



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

EDSE 502/667: Classroom Management and Applied Behavior Analysis

Instructor: John B. W. Simpson, Ph.D.

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Dates of Course: June 3, 2010 - July 29, 2010 Online activity final week)

Class Location: Stone Bridge High School; Room 405

Time: 4:30 PM - 9:00 PM

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 (1997 and 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 pro-social 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, 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 CEC Standards are listed on the following web site:

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 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 and assignments

Student 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://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.
- Students are expected to attend all classes during the session, arriving on time and staying for the duration of the class time. If a student has an emergency or needs to make special arrangements for a class session, please call and/or make an appointment with the instructor as soon as possible.
- Products from this course can become part of an individual professional portfolio used to document satisfactory progress through the GSE program and the CEC performance based standards. Students should retain copies of all course products.

Additional Information:

- Use APA guidelines for all course assignments. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>
- In addition, if you need assistance with the writing process, The University Writing Center of George Mason University is available to you. You may make an appointment for assistance at: <http://writingcenter.gmu.edu/>

NOTE:

Every student registered for any EDSE course is required to submit signature assignments to TaskStream; www.TaskStream.com (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at <http://qse.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.* Post Signature Assignment for this course by 07/29/10.

Required Text

Alberto, P. A. & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th Ed.). New Jersey: Pearson Education, Inc.

Scheuermann, B. K. & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. New Jersey: Pearson Education, Inc.

NOTE:

This syllabus may change according to class needs.

Evaluation

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|--|------------|
| 1. Class Attendance and Participation | 100 points |
| 2. Comparison of School Discipline Plans | 40 points |
| 3. Classroom Management Plan | 60 points |
| 4. Behavior Management Program | 50 points |
| 5. Applied Behavior Analysis Project | 60 points |
| 6. Social Skills Unit | 100 points |
| 7. Article Critique and presentation | 40 points |

Grading criteria

- 95 -100% = A (428-450)
- 90 - 94% = A- (405-427)
- 80 - 89% = B (360-404)
- 70 - 79% = C (315-359)
- < 70% = F (<315)

ASSIGNMENTS

1. Classroom Management Plan (individual project)

Design a classroom management plan which includes (a) a detailed drawing of your classroom including where learning centers and desks located, detail your rationale for this particular arrangement; (b) a sample daily schedule; (c) behavior management techniques, detail your rationale for your choice(s); (d) your philosophy of classroom management with references to models discussed in class and the textbooks.

2. Behavior Management Project (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.

3. Applied Behavior Analysis (ABA) Project (individual project)

Develop and implement an ABA project on an individual with whom frequent contact is available during this course. The student scenario from the Behavior Management Project may be utilized as this is a summer course. You may add details as needed to show mastery of ABA.

4. Social Skills Unit (small group project)

Design a unit to promote at least three pro-social skills. Incorporate components of direct instruction (DI) and modeling into your lesson. This project will be presented to the class via the Discussion Board during the course's final week. Each group will comment on at least two other groups' projects via the Discussion Board.

5. 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.

6. Article Critique

You will be required to read and critique one article relating to current trends in special education. In addition, you

will be asked to present this article to the class (maximum of five minutes). Please provide a single handout for the class that synthesizes the article, your thoughts, and classroom implications. Presentation schedule TBD.

NOTES:

- Please include a copy of the assignment's scoring sheet with submitted work.
- Prior approval must be granted by the professor for late submission of assignment(s).
- Assignments 1, 2, 3, 5, & 6 must be submitted in person, i.e. E-mail submission is not acceptable. Assignment 4 will be submitted by one person from each group via the "Assignments" section of Blackboard for grading and the Discussion Board for peer review/comment (designee TBD).

COURSE TOPICS*

*Plan subject to change due to unforeseen circumstances.

| Date | Reading Due | Concepts | Assignment | What is Due? |
|-------|-------------|--|---|--------------|
| 06/03 | | Introduction; principles of classroom management, physical environment, theoretical models of behavior | Choose article to critique Obtain School Discipline Plan | |

| | | | | |
|-------|--|--|---|---|
| 06/10 | Scheuermann & Hall: Chapters 1 & 2 Alberto & Troutman: Chapters 1 & 2 | PBS: Guest Lecturer: Ms. Jill Lee Theoretical models of behavior Behavior concepts | Collect information on personal school management plan and compare it to PBS model. (In-class) Article Presentations | <i>Comparison of School Discipline Plans</i> - completed in class |
| 06/17 | Scheuermann & Hall: Chapters 3, 4, & 11 Alberto & Troutman: Chapter 3 | Group Time: 4:30 - 5:00 PM Behavior management systems Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA Data collection | Article Presentations | |
| 06/24 | Scheuermann & Hall: Chapters 5 & 6 Alberto & Troutman: Chapters 4, 5, & 6 | Creating positive interpersonal relationships in the classroom, teaching social skills Using problem solving to resolve behavior problems Development and implementation of systematic behavior management plans, individualization Functional Assessment of behavior, Adapting instruction Preparing behavioral objectives; selection of target behaviors; defining behaviors Graphing data Single-subject designs Behavior and its function | Article Presentations | Use functional assessment to develop a student profile - completed in class |
| 07/01 | Scheuermann & Hall: Chapters 7 & 8 Alberto & Troutman: Chapters 4, 5, & 6 | Developing positive, collaborative relationships Prevention through high quality instruction | Article Presentations | <i>Classroom Management Plan</i> |

