

**George Mason University**  
**College of Education and Human Development**  
**Program: Special Education**

**Course Title: EDSE 502: Classroom Management and Applied Behavior Analysis**

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**Office Hours:** Monday 3:00 – 4:00 & by appointment

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**Credit Hours:** 3      **Course Time:** 7:20 – 10:00 P.M. (15 sessions)

**Course Day:** Wednesdays January 23, to May 14, 2008

**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 discussed. Developing classroom and individual behavior management plans will be emphasized. Prerequisites: none.

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

- Design learning environments including use of technological advances that support and enhance instruction;
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment that values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that 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 pro-social 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, 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 can be found on the following web site: are listed on the following web site:

<http://www.cec.sped.org/> by clicking on the Professional Standards button. The CEC standard that will be addressed in this class include of the disability-specific standards for ED/LD, MR, is 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 others' 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 paraeducators, volunteers, and tutors.
- Use universal precautions.

### **Nature of Course Delivery:**

Learning activities include the following:

1. Class lecture and discussion.
2. Application activities using assessment instruments
3. Small group activities and assignments
4. Presentation
5. Projects
6. Readings
7. Videos

### **Required Textbooks:**

Alberto, P. A. & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6<sup>th</sup> ed.).

Upper Saddle River, NJ: Merrill Prentice Hall (A & T)

American Psychological Association (2001). *Publication manual* (5<sup>th</sup> ed.). Washington, DC:

Author. (APA)

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper

Saddle River, NJ: Merrill Prentice Hall.

### **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*

*Journal of Special Education*

*Journal of Emotional and Behavior Disorders*

*Beyond Behavior*

*Behavior Analyst*

*Journal of Applied Behavior Analysis*

*Exceptional Children*

*Behavior Therapy*

*Intervention for School and Clinic*

*Learning Disabilities*

*LD Quarterly*

*Teaching Exceptional Children*

**Classroom Accommodations for Students with Disabilities:** If you need course adaptations or accommodations because of a documented disability or if you have emergency medical information to share with the instructor or need special arrangements, please call or make an appointment to relay this information as soon as possible.

**Student Responsibilities & Course Companion Websites:**

Alberto & Troutman Textbook URL: <http://www.prenhall.com/alberto> This website is a terrific companion website and provides learning objectives, chapter outlines, application exercises, and additional web sites related to the readings.

Scheurmann, & Hall Textbook <http://www.prenhall.com/scheurmann> The website developed for this textbook is a great compliment for the material, information, and concepts presented in the textbook.

*Advising Contact Information:* Please make sure that you are being advised on a regular basis as to your status and progress through your graduate study program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. When contacting her, always provide your G number to her.

*APA Formatting & Style:* 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. (<http://www.psywww.com/resource/apacrib.htm>) This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 5<sup>th</sup> edition for standard of procedures for applying APA style.

*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.

*Absences:* Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend a scheduled class session. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Please be sure to notify the classmate in sufficient time for them to be of assistance for you. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Students must be in attendance to earn in class activity points.

*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.

*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 an alternative email address.

*George Mason Blackboard:* <http://blackboard.gmu.edu> From this link, follow the directions to get into this semester's research class. On this 590: Research Method course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, etc.

*George Mason Email:* <http://www.gmu.edu/> From this link, follow the directions for activating an email account. Every student enrolled in a Graduate School of Education course is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

*George Mason University Honor Code:* <http://mason.gmu.edu/~montecin/plagiarism.htm> 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. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin*, a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

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

*Late Work:* Assignments submitted on time or early are eligible to earn full points. Points will be deducted for work submitted late. This includes any items that are not submitted upon request due to class absence or tardiness. Late assignments will be penalized up to 10% per day with escalated penalties for repeat occurrences.

*Students with Disabilities:* [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

*Responsible Use of Computing:* <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on the Responsible Use of Computing link found at the bottom of the screen.

*Task Stream:* <https://www.taskstream.com> The required signature assignment for this course must be submitted electronically to Mason's NCATE management system, TaskStream. Every student registered for any EDSE course as of the Fall 2007 semester is required to submit 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).

### **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.
- 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.
- Students need to retain electronic copies of all graded course products and assignments to document their progress through the Special Education ED/LD program of study. Work from this class should be come part of your program portfolio. Graded assignments marked with an \* are likely entries for a portfolio.
- 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.

