

EDSE 502: Classroom Management and Applied Behavior Analysis

George Mason University
College of Education and Human Development
Summer, 2010

REVISED SYLLABUS

Instructor	Elizabeth A. Martinez, Ph.D.
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Class Meetings	MWF, 7:00 p.m. – 10:05 p.m., Kellar Annex 1, room KA102
Office Hours	By Appointment

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.

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 (e.g., 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 in the special education areas of Emotional Disabilities, Learning Disabilities, and Intellectual Disabilities. 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 competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Required Texts

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Requirements

Blackboard

Check Blackboard weekly for additional course materials at <http://blackboard.gmu.edu>

Evidence-Based Practices

This course incorporates the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavior intervention plans. 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. Promising and emerging practices in the field of special education are addressed. This course provides 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.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream via <https://www.taskstream.com>. 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, a one-time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

George Mason University Email: <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account, as important university correspondence will be sent to GMU email accounts only. 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.

George Mason Blackboard: <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly.

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

Advising Contact Information: Please make sure you are being advised on a regular basis regarding your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide her with your G number.

APA Style: This 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 (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.

APA Formatting Guidelines: <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, 5th 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 four 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.

Graduate School of Education Dispositions Criteria: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

George Mason University Honor Code: http://www.gmu.edu/catalog/apolicies/#TOC_H12 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 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.

Course Requirements and Evaluation Criteria

In-Class Assignments (15%) – Students are expected to attend all class sessions and participate in all class activities. Students will complete in-class assignments during each class session. Students must be present to earn points on these assignments. **In-class assignments cannot be made up.**

Reading Responses and/or Application Activities (20%) – Each week, I will provide questions for the reading assignments. You will prepare **typewritten, double-spaced** answers to those questions. Answers to the questions will be due at the **beginning** of class and will serve as the basis for class discussions. In addition, a variety of activities will be assigned to enhance student understanding of key course concepts. Some will be stand-alone activities while others will be useful for the Applied Behavior Analysis project described below.

Case Analysis (25%) – Through this assignment, you will be better able to think through the complexities of dealing effectively with challenging classroom behavior. You will be given a case about a particular student and specific classroom situation and be expected to answer a series of questions. In your responses, you will incorporate effective behavior management techniques discussed in class. You will receive a separate handout with rubric and case analysis details.

Applied Behavior Analysis (ABA) Project [required for your portfolio*] (25%) – You will develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course. You may involve a PreK-12 student, a family member, a friend, or as a last resort, yourself. Some of the application activities done in class will help you complete this project. You will receive a separate handout with rubric and 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 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 class Blackboard site.

Final Exam (15%) – The final exam will consist of short essay questions and will cover readings and material discussed in class.

Grading Scale

A+	97 – 100	C	70 – 76
A	90 – 96	D+	67 – 69
B+	87 – 89	D	60 – 66
B	80 – 86	F	< 60
C+	77 – 79		

Schedule

Date	Topic(s)	Reading Assignment(s)
May 17	Introductions, Course Overview Who was your Favorite Teacher? Ignore or Intervene?	-----
May 19	Effective Teaching	PBS Ch 1 & Ch 8
May 21	Reading Responses or Application Activity Due Establishing Positive Relationships and Effective Communication	PBS Ch 7
May 24	Describing Behavior and Collecting Data	ABA Ch 2 & Ch 3; PBS Ch 4 (pgs. 141 to top of 161)
May 26	Reading Responses or Application Activity Due Graphing, Interpreting Data, FBAs & BIPs	PBS Ch 3; ABA Ch 4 & 6
June 2	Reading Responses or Application Activity Due Single-Subject Designs	ABA Ch 5
June 4	Reading Responses or Application Activity Due Establishing Rules and Procedures	PBS Ch 5
June 7	Positive Reinforcement and Positive Reinforcement Systems	PBS Ch 9 & Ch 10

June 9	Prompts and Task Analysis	ABA Ch 9
June 11	Case Analysis Due Concerns and Responsible Use of ABA	ABA Ch 12
June 14	Manifestation Determination Reviews	Article by Martín
June 16	Teaching Students to Manage their own Behavior School-wide Positive Behavior Support	ABA Ch 11; PBS Ch 12
June 18	ABA Project and Final Exam Due Culminating Activity	

Important Notes:

- 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.
- All assignments are expected to be turned in on time. If you turn in an assignments late, you will not earn full credit (**I reserve the right to enter a score of zero in the grade book for any assignments turned in after the due date and/or time**).
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (e.g., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- 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.