George Mason University  
Graduate School of Education  
Fall, 2004

EDSE 402/502; Section 001: Classroom Management and Applied Behavior Analysis  
Mondays – 7:20 – 10:00 PM, Robinson B-103

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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 discussed. Developing classroom and individual behavior management plans will be emphasized.

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

- Design learning environments including use of technological advances with 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 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;*
- 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 with 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.
Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, 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 (CEC), 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 website:
http://www.cec.spe.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include those 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

- Demand 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.
- 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 for needed 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 environment.
- 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:
- Class lecture and discussion
- Application activities
- Small group activities and assignments

Required Texts

Please subscribe to the special education list serve. Send an email to listprroc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) your full name. Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from special education.

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

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://ww.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.
Course Assignments

Classroom Management Plan (individual project)
Observe a classroom or report on your own classroom management plan and include: (a) a detailed drawing of the classroom including where centers, desks, etc., are located and your rationale for this particular arrangement (include citations where appropriate); (b) a sample daily schedule for the classroom teacher; (c) behavior management techniques and rationale for choice(s) (include citations where appropriate); (d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in class and the texts.

Applied Behavior Analysis Project (individual project)
Develop and implement a behavior change program on an individual with whom you will have frequent contact during most of this semester. You should begin now thinking about a specific behavior that you want to change.

Social Skills Lesson Plan (individual project)
Design a lesson to promote a pro-social skill. Incorporate components of direct instruction into your lesson. Be prepared to share your lesson with the class, including your rationale for the selected skill.

Behavior Theorists (small group 3-5)
Prepare a presentation on one or more of the theorists in the Charles text. Present the basic tenets of their philosophy, how the system should work and its practicality for use with the students with whom you work.

Mini Paper
Look at the Positive Behavior Intervention and Support model (PBIS). Compare and contrast this model with your school’s behavioral/discipline plan. Report your findings in no more than two typewritten pages.

NOTE: If you are interested in exploring something that’s not addressed here, please speak with the instructor.

Evaluation

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>30</td>
</tr>
<tr>
<td>Group Presentation (theorists)</td>
<td>50</td>
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<tr>
<td>ABA Project</td>
<td>60</td>
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<tr>
<td>Social Skills Lesson Plan</td>
<td>30</td>
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<tr>
<td>Mini Paper</td>
<td>30</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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Grading Criteria
195 – 200 = A
190 – 194 = A-
185 – 189 = B+
180 – 184 = B
170 – 179 = C
<170 = F
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td>Introductions, review syllabus, small group assignments, begin discussion of defining behaviors that warrant attention</td>
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<tr>
<td>Sept. 6</td>
<td><strong>Holiday – No Class</strong></td>
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| Sept. 13| Troutman – Chapters 1 & 2: Roots of ABA and Preparing Behavioral Objectives  
Charles – Chapter 1: Classroom Discipline – The Problem and the Struggle; Video  
– The Broken Child  
**Start now identifying a behavior for your ABA project and your search for relevant journal articles** |
| Sept. 20| Troutman – Chapter 3 & 4 - Procedures for Collecting Data and Graphing Data  
Small Groups Projects – Great Pioneers of Modern Discipline |
| Sept. 27| Troutman – Chapter 5 Single Subject Designs;  
Small Group Project – Lee and Marlene Canter’s Assertive Discipline |
| Oct. 4 | Troutman – Chapter 6 – Developing a Hypothesis for Behavior Change: Functional Assessment and Functional Analysis  
Small Group Projects – Fredric Jones’s Positive Classroom Discipline  
Linda Albert’s Cooperative Discipline  
**Mini Paper Due** |
| Oct. 12| **Due tonight: Part I of ABA Project; Peer review and discussion.**  
Small Group Project – Thomas Gordon’s Discipline as Self-Control |
| Oct. 18| Troutman – Chapter 7 – Arranging Consequences that Increase Behavior  
Small Group Project – Nelsen, Lott, & Glenn’s Positive Discipline in the Classroom;  
**Social Skill Lesson Plan due** |
| Oct. 25| Troutman – Chapter 8 – Arranging Consequences that Decrease Behavior  
Small Group Project – William Glasser’s Noncoercive Discipline  
Curwin & Mendler’s Discipline with Dignity |
| Nov. 1 | Troutman – Chapter 9 – Differential Reinforcement: Stimulus Control and Shaping  
Small Group Project – William Glasser’s Noncoercive Discipline |
| Nov. 8 | Troutman – Chapter 10 – Providing for Generalization of Behavior Change  
Small Group Projects – Barbara Coloroso’s Inner Discipline  
**ABA Paper #2 due** |
| Nov. 15| Troutman – Chapter 11 – Teaching Students to Manage Their Own Behavior  
Small Group Project – Kyle, Kagan and Scott’s Win-Win Discipline  
**In-class discussion of proposed intervention/treatment & consequences** |
| Nov. 22| Alfie Kohn’s Beyond Discipline  
Troutman – Chapter 12 – Responsible Use of ABA  
**Behavior Management Plan due** |
| Nov. 29| Small Group Project - Charles’s Synergetic Discipline |
| Dec. 6 | Student oral reports (5-10 minutes) on ABA projects; course evaluations  
**Final ABA Project due** |
ABA Project Outline and Assignment Due Dates

