GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
EDSE 402/502 Classroom Management and Applied Behavior Analysis (3 credits)
EDSE 402/502 Section C01, EDSE 502 Section 6V1
Summer 2012, Session B

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Class Meetings, Day/Dates/Time: MTWR/ July 2, 2012 – August 2, 2012 /9:30 am-11:45 am
Location: Fairfax Campus, Krug Hall, Rm. 253

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.

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. 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.

Student Outcomes:

Upon completion of this course, students will be able to:

  • Design learning environments including use of technological advances which support and enhance instruction;
  • Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
  • Identify critical components of IDEA (2004) 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;
• Describe strategies for promoting self-management;
• Develop a lesson to teach prosocial skills; and
• Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.

In this section, these outcomes apply to all students enrolled in 402 and 502; however, graduate students enrolled in 502 will be expected to produce assignments that reflect a deeper level of experience and scholarship. Similarly, 502 students are required to prepare papers fully consistent with scientific research standards and writing style as provided in *the Sixth Edition of the Publication Manual of the American Psychological Association*.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

REQUIRED TEXTS

1. Scheuermann, B.K. & Hal, J.A. (2012). Positive behavioral supports for the classroom (2nd ed). Boston: Pearson.
2. Alberto, P. A. & Troutman, A.C. (2013) (9th ed.). Boston: Pearson.

Other Suggested References

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

All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style. Other readings relevant to special education applications may be assigned by instructor. When seeking additional information and/or a research-base for your assignments, it is essential that you access a variety of professional journals for current data. Some suggestions include:

Behavior Analyst	*Behavioral Disorders*
Behavior Therapy	*Beyond Behavior*
Exceptional Children	*Intervention for School and Clinic*
Journal of Applied Behavior Analysis	*Journal of Emotional and Behavior Disorders*
Journal of Special Education	*Teaching Exceptional Children*

Textbooks to class each week as the instructor will make specific references to specific pages during class and students will be given classroom activities which will require textbook use.

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Required Access to Course Blackboard Site
Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. http://courses.gmu.edu Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

Course's Relationship to Program Goals and Professional Organization

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 Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC standards that will be addressed in this class include some of the following:

Standard 5 - Learning Environments and Social Interactions

Knowledge:
- Demands of learning environment
- Basic classroom management theories and strategies for individuals with exceptional learning needs
- Effective management of teaching and learning
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.
- Advantages and disadvantages of placement options for individuals with emotional/behavior disorders.

Skills:
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in

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learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of para-educators, volunteers, and tutors.
- Use universal precautions.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- 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/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- 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.

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

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

Campus Resources

- 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 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/].

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/]

Other Course Expectations

1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

2. Absences: Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. Each night, students will participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities will NOT be made up. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Three or more unexcused absences will result in no credit for this course.**

3. Promptness: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

4. Electronic Etiquette: Students are expected to participate actively in all class activities. Use of laptops may be used to observe the class Powerpoints/materials, ONLY. Abuse of this policy will result in the entire class being prohibited from laptop use!

   Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn off (or set to vibrate in the case of an emergency) any devices that produce sound or otherwise interfere with the learning of others (cell phones, etc.) Texting is prohibited during class.

5. Writing Support**:** All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu).

6. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

7. Placement for this Field Experience/Case Study: If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access http://cehd.gmu.edu/endorse/ferf to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed. Note: you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.

8. Signature Assignment(s): For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

Note: Every student registered for any EDSE course with an NCATE assessment (will be designated as such in the syllabus) is required to submit this assessment, (INSERT NAME OF ASSESSMENT HERE) to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.

ASSIGNMENT DESCRIPTIONS
1. *Quizzes, Classroom Attendance & Participation (15 points)*

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.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or

within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:
    a.   attending class and being psychologically available to learn,
    b.   having required course materials including textbook(s),
    c.   completing and handing in all class assignments,
    d.   participating in class discussions/activities throughout the semester
    e.   thoughtfully contributing to class discussions
    f.   listening to the ideas of other peers, respectively, and
    g.   demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Please display **digital etiquette** during class sessions and be careful to limit personal conversations to break times.

Several short quizzes will be given during the course of the semester to assess students' attainment of critical knowledge about the fields of classroom management and applied behavior analysis. A combination of announced and unannounced quizzes may be utilized. Such announcements may be posted to Blackboard or via email. Each quiz will cover information from lecture and the assigned readings from the previous classes or the readings for that evening's class session. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essay.