### **Course Requirements, Performance Based Assessment, & Evaluation Criteria**

*On all subjective (as indicated with an "S") graded assignments, use your assigned four digit code number in place of your name. Please only use this code number for subjective graded assignments.*

*\* - Indicates these assignments are probable entries for the student portfolio*

*R - Indicates a rubric is available on Blackboard to help in guiding your assignment*

*S - Indicates a subjective grading assignment so use 4 digit student code # (in place of name)*

### **Other Information:**

**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.

## **Course Requirements, Performance-Based Assessment, and Evaluation Criteria**

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

A typical in class to out of class ratio work load for a graduate level class is as follows: For each hour spent learning in class, students should spend up to 3 hours outside of class on course related assignments, readings, research, and other class related activities. Setting aside this time in your weekly schedule will assist you with a successful course learning experience.

***On all subjective (as indicated with an "S") graded assignments, use your assigned four digit code number in place of your name. Please only use this code number for subjective graded assignments.***

*\* - Indicates these assignments are probable entries for the student portfolio*

*R -Indicates a rubric is available on Blackboard to help in guiding your assignment*

*S - Indicates a subjective grading assignment so use 4 digit student code # (in place of name)*

### **Application Activities & Course Requirements:**

**Participation & In Class Activities:** Students are expected to attend each class on time, having read the required assignments in advance. If unable to attend, please arrange to obtain notes and handouts from another student. Active participation includes the asking of questions and the presentation of one's own views with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. (*Objective*)

**Teacher Tip of the Day:** Each student will present one teacher tip, accompanied with a brief write up explaining the idea. Send the write up to the instructor prior to your scheduled presentation date. A teaching tip is another name for a time saver. This teaching tip can be an idea, strategy, quick fix, etc. that has helped with the management and/or organization of a classroom. It can be something you have discovered or devised, modified from another classroom, or observed another teacher implementing which makes the challenging task of teaching a bit easier. Teacher Tip Group # \_\_\_\_\_ (*Objective*)

**(\*RS) Applied Behavior Analysis Project (required for portfolio):** This assignment has been designated as the course signature assignment. This means the assignment must be submitted to TaskStream on or before the due date. This assignment requires a student to 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 the rubric for project details. A sample of previous students ABA project are available on Bb. **Note: In addition to submitting a paper & electronic versions to instructor, a final version of your research paper must be submitted to TaskStream.**

### **Application Activities**

A variety of activities (see partial list immediately below) 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).

**(\*RS) Comprehensive Classroom Management System:** A comprehensive classroom management plan, complete with a mission statement, rules, routines, procedures, consequences, crisis plan, strategies for parental involvement and an action plan for implementing the plan is a required project. Guidelines for completing this project will be discussed in class and exemplary student plans will be available. In addition to the essential components listed above, include a section on your philosophy of classroom management with reference to the models discussed in the texts and lectures.

**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 larger group.

**(\*RS) Student Behavior Management Program Intervention:** Develop a profile of a student who has behavioral problems, complete a functional behavior assessment (FBA) and write and write a behavior management program with goals and objectives for that student. Identify a method for evaluating the effectiveness of the program you design.

**(\*RS) Social Skill Lesson:** Design a lesson to promote a pro-social skill. Be sure to incorporate components of direct instruction (DI) into your lesson. Components of this project include: (a) description of the student(s) for whom the lesson is being developed for, (b) social skill lesson components, (c) use of direct instruction strategies, and (d) programming for generalization and on going monitoring.

**IRIS Modules:** 1. Who's In Charge? Developing a Comprehensive Behavior Management System, 2. Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle, 3. Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions, 4: RtI: Part 1, & 5: RtI: Part 2 (URL links located on Bb)

**(\*) 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 3 announced and 2 or more unannounced quizzes may be utilized. Such announcements may be posted to Blackboard. Quizzes may be given in class or online as the material merits. See the course schedule for exact quiz dates. The quiz will cover information from lecture and the assigned readings from the previous classes. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essays. A maximum of a combined total of 8 points can be earned for announced & unannounced quizzes.

**Other Assignments:** Additional assignments related to the application of the concepts of the course may be given in class as appropriate.

**Grading: The course letter grade will be determined by a point system in which the following thresholds will be used:**

A	=	95-100 points	B	=	80 - 84 points
A-	=	90 - 94 points	C	=	70 – 79 points
B+	=	85 - 89 points	F	=	< than 70 points

**Evaluation and Grading:** As a reminder, list your 4 Digit Code here: \_\_\_\_\_

**Individual Student Grade Sheet**

	A & P	Teacher Tip	ABA	Class Manage Plan	Compare School Plan	FBA	Social Skills Lesson	Quizzes	Total
Earn									
Point	15	4	25	15	3	15	15	Max of 8	100

