

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

**Course title: EDSE 402 5S1: Classroom Management and Applied Behavior Analysis**

Spring, 2005

Instructor:	Dr. Joseph Gagnon	Class meeting times: Monday 4:30-7:10
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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\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/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 [gse.gmu.edu](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**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

## Required Text

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

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

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

Course Packet obtained from the bookstore

### 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 instructor as soon as possible.**

Please subscribe to the special education list serve. Send an email to [listproc@gmu.edu](mailto:listproc@gmu.edu) and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program Joseph Gagnon. 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.

## Evaluation

Class Attendance and Participation (30 points) (**2 point/class if in attendance for entire class period**)

1. Classroom Management Plan (60 points)
2. Behavior Management Program (50 points)
3. Applied Behavior Analysis Project (60 points)
4. Social Skills Lessons (25 points)
5. School Discipline Plan (25 points)

Points will be deducted for work submitted late.

*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.*

**Grading criteria**

95 – 100% = A

90 – 94% = A-

85 – 89% = B

80 – 84% = B-

70 – 79% = C

< 70% = F

**ASSIGNMENTS****Classroom Management Plan (individual project)**

Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. 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 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.

**Behavior Management Program (individual project)**

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.

**Applied Behavior Analysis Project (individual project or with partner. However, if partners, you should each submit a copy of the paper separately)**

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 a scenario from *Cases in Behavior Management* (you would need to supplement the text information with fictional information).

**Social Skills Lessons (small group project completed in class)**

Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (di) into your lesson.

**Comparison of School Discipline Plans (small group project completed in class)**

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. Report to the large group.

## COURSE TOPICS

Date	Reading Due	Concepts	Assignments/Quizzes Due
Jan 24		Introduction; principles of classroom management, physical environment, theoretical models of behavior	
Jan 31	Danforth & Boyle Ch.1; Martella Ch. 2; Packet #8, #9, #10, #12; articles on blackboard	Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA.	
Feb 7	Martella, Ch. 1	Behavior management systems	
Feb 14	Martella Ch. 3, 4; Danforth & Boyle cases 25, 30; Packet #3	Development and implementation of systematic behavior management plans, individualization	Comparison of School Discipline Plans – Completed in class
Feb 21	Martella, Ch. 6; Packet #1, 2; Danforth & Boyle case 3	Creating positive interpersonal relationships in the classroom, teaching social skills, rules, and routines	Social Skills Lesson – Completed in class
Feb 28	Packet #7; Danforth & Boyle cases 14, 23	Using problem solving to resolve behavior problems, importance of effective instruction	Classroom Management Plan Due
March 7	Alberto Ch. 6; Danforth & Boyle cases 17, 24; Packet #6, #11	Functional assessment of behavior, adapting instruction	Use functional assessment to develop a student profile – Completed in class (for Behavior Management Project)
March 14	Spring Break		
March 21	Alberto Ch. 2	Preparing behavioral objectives; selection of target behaviors; defining behaviors	

March 28	Alberto Ch. 3, 4; Packet #5	Procedures for collecting data; graphing data, selecting an observation system; methods of recording data	Behavior Management Project
April 4	Alberto Ch. 5	Single subject research design; reversal, changing criterion, multiple baseline and other designs	
April 11	Alberto Ch. 7; Martella Ch. 11; Danforth & Boyle case 1	Arranging consequences that increase existing behaviors	
April 18	Alberto Ch. 8; Martella Ch. 12	Arranging consequences that decrease behavior	
April 25	Alberto Ch. 9	Pairs or small group review of ABA project using format Differential reinforcement: stimulus control and shaping	Copy of completed peer review form handed in
May 2	Alberto Ch. 11; Packet #13	Teaching students to manage their own behavior	
May 9	Alberto Ch. 10; Packet #14, 15	Providing for generalization of behavior change	Applied Behavior Analysis Project

Packet:

- #1 Goldstein et al. (1984)
- #2 McGinnis et al. (1984)
- #3 Gagnon & Leone (2001)
- #4 Moore Cartledge, & Heckaman (1995)
- #5 Carr & Burkholder (1998)
- #6 FBA Observation data and interview form (O'Neill et al., 1997)
- #7 Maccini & Gagnon (2000)
- #8 Blackboard
- #9 Finding articles in ERIC
- #10 Reinforcers
- #11 Behavior Management Case Study
- #12 APA
- #13 Point sheets
- #14 American Psychiatric Association (1994)