Course title: EDSE 502: Classroom Management and Applied Behavior Analysis  
Instructor: Carolyn Lamm, Administrative Coordinator Positive Behavior Support, PWCS  
Email: lammcr@pwcs.edu Office Phone: 703-791-8362  
Class Meeting Times: Tuesdays 4:30 – 9:00 PM  
Dates: Each Tuesday, January 3 – February 28, 2006  
(1/3,1/10,1/17,1/24,1/31,2/7,2/14,2/21,2/28)  
Location: Independent Hill Building 100, Room 32  

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.

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

- Identify common Functions/Purposes of Behavior  
- Identify components of an Effective Schoolwide Discipline Model (PBIS)  
- Compare and contrast the traditional school discipline model with an Effective Schoolwide Discipline Program utilizing Positive Intervention and Support (PBIS) model  
- Design and apply behavior management techniques for making positive changes in students’ academic/social/affective 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, procedures, physical arrangement, etc.) to manage inappropriate behaviors;  
- Design learning environments including use of technological advances which support and enhance instruction;  
- 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

**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, 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 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://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.

The CEC Standards are listed on the following web site: http://www.ge.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include 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 others’ respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped and 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, assignments & reports
4. Class Presentations
5. Individual assignments & reports

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.

Required Texts - Relevant readings will be assigned


Evaluation

1. Class Attendance and Participation (50 points)
   based on Weekly Reading Responses, Work Group Sessions, Discussion
2. Social Skills Lesson Plans Project (25 points)
3. Applied Behavior Analysis Project (25 points)
4. Classroom Management Plan (50 points)
5. Individual Behavior Intervention Program (50 points)

Points will be deducted for work submitted late.

It is recommended that students retain 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-
80 – 89%  =  B
70 – 79%  =  C
< 70%  =  F
ASSIGNMENTS

*Classroom Management Plan (individual project)  50 points
Design a classroom management plan which includes (a) a detailed drawing of your classroom including where centers, desks, etc. are located and your rationale for this particular arrangement; (b) a sample daily schedule; (c) behavior management techniques and your rationale for your choice(s); (d) your philosophy of classroom management with references to models discussed in text.  

Written Report & Class Presentation.

*Individual Behavior Intervention Program (individual project)  50 points
Provide a Functional Behavior Assessment (FBA) of a student who has behavioral problems and then write a Behavior Intervention Plan (BIP) which will support positive change in the student’s behavior.  Explain whether the behavior management program might impact goals and objectives for that student, and include appropriate goals and objectives which would become a part of the student’s IEP.  Also include alternative strategies to use if the initial ones prove ineffective.  

Written Report & Class Presentation.

*Applied Behavior Analysis Project (partner project)   25 points
Develop and implement an applied behavior analysis report on a single individual or group with whom frequent contact is available during this course.  You may use a student, family member, or friend.  

Written Report & Class Demonstration.

*Social Skills Lessons (small group project)     25 points
Design a set of social skills lessons to address 6 specified inappropriate behaviors.  You must provide a rationale for your lesson plan.  Incorporate components of direct instruction, modeling and guided practice and independent practice opportunities into your lessons.  

Your group will prepare a role play of one lesson for the large group.

*Comparison of School Discipline Plans (small group project)  25 points
Examine the “code of conduct,” school or county discipline plan for four different schools or school systems.  You may examine the behavior/discipline plan at the school where you work.  How are the plans alike, different?  Compare and contrast these discipline plans with the elements of an Effective Schoolwide Discipline Model.  Describe how they meet or fall short of effective positive behavior supports in each of the three “ESD Multi-tier” areas.  

Class Presentation to the large group.

Weekly Class Points-         50 points
Class Participation may include Reading Responses to the assigned readings, participation in Work Groups and Discussion of material presented.  