2.   *Discussion Group Participation (via Blackboard)(10 points)*
    You are required to submit two discussion posts. Each post must contain citations from evidence-based research. Where possible, use doi's or pdf links to research as these will be randomly checked by the instruction. Both posts must contain the following:

    First Post:
    1) A brief description of your subject/study student giving specific characteristics, school setting, learning needs, and the behavior you will address in your FBA.
    2) Cite research that describes the behavior and a possible intervention strategy you may use in your project.

    Second Post:
    1) After reading "First Posts" from your classmates, cite research to comment on an intervention strategy a fellow classmate may use to modify the behavior of their study subject.

NOTE: To allow for full participation, this Discussion Board will be open at least five (5) days before the assignment is due.

3. *Comparison of School Discipline Plans (to be completed in class*
    to be completed in class; small group project) (10 points)

    You will obtain the discipline plan from a school. This can be a student handbook of rules and procedures or it can include other discipline plans from the school. If there are several people in your group who work in the same school system, they will need to obtain different discipline plans (i.e. all cannot bring in the Fairfax County Public Schools Student Handbook). **Student**

handbooks and codes of conduct are available online. Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model and bring your findings to the large group.

4. *Functional Behavior Assessment Behavior Support Plan (20 points)*

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course.

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavior assessment and then use that functional assessment to develop a behavior support plan. If you are unable to gain access to a learner in a school or post school setting with mild-moderate exceptional learning needs, you may use a family member, friend. Note: this assignment is linked to the Applied Behavior Analysis Project (see below). Remember, APA requires researchers protect the confidentiality of all study subjects/participants.

Components of the Functional Behavior Assessment (FBA) are as follows:
1. Student/subject description
2. Overview of setting/context
3. Indirect Assessment of behavior (parent or teacher interview)
4. Additional information (need to link analysis of behavior to evidence-based practices in professional literature)
5. Direct assessment of behavior
6. Operational definition of problem behavior
7. Hypothesized function of behavior

Components of the Behavior Support Plan (BSP) are as follows:
1. Expected outcome or target goal
2. Reinforcer and activity preference assessment
3. Intervention plan
4. Evaluation and impact of intervention plan.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)
Signature Assignment 1
20 points

Evaluation Standards	Required Components	Points Earned
APA	• Correct citations and • References from at least 2 peer reviewed journal articles related to your student's behavioral concern	/2
Student/Subject Description	• Gender, Age, ethnicity, grade, socioeconomic status (if known), • Learning needs	/2
Overview of Setting	• School setting description (during school year) • Classroom setting(s), environment(s)	/2
Indirect Assessment of	• Parent/caregiver interview • Teacher interview	/1

Behavior		
Research-based behavior analysis	References to literature that is: • specific to the behavior need and • cites evidence-based intervention strategies.	/2
Direct Behavior Assessment	• Description of behavior, (ie. examples, quotes (cursing, off task).	/2
Operational Definition of Problem Behavior	When, where, how often, include antecedents if evident. This is narrative/ (ie: Sara leaves her assigned seat during instruction without permission).	/2
Hypothesized Function of Behavior	Setting, antecedent, behavior, consequence	/1
BIP Components: Expected Outcome or target goal	Expected results of intervention, or goal met by student after intervention.	/1
Reinforcer and activity preference assessment	Stimuli used to determine reinforce preference(s). http://www.oadd.org/publications/journal/issues/vol14no2/download/spevackEtAl.pdf	/2
Intervention Plan	Description of intervention with supporting research	/2
Evaluation and Impact of Intervention	Evaluation of intervention Impact of intervention on student behavior	/1

5. *Social Skills Lesson Plan (to be completed in class; small group project or individual(5 points)*
   Design a lesson to promote a pro-social skill. Be sure to incorporate components of direct instruction (DI) and modeling into your lesson. Components of this project include: (a) description of the student(s) for whom the lesson is being developed, (b) social skill lesson components, (c) use of direct instruction strategies, and (d) programming for generalization and on going monitoring.