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|-------|--|---|-----------------------|---|
| 07/08 | Scheuermann & Hall: Chapters 9 & 10 Alberto & Troutman: Chapters 7, 8, & 11 | Arranging consequences that increase existing behaviors Pairs or small group review of ABA project using format; Differential reinforcement: stimulus control and shaping. Teaching students to manage their own behavior Differential reinforcement: stimulus control and shaping. Teaching students to manage their own behavior | Article Presentations | <i>Behavior Management Project</i> |
| 07/15 | Scheuermann & Hall: N/A Alberto & Troutman: Chapters ,9 & 10 | Arranging consequences that increase existing behaviors Arranging consequences that decrease behavior Antecedent control Generalization of behavior change... | Article Presentations | <i>ABA Project</i> |
| 07/22 | Scheuermann & Hall: Chapter 12 Alberto & Troutman: Chapters 12 & 13 | Schoolwide positive behavior supports... | Article Presentations | <i>Article Critique Paper</i> |
| 07/29 | | Online discussion via Discussion Board regarding Social Skills Units | | <i>Social Skills Unit: Post to Discussion Board by Monday, 07/26/10</i> |

**Scoring Criteria Sheet
ABA Assignment**

Date: _____

Student Name: _____

| ABA Assignment | Points Available | Points Received |
|------------------------|-------------------------|------------------------|
| Turned in on Time | 5 | |
| Behavior(s) Identified | 10 | |
| Student Description | 10 | |
| ABA Plan | 10 | |

| | | |
|--|----|--|
| Documentation of Student Progress | 10 | |
| Adjustment of ABA Plan (Based upon Student Progress) | 10 | |
| Your Thoughts on the ABA Plan | 5 | |

**Scoring Criteria Sheet
Behavior Management Plan Assignment**

Date: _____

Student Name: _____

| Behavior Management Assignment | Points Available | Points Received |
|---------------------------------------|-------------------------|------------------------|
| Turned in on Time | 5 | |
| Behavior(s) Identified | 10 | |
| Student Description | 5 | |
| FBA Interpretation | 10 | |

**Scoring Criteria Sheet
Classroom Management Plan Assignment**

Date: _____

Student Name: _____

| Classroom Management Plan Assignment | Points Available | Points Received |
|---|-------------------------|------------------------|
| Turned in on Time | 5 | |
| Behavior(s) Identified | 10 | |
| Student Descriptions | 10 | |
| Classroom Model | 10 | |

| | | |
|---|----|--|
| Daily Schedule | 10 | |
| Behavior Management Techniques | 10 | |
| Your Thoughts on Preparing an Advance Plan for Classroom Management | 5 | |

**Scoring Criteria Sheet
School Comparison Assignment**

Date: _____

Student Name: _____

| School Comparison Assignment | Points Available | Points Received |
|-------------------------------------|-------------------------|------------------------|
| Description of Plans Discussed | 10 | |
| Similarities of Plans | 10 | |
| Differences of Plans | 10 | |
| Constructive Comments on Plans | 10 | |
| Total Points | 40 | |

**Scoring Criteria Sheet
Social Skills Assignment**

Date: _____

Student Name: _____

| Social Skills Unit | Points Available | Points Received |
|---|-------------------------|------------------------|
| Posted to Discussion Board Correctly | 10 | |
| Three + Anticipated Behaviors | 10 | |
| Classroom Management Plan | 20 | |
| Complete Lesson Plan Template Included | 20 | |
| Assessment Activities (Formative and Summative) | 20 | |
| At Least Two Groups' Projects Critiqued | 20 | |
| Total Points | 100 | |

**Scoring Criteria
Class Participation and Attendance**

Date: _____

Student Name: _____

| Attendance/Participation | Points Available | Points Received |
|--|-------------------------|------------------------|
| Arrived on-time to ALL Classes | 20 | |
| Attended ALL Classes | 40 | |
| Participated Regularly in Class Activities (Including Blackboard Discussion) | 40 | |
| Total Points | 100 | |

Scoring Criteria Sheet
Article Critique Assignment

Date: _____

Assignment Number: _____

| Article Critique Assignment | Points Available | Points Received |
|------------------------------------|-------------------------|------------------------|
| Turned in on Time | 5 | |
| Author | 6 | |
| Title | 6 | |
| Complete Reference | 6 | |
| Article Summary | 6 | |
| Thoughts/Opinions | 6 | |
| Presentation | 5 | |
| Total Points | 40 | |