* These assignments are possible entries for the student portfolio.
### COURSE TOPICS & OVERVIEW

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Due Date</th>
<th>Assignments</th>
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| Jan. 3 | **Topics:** Introduction; Overview of FBA-BIP Process; Intro Purposes of Behavior; Procedures for collecting Data; selecting an observation system, methods of recording data, graphing data; Analyzing antecedents, setting conditions, external vs. internal triggers, consequences; Legal Issues in Discipline of Special Needs students and reauthorized IDEA;  
**Group Work:** Identifying Function of Behavior & Defining Behavior of Concern, Determining appropriate Data Collection method relevant to Behavior of Concern  
**Assignment Given:** Baseline Data Collection (part of Individual Behavior Intervention Plan) and ABA Target Setting (for ABA Project) | | |
| Jan. 10| **DUE:** Baseline Data Collection Results for Individual BIP; ABA Target Setting  
**Topics:** Selection of target behaviors; Preparing behavioral objectives; Intro to Skill-Building; Applied Behavioral Analysis; Arranging consequences that increase existing behaviors and Arranging consequences that decrease behavior; Differential reinforcement; stimulus control and shaping; Generalization  
**Group Work:** 1. Functional Assessment of Behavior using Collected Baseline Data; 2. Preparation for ABA Presentation  
**Assignments Given:** 1. Social Skills Data Collection & 2. Preparation for ABA Presentation | | |
| Jan. 17| **DUE:** ABA Presentation & Bring Social Skills Data;  
**Topics:** Skill-Building for Social Skills; Designing Interventions & Recording Progress; Teaching students to manage their own behavior; Using problem solving to resolve behavior problems  
**Group Work:** Target Behaviors for groups, Defining goals; Designing lessons that build Social Skills  
**Assignment Given:** Social Skills Lesson Plans & Group Presentation | | |
| Jan. 24| **DUE:** Written Social Skills Lessons & Group Presentations  
**Topics:** Finer Points of Functional Behavior Assessment and Behavior Intervention Plans; Generalization of behavior change  
**Group Work:** Development and implementation of systematic behavior management plans  
**Assignment:** Class Management Models & Readings/Observations | | |
| Jan. 31| **DUE:** Responses to Readings & Observations  
**Topics:** Overview Classroom Management Models; Creating positive interpersonal relationships in the classroom; Problem-Solving in Class  
**Group Work:** 1. Compare & Contrast Class Management Models; 2. Share Drafts of Individual BIP Assignments  
**Assignment:** Complete BIP Assignment, | | |
<table>
<thead>
<tr>
<th>Date</th>
<th>DUE: Individual Behavior Intervention Plan Assignment</th>
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<tbody>
<tr>
<td>Feb. 7</td>
<td><strong>Topics</strong>: Classroom Management Models continued</td>
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<td><strong>Group Work</strong>: Developing your Classroom Management System</td>
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<td><strong>Assignments</strong>: 1. Collect Data on an existing School Discipline Plan and Bring in copy of a School Discipline Plan. 2. Continue work on Class Management Plan</td>
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<thead>
<tr>
<th>Date</th>
<th>DUE: Collected Data on Schoolwide Discipline Plan &amp; copy of Plan</th>
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<tbody>
<tr>
<td>Feb. 14</td>
<td><strong>Topics</strong>: Overview of model for designing Effective Schoolwide Discipline Plans based upon a multi-tiered system of Positive Behavior Support</td>
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<td><strong>Assignment</strong>: Complete Classroom Management Plan Assignment</td>
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<tr>
<th>Date</th>
<th>DUE: Classroom Management Written Report</th>
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<td>Feb. 21</td>
<td><strong>Topics</strong>: Finer Points of Positive Behavior Support &amp; Effective Schoolwide Discipline</td>
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<td><strong>Group Work</strong>: Review Draft of Effective Schoolwide Discipline Plan</td>
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<td><strong>Assignment</strong>: PBS &amp; Effective Schoolwide Discipline Assignment</td>
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<tr>
<th>Date</th>
<th>DUE: PBS &amp; Effective Schoolwide Discipline Plans</th>
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<tr>
<td>Feb. 28</td>
<td><strong>Topics</strong>: Summary of Principles of Behavior Change</td>
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<td><strong>Group Work</strong>: Group Presentations of ESD Plans</td>
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