Social Skills Lesson Plan Rubric
5 points

Evaluation Standards	**Required Components**	**Points Earned**
Description of students	• Includes relevant information related to student academic and social functioning and classroom situation	/1
Social skill components	• Topic chosen is age appropriate, socially valid, and briefly justified • Skill is task analyzed if appropriate	/1
Use components	• Clearly and thoroughly represents in lesson or explains how the following	/2

of direct instruction	are included:
	  o Clearly communicate to students the goal/purpose of the lesson;
	  o Present a well-organized, sequenced lesson;
	  o Use a "lead-model-test" strategy when presenting new material;
	  o Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect);	

Generalization and Maintenance	• Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy including generalization and maintenance.	/1
Total Points Earned		/5

6. *Classroom Management Plan (10 points)*

Classroom Management Plan Rubric
10 points

The purpose of this project is to articulate the overall classroom management approach you use to support the academic and behavioral needs of your learners. If you are a floating teacher or a secondary teacher with multiple classroom settings, you should choose ONE class and period on which to focus. You should produce a paper that is 3-5 pages in length, 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. Please use the heading structure provided below, remembering that a brief introduction is necessary prior to the first heading. Also, a brief conclusion paragraph enhances the flow of your paper.

Evaluation Standards	**Required Components**	**Points Earned**
Style and Writing	✓ APA format (including correct citations and references) ✓ Professionally written with minimal spelling and grammatical errors.	/1
School Context	✓ Without using the name, briefly describe the school environment.	/1

Overview of Classroom Studied	✓ Detailed drawing that includes location of centers, desks, etc. ✓ Narrative summary referring to the drawing and providing a rationale for the arrangement.	/2
Daily schedule	✓ Clear, concise daily schedule with brief rationale in areas of scheduling where teacher decisions are made	/2
Behavioral Approach	✓ Identify class rules and routines in measurable behavioral terms (1 point) ✓ Describe the procedures for encouraging appropriate behavior (and any other applicable behavior management techniques/systems) with clear criteria (1 point) ✓ Describe the approach to discipline and management of inappropriate behavior with clear criteria (1 point) ✓ Describe the rationale for these choices. (1 point)	/4
Analysis and Reflection and Model of Change	✓ Reflect on the systems that are in place in the classroom and analyze the effectiveness of the current setting and systems. (1 point) ✓ After reviewing the current system, suggest changes based upon at least two current (no later than 2005) peer-reviewed journal articles that would improve the classroom environment. (2 points) ✓ Create the perfect classroom setting and include a second drawing to highlight the changes. Utilize specific information from your sources to support keeping the current setting or making the changes you recommend. (1 point) ✓ State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the texts. (1 point)	/5
Total Points Earned		/15

7. *Journal Article Critique (via Blackboard)(10 points)*
   Two research studies pertaining to behavior management of students with disabilities will be read, summarized and critiqued. Critiques should be ½ to 1 page and must include a brief description of the research, a brief critique (was the intervention worthy of study, was the

intervention process clearly stated, were the results helpful (seemed accurate, led to more thought on your part); also state or reflect on the relevance of the study to your topic.

Journal Article Critique Rubric
10 points

Evaluation Standard	Required Component	Points Earned
Brief Description	Brief description of study subjects, intervention strategy, setting. (No more than one (1) paragraph	/2
Critique	Intervention relevance to subjects being studied. Quality of description of intervention process (methodology)	/3
	Practicality of field application	/3
Conclusion	Relevance to and reflection on current ABA and FBA subject.	/2
Total Points		10

8. *Applied Behavior Analysis Project (**signature assignment required for portfolio**) 30 points*
Develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course.

This is the **second Signature Assignment** for this course; students will be required to place it on **TaskStream** as part of the requirements for a grade for this course.

The purpose of this project is to plan and implement an intervention based on the concepts of applied behavior analysis to support the individual learner for whom you conducted the FBA and BSP in the assignment above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data.

Components of the Applied Behavior Analysis Project are as follows:

1. Situation overview
2. Description of target behavior
3. Changing the behavior (intervention plan)
4. Summary of results
5. Project reflection

Due dates are listed in the course calendar (see below) for submission of drafts of components of the ABA Project as well as the final paper. Submission of draft components of the ABA Project will count toward 10% of your grade for this assignment.

Applied Behavior Analysis Project Rubric
30 points

Develop and implement an applied behavior analysis project on a student with whom frequent contact is available during this course. Prepare a 15 minute presentation that describes your project and its results.

