

**George Mason University  
Graduate School of Education**

***EDSE 402  
Classroom Management and Applied Behavior Analysis  
Spring 2010***

**Professor:** Michael J. Romanelli, Ed. D.

**Office Hours:** Before and after class and by appointment

**Course Location:** George Mason University, Robinson Hall

**Phone:** 703-819-2200

**E-mail:** [mromanell@gmu.edu](mailto:mromanell@gmu.edu)

**Course Day:** Monday

**Course Time:** 7:20 – 10:00 p.m.

**COURSE DESCRIPTION:**

**Course Description from University Catalog:**

*Prerequisite: None*

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.

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments and behavior plans. These EBPs are indicated with an asterisk (\*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

**Student Outcomes:**

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\*
- 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. 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](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, ID, (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. \*

**Nature of Course Delivery:**

Learning activities in this course will include the following:

- Instructor lecture, including explicit instruction using demonstration and modeling and implicit instruction by facilitating learning experiences that build on students' background knowledge and skills.
- Student participation (discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading and writing deficits as depicted in scenarios (case reviews).
- Review and expansion of material read in preparation for the course sessions.
- Access and analyze materials and resources using a variety of medium, including Blackboard and other web-based resources.

**Required Texts:**

Alberto, P. A. & Troutman, A. C. (2006). *Applied Behavior Analysis for Teachers* (7th ed.). New York: Macmillan Publishing Company.

This text has a companion website at <http://www.prenhall.com/alberto>

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

This text has a companion website at <http://www.prenhall.com/scheuermann>

**Recommended Text:**

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

**Suggested Materials (as needed)**

When seeking additional information and/or a research-base for your program, it is essential that you access professional journals for current data. These journals can all be accessed through the ERIC database, which can be found on the Library website for George Mason University. Some suggestions include:

<i>Behavioral Disorders</i>	<i>Beyond Behavior</i>	<i>Exceptional Children</i>
<i>Journal of Special Education</i>	<i>Journal of Emotional and Behavior Disorders</i>	
<i>Teaching Exceptional Children</i>	<i>Journal of Applied Behavior Analysis</i>	
<i>Intervention for School and Clinic</i>	<i>Behavior Analyst</i>	<i>Behavior Therapy</i>

**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.**

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 Michael Romanelli. 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:**

1. Class Attendance and Participation (10 points)
2. Classroom Management Plan (15 points)
3. Behavior Management Program (20 points)
4. Applied Behavior Analysis Project (30 points)
5. Social Skills Lessons (10 points)
6. School Discipline Plan (10 points)
7. Case Studies (5 points)

All assignments should be typed (submitted as hard copy please) and are due at 4:30 p.m. on the dates indicated. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (<http://writingcenter.gmu.edu>).

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

### **Grading criteria**

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

<b>Title of Performance-Based Summative Evaluation</b>	<b>Points Earned/Total Points</b>
1. Class Attendance and Participation	/10
2. Classroom Management Plan	/15
3. Behavior Management Program	/20
4. Applied Behavior Analysis Project	/30
5. Social Skills Lessons	/10

6. School Discipline Plan	/10
7. Case Studies	/5
<b>Total # of points earned</b>	<b>/100</b>

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

## ASSIGNMENTS

### **Participation, Attendance, and In-Class Activities (10 points total)**

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting.

Additionally, during most class sessions there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time. Students will meet during class in small groups to analyze and discuss instructor-provided case studies. Points are based upon: Being present, being prepared with textbook or other relevant material (please bring readings or assigned material to class, as these are used for in-class discussions as well as course lectures), and participating the entire time period during the in-class activities.

Students are also responsible for checking Blackboard weekly for any additional participation activities that will be assigned during the semester.

### **Applied Behavior Analysis Project (required for portfolio\*) (30 points)**

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 helpful to select your subject early in the course. See the assignment 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 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. Throughout the course, 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).

### **Classroom Management Plan (15 points)**

Observe a 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/system 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.

After reviewing your current system, suggest changes based upon citations from at least 2 current research articles that would improve your classroom environment.

### **Behavior Management Program (20 points)**

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 (10 points)**

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 situation.

### **Comparison of School Discipline Plans (10 points)**

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

### **Case Studies (5 points)**

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 the 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).

*Draft Review Policy:*

In order to maximize your learning and success in this course, I am happy to review drafts of any assignments prior to the due date for submission. My goal in doing this is to guide you along the right track in terms of the content of the assignment, not to serve as a grammatical editor. I will accept any drafts sent to me via email or given to me at least 4 days prior to the due date. This will allow me to get you constructive feedback in a timely manner.

**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.

**Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

**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 that 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.



**Required Access to Course Blackboard Site:** GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week: announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

**Electronic Portfolios:** It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education 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. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically. The ABA project is a mandatory component of the portfolio for certification.

**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 Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2474. Please be prepared with your G number when you contact her.

**George Mason University Email:** <https://msserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student 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. **Students are responsible** for any information shared electronically and should check e-mail regularly.

**Blackboard and 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, etc. **Students are responsible** for any information shared via Blackboard.

**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.

**APA Style:** 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 (5<sup>th</sup> ed.) or to access the APA information on this course's Blackboard site. All work produced outside of class must be typed unless otherwise noted.

**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.

**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.

**MORE IMPORTANT NOTES:**

- 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, e-mail work, or other non-class activities during class time.
- Routine access (several times each week) to electronic mail and Blackboard for communication and assignment updates 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.

**COURSE SCHEDULE**

<i>Date</i>	<i>Reading Due</i>	<i>Concepts</i>	<i>Assignments Due</i>
Feb 1	<ul style="list-style-type: none"> <li>• Scheuermann (S) Chapters 1 &amp; 2</li> <li>• Alberto (A) Chapter 1</li> </ul>		
Feb 8	<ul style="list-style-type: none"> <li>• A 2 &amp; 12</li> </ul>	•	
Feb 22	<ul style="list-style-type: none"> <li>• S 12</li> <li>• A p. 54-59</li> </ul>		<p><b>Comparison of School Discipline Plans-Completed in Class</b></p> <p><b>Bring in a copy of schoolwide written behavior plan. This may only be the student handbook.</b></p>
March 1	<ul style="list-style-type: none"> <li>• S 5 &amp; 6</li> <li>• A 3, 4, &amp; 5</li> </ul>	•	<b>Classroom Management Plan Due</b>
March 15	<ul style="list-style-type: none"> <li>• S 3 &amp; 10</li> <li>• A 6</li> </ul>	•	<b>Social Skills Lesson Due</b>

March 29	<ul style="list-style-type: none"> <li>• S 9</li> <li>• A 7, 10 &amp; 11</li> </ul>	•	<b>Behavior Management Program Due</b>
		•	
April 12	<ul style="list-style-type: none"> <li>• S 11</li> <li>• A 8 &amp; 9</li> </ul>	•	
April 26	<ul style="list-style-type: none"> <li>• S 5, 7 &amp; 8</li> </ul>	•	<b>Applied Behavior Analysis Project Due</b>
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\*This syllabus may change according to class needs.