

**George Mason University
Graduate School of Education
Program: Special Education**

EDSE 402/502 section 001: Classroom Management and Applied Behavior Analysis

Spring, 2008

Instructor: Cheri Sandford
Class meeting times: Tuesdays, 4:30 -7:10 PM
Class location: Loudon Campus, LI 220
Office Hours: by appointment
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Course Description

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized.
Prerequisites: none.

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
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for learning environments and social interactions.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stdts/common_core_4-21-01.html

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR, (Standard 5: Learning Environments and Social Interactions). The class will also address some of the following core standards:

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- 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.

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 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.

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Advising contact information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Amie Fulcher, GMU Special Education Advisor, at afulcher@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

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

Alberto, P. A. & Troutman, A. C. (2003). *Applied Behavior Analysis for Teachers* (7th ed...). New York: Macmillan Publishing Company.

Martella, R. C., Nelson, R. J., & Marchand-Martella, N. E. (2003). *Managing disruptive behaviors in the schools*. Boston, MA: Pearson Education, Inc.

Council for Exceptional Children. (2000). *Code of ethics and standards for professional practice for special educators: Management of behavior*. Reston, VA: Author.
(provided online by instructor)

Recommended Texts:

American Psychological Association. (2001). *Publication manual* (5th ed.). Washington DC: Author.

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

Danforth, S. & Boyle, J. (2000). *Cases in Behavior Management*. Columbus, OH: Prentice Hall.

NOTE:

This syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with the instructor as soon as possible.**

Suggested Materials (as needed)

Any guide to writing mechanics that may enhance accuracy of style as needed.

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals for current data. Some suggestions include:

Behavioral Disorders *Beyond Behavior* *Exceptional Children*

Evaluation (subject to change by student via contract)

<i>Required for Portfolio and Course (25%)</i>	<i>Required for Course Only (55%)</i>	<i>Discretionary Points (choose from a menu of options to best fit your needs) (20%)</i>
Applied Behavior Analysis Project including, but not limited to, the following: *functional assessment *behavior intervention plan *progress graphs *reflection	Application Activities such as but not limited to the following: *School Discipline Plan *Classroom Management Plan *Behavior Management *Social Skills Lesson *Case Studies *Other *Quizzes	Resources to Share *Professional Journal Article *Book *Popular Press Article *Website Summary *Interviews/Other

Points will be deducted for work submitted late. This includes any items that are not submitted upon request due to class absence or tardiness.

It is recommended that students retain electronic and hard copies of ALL course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards. The ABA project is a mandatory component of the portfolio for certification.

The signature assignment (ABA Project) required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

Grading criteria

- 94 –100% = A
- 90 – 93.5% = A-
- 80 – 89.5% = B
- 70 – 79.5% = C
- < 70% = F

ASSIGNMENTS

Applied Behavior Analysis Project (required for portfolio*)

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or as a last resort, yourself. It is recommended that you apply some of the application activities done in-class or online to this final project. Therefore, it is helpful to select your subject early in the course. See the separate handout with rubric for project details.

*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 its 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.

Application Activities

A variety of activities will be completed to enhance student understanding of key course concepts. Some will be stand-alone items while others will be useful for the larger ABA project. Items such as the following will be included; however, this is only a partial list. Each week you will be provided specific task clarifications via Blackboard in the Assignments section in a Folder titled Application Activities. Each activity requires some initial preparation out of class (for points) with follow-up work done in class (for points).

Comparison of School Discipline Plans

Obtain and examine the behavioral plan at the school where you work. Within your group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. You will report your findings to the large group.

Classroom Management Plan

Report on your own classroom management plan or observe a classroom if you are not currently teaching in your own setting. Pick one room and period (especially critical for secondary teachers) and include: a) a detailed drawing of the classroom including where centers, desks, etc. are located and the rationale for this particular arrangement; b) a sample daily schedule for the classroom teacher; c) behavior management techniques/system and the rationale for choice(s); d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in the texts. After reviewing your current system, suggest changes based upon current research that would improve your classroom environment. Utilize specific citations to support keeping your current setting or making the changes you recommend.

Behavior Management Program

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method

for evaluating program effectiveness.

Social Skills Lessons

Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (DI) into your lesson. Share the plan within a small group.

Case Studies

Students will analyze and discuss cases provided in class and online as assigned. The reading of these cases should be done prior to class as announced via Blackboard. Consideration should be given to the following: a) assessing the problem, b) identifying the objectives of intervention, c) planning for intervention that is effective, d) deciding how to best implement the intervention and f) planning how to evaluate the results (Danforth & Boyle, 2000).

Quizzes


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. Quizzes may be given in class or online as the material merits.