**Course Schedule**

	Date	Big Topics	Readings/Assignments Due
1.	1/23/08	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Overview</li> <li>• Start of Class Stuff</li> <li>• Class Management Plan - Model</li> <li>• How Do You Define Discipline?</li> <li>• Classroom Organization</li> <li>• Teacher Tips: Model &amp; Sign Up</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activate GMU email account</b></li> <li>• <b>Tour class Blackboard site</b></li> <li>• <b>Application Activity1: Defining Discipline Perspective</b></li> </ul>
2.	1/30/08	<ul style="list-style-type: none"> <li>• BB Discussion: What theoretical approach(es) most impact your behavior management practices? Why?</li> <li>• Bb Activity: IRIS Website: Who’s In Charge? Developing a Comprehensive Behavior Management System From Bb link: <a href="http://iris.peabody.vanderbilt.edu/parmod/chalcycle.htm">http://iris.peabody.vanderbilt.edu/parmod/chalcycle.htm</a></li> <li>• Bb Activity: Internet &amp; Other Resources Exploration: What’s Applied Behavior Analysis (ABA)? What is Functional Behavior Assessment? Compare &amp; Contrast ABA &amp; FBA</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 1</li> <li>• S &amp; H – 1</li> <li>• <b>Application Activity 2A: Reflection on Who’s in Charge</b></li> <li>• <b>Application Activity 2B: Customizing Your Behavior Management Model Theory</b></li> <li>• <b>Application Activity 2C: KWL for ABA &amp; FBA</b></li> </ul>

3.	2/06//08	<ul style="list-style-type: none"> <li>• Teacher Tip: Model #2</li> <li>• Discipline &amp; Legal Updates</li> <li>• APA Overview</li> <li>• Using Behavioral Goals &amp; Objectives to Bring Behavior Change</li> <li>• Classroom Management Plan: Overview, Project Expectations &amp; Developing a Mission Statement</li> <li>• Designing Effective Class Environments</li> <li>• Developing a Successful ABA Project &amp; Expectations</li> <li>• Responsible Use of ABA- Intro</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 2</li> <li>• S &amp; H - 2</li> <li>• <b>Print &amp; bring APA Format Guidelines Paper to class</b></li> <li>• <b>Print &amp; bring sample ABA project to class</b></li> <li>• <b>Bring Application Activities from Class 2</b></li> <li>• <b>Application Activity 3: Writing Objectives</b></li> </ul>
4.	2/13/08	<ul style="list-style-type: none"> <li>• Quick Quiz #1</li> <li>• Teacher Tip: Group 1</li> <li>• Classroom Management Plan: Rules</li> <li>• Behavior &amp; Instruction Connection</li> <li>• Refinement of ABA Project Idea</li> <li>• Compare &amp; Contrast School Discipline Plans</li> <li>• Behavior Hypothesis for Changing Behavior: FBA</li> <li>• FBA Project Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T – 6</li> <li>• S &amp; H– 3</li> <li>• Review of PBIS URL: School Wide: <a href="http://www.pbis.org/schoolwide.htm">http://www.pbis.org/schoolwide.htm</a></li> <li>• <b>Application Activity 4A: Draft of Mission (for peer feedback)</b></li> <li>• <b>Application Activity 4B: Compare &amp; Contrast School Plans &amp; PBIS</b></li> </ul>
5.	2/20/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 2</li> <li>• Classroom Management Plan: Procedures</li> <li>• Surface Management Strategies</li> <li>• Collecting Data: ABA Project &amp; Other Good Uses</li> <li>• Graphing the Data Collected</li> <li>• Using Monitoring to Measure Academic &amp; Behavior Changes</li> <li>• FBA: Testing the FBA Hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T –.3 &amp; 4</li> <li>• S &amp; H– 4</li> <li>• <b>Application Activity 5A: Draft of Rules (for peer feedback)</b></li> <li>• <b>Application Activity 5 B: 1 Pg Summary of Compare &amp; Contrast of School Discipline Plans</b></li> </ul>
6.	2/27/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 3</li> <li>• Reinforcement vs. Punishment</li> <li>• Classroom Management Plan: Positive Consequences</li> <li>• ABA Project: Menu of Single Subject Designs</li> <li>• Goal: Increasing Desirable &amp; Decreasing Undesirable Behavior via Consequences</li> <li>• Teaching Social Skills: Ideas, Lesson Plan, &amp; How To</li> <li>• Social Skills Lesson Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T – 5</li> <li>• S &amp; H - 5</li> <li>• <b>Application Activity 6: Draft of 3 Procedures (for peer feedback)</b></li> </ul>

