Data; Single Subject Research Designs	Alberto (A) Ch. 5, 7 Functional Behavior Assessment **Tk20 submission required**
Week 7 4/27/16	Differential reinforcement, Effective Instruction	Schuermann (S) Chapter 8 Alberto (A) Ch. 8, 9, 10 Behavior Change Presentation

Date	Concepts	Assignments/Readings Due
Week 8 5/4/17	Reinforcements for Generalization and Self-Monitoring, Social skills	Schuermann (S) Chapters. 9 Alberto (A) Ch. 12 Behavior Intervention Plan **Tk20 submission required**
Week 9 5/11/17	Description, procedures, and ways to differentiate evidence-based practices Evidence-Based Practice Presentation	**Behavior change tactic presentation**
Week 10 5/18/17	Evidence-Based Practice Presentation	Course evaluations **Behavior change tactic presentation** Applied Behavior Analysis Project **Tk20 submission required**

Assessment Rubric(s)

All rubrics for assignments will be posted on Blackboard.