Discretionary Activities

Students will choose activities from a menu of options that can be utilized to enhance knowledge in self-selected areas of need. Each finding will then be posted so that others can benefit as well. The menu of options will be provided online.

COURSE TOPICS

Date	Reading Due	Topics/Concepts	Assignments/Quizzes Due Prior to the Next Class
Week of 1/22	Scheuermann (S) Powerpoints of Chapters 1 & 2 on BB; Alberto (A) Chapter 1; Martella (M) Chapter 1 Optional: Danforth Chapter 1	Course Overview; Philosophical Models of Behavior Management; Behavioral Approaches	Check Blackboard access register online profile on Alberto & Troutman companion website and complete Multiple Choice Quiz for ch.1 <i>Application Activity One</i>
Week of 1/29	A 2 & 12; M 2 , 9; additional reading: Ravensberg & Tobin in Blackboard (BB) Course Materials section, Class Session Materials	Behavior Basics; Legal and Ethical Issues; Behavioral Objectives	Quiz on BB Alberto & Troutman – online Multiple Choice Quiz for ch. 2
Week	S ppt for 12; M 4 ;	Dimensions of Behavior for	Alberto & Troutman– online

of 2/5	www.pbis.org ; http://www.wku.edu/~sally.kuhlenschmidt/psy443/obsbeh.htm#verb	ABA; Schoolwide Context for PBIS	Multiple Choice Quiz for ch. 12; Application Activity Two ; bring in a copy of schoolwide written behavior plan.
Week of 2/12	M 5; S 5-6 Optional: Danforth Chapter 2	Begin comparison of your school and PBIS school; Evidence-based Interventions; case analysis	
Week of 2/19	A 3 and Appendix A; M 6-8; BB – view data collection sheets	Examining the Classroom Environment; Procedures for collecting and recording data	Application Activity Three
Week of 2/26	A 4-5; BB readings on graphing	Research designs; Making data meaningful with Graphs	Alberto & Troutman ch.4 - Graphing section #1-10 (quiz grade)
Week of 3/4	M 9; S 3 & 10; A 6; BB readings/cases	Establishing the Function of Behavior; Linking FBAs, BIPs, and IEPs; Teaching social skills, rules, and routines	Application Activity Four
Week of 3/11	SPRING BREAK – NO CLASS SESSION 		
Week of 3/18	S 9; A 7, 10, 11; BB readings/cases	Arranging consequences that increase desired behaviors; Point systems, self-monitoring & generalization;	Application Activity Five
Week of 3/25	Borrero & Vollmer article; Tiger & Hanley article	Discussion of ABA elements in article; practice in Case Analysis	
Week of 4/1	S 11; A 8-9; BB readings/cases	Arranging consequences that decrease behavior; Differential Reinforcement; Hierarchy of Intervention	Application Activity Six
Week of 4/8	S 4 & 8; BB readings/cases	Creating Safe Schools for All; Maintaining Supportive Environments with Quality Instruction	Application Activity Seven
Week of 4/15	S 7; BB readings/cases	Specific Therapeutic Intervention Approaches and Collaboration	
Week of 4/22	Hastings & Noone article; TaskList for ABA; assigned	Revisiting Ethics of Behavior Intervention; paired or small group review of	Draft Version of ABA Project

	websites	ABA project using provided format	
Week of 4/29		Resources Share; Q&A and work period on your projects	
Week of 5/6	N/A	Student presentations	Final Version of ABA Project

NOTE:

This syllabus may change according to class needs.

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

If you need course adaptations or accommodations because of a disability or if you have emergency medical information or other special circumstances to share with instructor, **please call and/or make an appointment with the instructor as soon as possible.**

Other Information:

Flexibility: Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

Attendance and Participation: You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed.

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

Electronic Updates: Students should check Blackboard frequently at <http://blackboard.gmu.edu> for announcements related to class. The instructor will use this site to post supplemental materials, assignments, inclement weather updates/activities, etc. *Students are responsible* for any information shared via Blackboard. Additionally, students should check their GMU e-mail regularly or set that address to automatically forward to your preferred address.

George Mason University Email: <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account as important university correspondence will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. *Students are responsible* for any information shared electronically and should check e-mail regularly.

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

George Mason University Honor Code: <http://www.gmu.edu/facstaff/handbook/aD.html> This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

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MORE IMPORTANT NOTES:

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.

- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- 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 these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Exemplary work may be kept and shared in the future (with your consent, of course!).
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class. For each in-class hour devoted to this course content, students are expected to spend 3 hours outside of class on course related assignments, which is a typical in-class to out-of- class ratio for a graduate level course.