7.	3/05/08	<ul style="list-style-type: none"> <li>• Quick Quiz #2</li> <li>• Teacher Tip: Group 4</li> <li>• Classroom Management Plan: Negative Consequences</li> <li>• Class Climate &amp; Organization</li> <li>• Tough Kids Social Skills</li> <li>• ABA Project Check In</li> <li>• Checking in at Half Time</li> <li>• Bb Activity: IRIS Website: Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - none</li> <li>• S &amp; H - 6</li> <li>• Supplemental Reading/URL Teaching Social Skills</li> <li>• <b>Application Activity 7A: Draft of Positive Consequences (for peer feedback)</b></li> <li>• <b>Application Activity 7 B: Reflection on Addressing Disruptive &amp; Non Compliant Behaviors Part 1</b></li> </ul>
	3/12/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 5</li> <li>• Classroom Management Plan: Crisis Plan Implementation Plan &amp; Materials</li> <li>• Promoting Positive Teacher/Student/Parent Relationships</li> <li>• Using Consequences to Increase Behavior</li> <li>• FBA Project Check In</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 7</li> <li>• S &amp; H - 7</li> <li>• <b>Application Activity 8: Draft of Negative Consequences (for peer feedback)</b></li> </ul>
8.	3/19/08	<ul style="list-style-type: none"> <li>• <b>Spring Break: No Class Go have fun in the sun</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No Work due – have fun &amp; relax</b></li> </ul>
9.	3/26/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 6</li> <li>• Classroom Management Plan: Implementation Plan</li> <li>• The Behavior &amp; Instruction Connection</li> <li>• Using Consequences to Decrease Behavior</li> <li>• Bb Activity: IRIS Website: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - none</li> <li>• S &amp; H - 8</li> <li>• <b>Application Activity 9A: Draft of Crisis Management Plan (for peer feedback)</b></li> <li>• <b>Application Activity 9 B: Reflection on Addressing Disruptive &amp; Non Compliant Behaviors Part 2</b></li> <li>• <b>Due: Social Skills Lesson</b></li> </ul>
10.	4/02/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 7</li> <li>• Classroom Management Plan: Putting the Plan Together</li> <li>• Reinforcement Revisited</li> <li>• Use of Prompts &amp; Fading</li> <li>• Teaching Complex Behaviors: Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 9</li> <li>• S &amp; H - 9</li> <li>• <b>Application Activity 10: Draft of Implementation Plan (for peer feedback)</b></li> </ul>
11.	4/09/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 8</li> <li>• Specific Contingent Reinforcement</li> <li>• Teaching Students to Manage Their Own Behavior: Part 1 via Goal Setting &amp; Think Time</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 11</li> <li>• S &amp; H - 10</li> <li>• <b>Due: Classroom Management Plan</b></li> </ul>

12.	4/16/08	<ul style="list-style-type: none"> <li>• Quick Quiz #3</li> <li>• Teacher Tip: Group 9</li> <li>• Reducing Disruptive Behaviors</li> <li>• Teaching Students to Manage Their Own Behavior: Part 2 via Beep Tapes, Self Management &amp; Self Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - none</li> <li>• S &amp; H- 11</li> <li>• <b>Due: FBA Project</b></li> </ul>
13.	4/23/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 10</li> <li>• School Wide Positive Discipline Programs</li> <li>• The Need &amp; Know How on Generalizing Behavior Change</li> <li>• RtI: Part 1</li> <li>• Bb Activity: IRIS Website: RtI: Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 10</li> <li>• S &amp; H – 12</li> <li>• <b>Application Activity 13A: Reflection on RtI: Part 1</b></li> <li>• <b>Application Activity: 13B: Draft of ABA Project (for peer feedback)</b></li> </ul>
14.	4/30/08	<ul style="list-style-type: none"> <li>• Teacher Tip: Group 11</li> <li>• Responsible Use of ABA</li> <li>• Creating Safe Schools for All: Maintaining Supportive Environments</li> <li>• RtI: Part 2</li> <li>• Bb Activity: IRIS Website: RtI: Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T - 12</li> <li>• S &amp; H – none</li> <li>• <b>Application Activity 14: Reflection on RtI: Part 2</b></li> <li>• <b>Due: ABA Project (Electronic, Paper &amp; Task Stream Submission)</b></li> </ul>
15.	5/07/08	<ul style="list-style-type: none"> <li>• Collaborating with Parents &amp; Other Professionals to Promote Behavior Changes</li> <li>• Closing Course Activities</li> <li>• Course Evaluations</li> <li>• Celebration</li> </ul>	<ul style="list-style-type: none"> <li>• A &amp; T – none</li> <li>• S &amp; H – none</li> <li>• <b>Verify Signature Assignment is submitted to TaskStream account</b></li> </ul>