Evaluation Standards	Required Components	Points Earned
APA	Correct citations and references (1 point) APA style paper (1 point)	/2
Introduction	Introduction provides general context and areas to be covered Includes citations when appropriate Final sentence in introduction states major components of the paper	/1
Description of the participant	Provides description of student(s) with specific and relevant examples that support need for ABA; Notes behavior that is targeted to change (3 points) Operationally defines behavior (which is socially valid) (2 points) States one goal and one objective (2 points)	/5
Methodology	Develops a sound behavior change program supported by research citations (2 points) Explains and implements ways to measure target behavior (1 point) States behavior plan in enough detail that the behavior plan could be exactly copied by a substitute teacher based only on what is written. For example, it is stated exactly what the student must do, how many times/how long etc., and exactly what she/he will earn. (1 point) States type of data collection (e.g., fixed interval, event recording, latency), why this is the most appropriate means of data collection, and how this will be recorded (include data collection chart) (1 point) States exact design used (e.g., A-B-A, A-B-A-B) and why this is the most appropriate design (1 point) Collects baseline and intervention data (1 point)	/6

Results	Includes a graph with the following components:
	    o Label and calibrate the horizontal and vertical axes. (1/2 point)
	    o Mark equal units of on each axis. (1/2 point)
	    o Indicate scale breaks where necessary
	    o Place a title on the each axis (1/2 point)
	    o Rather than labeling *Baseline* and *Intervention*, use the condition as a label (e.g., No Token Economy, Token Economy System) (1/2 point)
	    o Display baseline, intervention changes, major environmental changes, and interruptions in data collection. Designate changes in condition with a broken vertical line. (1/2 point)
	    o Do not record a data point if data were not collected or if the dependent variable had no opportunity to occur.
	    o Do not connect data points across vertical lines or across breaks in the data. (1/2 point)
	Includes a brief summary of the information in the graph. It is not necessary to repeat
		/5

	everything in the graph. Just summarize and use things like averages, range of scores/percents (2 points) Includes **NO** opinions or conclusions in results	
Discussion	Briefly reviews important results (2 points) (i.e., was the intervention effective?) and limitations to the study (2 points) States conclusions based on research (e.g., Similar to Jones and Jones (2003) the use of a token system was effective in reducing the aggressive behaviors of a second grade student during recess) (1 point)	/4
Style Issues	Avoids first person (i.e., using "I" or "We") (1 point) Each paragraph has a clear topic (first) sentence and the details of the paragraph relate specifically to the topic sentence (1 point) Spelling and grammar are accurate (1 point)	/2
Class Presentation	No longer than 15 minutes, accurately describes the project, results presented with clarity, responded to questions accurately. ALL PRESENTATIONS WILL BE TIMED	/5
Total Points Earned		/30

This assignment has been designated as the required performance based assessment for this course. The Special Education Program at GMU is required to evaluate student work in relation to meeting the CEC Content Standards as part of NCATE requirements. Therefore, students in this class will be expected to submit this designated assignment to Task Stream (a web-based portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline. Additional information on this process will be provided via the class Blackboard site.

GRADING

Session Due	Due Date	Assignment	Points
ALL	ALL	Classroom Attendance and Participation	15
4	7/9	Discussion Group Participation (via Blackboard)	10
6	7/11	Comparison of School Discipline Plan	10
8	7/16	Functional Behavior Assessment and Behavior Intervention Plan (**SIGNATURE ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE**)	20
10	7/18	Social Skills Lesson Plan	5
11	7/19	Classroom Management Plan	10
14	7/25	Journal Article Critique (via Blackboard)	10
16	7/30	Applied Behavior Analysis K-12 Impact Project (**SIGNATURE ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE**)	20
TOTAL POINTS			**100**