Part I – Due Sept. 20 – In-class Discussion
Each student should begin by targeting **two** behaviors for this project. One behavior should be academic and the other social. Group behavior changes are also acceptable, but discuss this with the instructor. For individual behavior changes, two different children are preferable as one child may become ill, move, or be transferred during the semester. Once you are certain that you will not lose your subject, you may drop one of the behaviors. You are cautioned not to do this too early in the semester. You will be surprised at the things that can happen.

Following this identification, each student should be prepared to explain the following:

a. The rationale for the selection of behaviors
b. Pinpointing of the behavior currently being demonstrated by the child
c. Operationally define what behavior change you want to result following intervention

Your search for relevant research articles should be ongoing.

Part 2 – Due Oct 4 – In-class Discussion
Be prepared to discuss the following information:

a. The system of data collection chosen
b. A rationale for this selection
c. A copy of your proposed data collection sheet

Part 3 – Paper #1 – Due Oct. 11
Each student is to submit in written form the information shared in class and what you have collected at this point. The paper must be typed, using APA format and include the following information for each behavior. (You will actually be presenting two papers, one for each behavior.)

A. Introduction
   1. Description of subject and setting
   2. Nature of the proposed change
   3. Relationship of present study to previous and/or related research. (This is where you discuss relevant journal articles related to the behaviors you have chosen. You should have at least two articles per behavior.)

B. Method
   1. Behavioral objective and criteria for acceptable performance
   2. Description and rationale for data collection procedure (cite and discuss any relevant journal articles).

You should now be at a point where you can start collecting your baseline data. Two reliability checks are preferable. Data should be collected 5 times by you.

Part 4 – Oct. 25 – Discussion of Baseline Data Collection and Research Design

Part 5 – Paper #2 – Due Nov. 8
This paper is a continuation of the first (although you may have made some changes). In addition to the above, you should discuss the research design chosen,
your rationale for the selection and relevant research articles that support your selection.

**Part 6 – Due Nov. 15 – In-class discussion of proposed intervention/treatment and consequences.**

**Part 7 – Paper #3 – Final Project Due Dec. 6**
This is the final paper and should reflect all of your work on one of the behaviors. Below is a suggested outline for you to use. Be sure to label sections in the paper clearly.

I. Introduction  
   A. Description of subject and setting  
   B. Nature of proposed change  
   C. Relationship of present study to previous and/or related research.  

II. Method  
   A. Behavioral objective and criteria for acceptable performance  
   B. Data collection procedure and rationale  
   C. Discussion of baseline data to include stability and directionality, relating to appropriateness for beginning the intervention.  
   D. Research Design and rationale for the selection  
   E. Intervention/treatment and materials (cite and discuss other studies using similar methods); discuss reinforcement scheduling and consequences where appropriate.  

III. Results  
   A. Data collection during the intervention/treatment phase(s)  
   B. Reliability  
   C. Unusual occurrences  
   D. Next steps for maintenance and/or generalization