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

EDSE 402/502 Grading Scale:
A 95 – 100 points
A- 92 – 95 points

B+ 89 – 91 points
B 85-88 points
B- 80-84
C 70-79
< 70 = F

COURSE CALENDAR

Class No.	Date	Topics	Readings Due (Read by date on which readings are listed)	Assignments Due (due by start of class on Blackboard at 9:30, unless otherwise noted)
1	7/2	• Course Overview • Identifying Behaviors • Theoretical Models for Challenging Behavior • Foundations of Applied Behavior Analysis	• Scheuermann & Hall Chapter 1 • Alberto & Troutman Chapter 1	1. Obtain a copy of a school discipline plan. 2. Make sure you are signed up in Taskstream. 3. Begin to identify a student for the FBA and ABA projects.
2	7/3	• Identifying problem behaviors • Assessing behavior • Intro FBA/BIP	• Scheuermann & Hall Chapters 3 • Alberto & Troutman Chapter 3 • **Discussion of characteristics and behaviors of student identified for the FBA and ABA project.**	**Target Student Identified, Behavior to be modified identified.**
2	7/4	• No Class	July 4th Holiday	
3	7/5	Online assignment on BB.	• View PowerPoint, Developing Functional Behavior Assessments and Behavior Intervention , Alberto & Troutaman, at this link: http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CGoQFjAG&url=http%3A%2F%2Fwww.csupomona.edu%2F~ahfine%2Fdfweb%2Fppt%2F0131722034_pp6.ppt&ei=VRviT_v8HOrZ0QG1r9TiAw&usg=AFQjCNFzYVvqFkj6DQuwghUhX4A1sQeJZA&sig2=NIRS6cBgFi4gwGFA_5BfYA	**BB Discussion #1 response due by 11:45 am.** Collect Information for FBA
4	7/9	Measuring and Monitoring Behavior: • Data Collection • Data Analysis	• Scheuermann & Hall Chapters 4 • Alberto & Troutman Chapters 4	Collect Information for FBA
5	7/10	• Arranging Consequences that Increase Behavior	Alberto & Troutman Chapters 8 http://www.naspcenter.org/factsheets/zt_fs.html	Collect Information for FBA
6	7/11	• Arranging Consequences that Decrease Behavior • Self Monitoring	Alberto & Troutman Chapter 9 Alberto & Troutman 12	**Comparison of School Discipline Plans (To Be Completed In Class)**
7	7/12	• Single-Subject Design	Alberto & Troutman 5 & 6 Discussion of FBA/BIP development progress.	**Draft of FBA/BIP due.**
8	7/16	Preventing Challenging Behaviors Through Schoolwide Positive Behavior Interventions and Support (PBIS)	Scheuermann & Hall 5 & 6	**DUE: FBA Project submitted in Blackboard and in TaskStream**

9	7/17	Classroom PBIS • Rules and Procedures • Scheduling and Climate • Quality Instruction	Scheuermann & Hall 7 & 8	Begin evaluation of classroom management system (your own or one you observe as a visitor to a classroom)
10	7/18	Teaching Social Skills	Scheuermann & Hall 9	**Social Skills Lesson Plan (to be completed in class) Draft of ABA Introduction/Description of Participant to be reviewed by groups in class.**
11	7/19	Preventing Challenging Behaviors through Reinforcement • What is reinforcement • Types of Reinforcement • Developing Reinforcing Systems • Negative Reinforcement	Scheuermann & Hall 10	**Due: Classroom Management Plan** **Begin to read journal articles posted on Blackboard for critiquing.**
12	7/23	Applying Reinforcement • Token Economy • Contracting • Group Systems	Scheuermann & Hall 11	• **Draft of ABA methodology due. Reviewed by groups in class.** • **Continue to read/critique journal articles.**
13	7/24	Using Behavior Reductive Interventions • Identifying Behavior Reductive Behaviors • IDEA 2004 and Discipline • Reductive Behavior Techniques • Choosing and Behavior Reductive Technique	Scheuermann & Hall 12	• **Review ABA data, write results and conclusion.** • **Continue to read/critique journal articles.**
14	7/25	Online Assignment: Journal Articles Critique Changing Teacher Behavior to Increase Student On-Task Behavior Journal articles are available on Blackboard.	**Allday & Pukurar, (2007) Effects of Teacher Greeting on Student On-Task Behavior,** *Journal of Applied Behavior Analysis***, 40, 317-320. Can be accessed at:** Article 1: http://www.eric.ed.gov.mutex.gmu.edu/contentdelivery/servlet/ERICServlet?accno=EJ767622 Article 2: http://ac.els-cdn.com/S1750946711001334/1-s2.0-S1750946711001334-main.pdf?_tid=bac56f6b88df9440b4e08d5de695e6b2&acdnat=1340232363_5d1678669c2110ee7c70739eb2ee70e4 Questions critiquing these journal article will be posted on Blackboard.	• **Online Journal Articles Critique: Questions to be completed/submitted by 11:45 am.** • **Edit/review ABA project.**

15	7/26	ABA Work day.	**Post questions to ABA Discussion Board on Blackboard as needed.**	**Finalize ABA project.**
16	7/30	ABA Presentations	Review ABA presentation for accuracy and timing.	**ABA Project Due On Blackboard and In Tasktream**
17	7/31	ABA Presentations	Review ABA presentation for accuracy and timing.	
18	8/1	ABA Presentations	Review ABA presentation for accuracy and timing.	**Class evaluations (due at end of class)**
19	8/2	ABA Presentations		**Enjoy the rest of the summer!**

NOTE: This syllabus may change according to class needs. Instructor discretion will be the governing forces in dealing with any circumstances that arise that are not explicitly addressed in this syllabus.

Inclement weather cancellations will shift content to online delivery format and do not excuse students from completion of requirements.