GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
EDSE 502 Classroom Management and Applied Behavior Analysis (3 credits)
Section 665 (Teach for America Cohort 5)
Spring 2011
Mondays, 5:00-7:30
Arlington Campus, TB335

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Office Hours: Mondays by appointment. Please contact me for a mutually agreeable time.

Virtual Office Hours: I am pleased to respond to questions by telephone or email; however, I am unable to be "on call, 24/7." Therefore, I am also holding "virtual office hours." Members of the class may email me at any time, but I am reserving two hours on Monday and on Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

Course Description

This course explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. This course explores theories of classroom management and various approaches to management including use of technological advances. Course instruction emphasizes developing classroom and individual behavior-management plans.

Prerequisites*

There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

> *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 or 703-993-2387. Please be prepared with your G number when you contact her.

Evidence-Based Practices:

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/behavioral 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 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; and
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model*.

In this section, these outcomes apply to all students enrolled in 402 and 502; however, graduate students enrolled in 502 will be expected to produce assignments that reflect a deeper level of experience and scholarship. Similarly, 502 students are required to prepare papers fully consistent with scientific research standards and writing style as provided in *the Sixth Edition of the Publication Manual of the American Psychological Association*.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC standards that will be addressed in this class include some of the following:

Standard 5 - Learning Environments and Social Interactions

Knowledge:
- Demands of learning environment
- 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.
- Advantages and disadvantages of placement options for individuals with emotional/behavior disorders.

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.

Required Texts

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper
Saddle River, NJ: Merrill Prentice Hall.
(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)

Other Required Materials

American Psychological Association. (2010). *Publication manual of the American Psychological
Association* (6th ed.). Washington, DC: Author.

Council for Exceptional Children. (2000). *Code of ethics and standards for professional practice
for special educators: Management of behavior*. Reston, VA: Author.
(provided online by instructor)

*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages,
but I have observed that there are often errors on these websites and they do not give clear or
excellent information on writing. All assignments for this course are scored according to the written
language and technical aspects of organizing and citing content using the APA style.

* Other readings relevant to special education applications may be assigned by instructor.

Supplemental Materials (as needed)

When seeking additional information and/or a research-base for your assignments, it is essential that
you access a variety of professional journals for current data. Some suggestions include:

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

It is highly recommended that students **bring the textbooks to class each week** as the instructor
will make specific references to specific pages during class and students will be given classroom
activities which will require textbook use.

<u>Required</u> Access to Course Blackboard Site
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. You are responsible for accessing the materials – for printed copies, etc. prior to class.

http://courses.gmu.edu Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Other Course Expectations

1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the

syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

2. <u>Absences:</u> 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. Each night, students will participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities will NOT be made up. 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. **Three or more unexcused absences will result in no credit for this course.**

3. <u>Promptness:</u> All assignments must be submitted *on or before* the assigned due date. **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.**

4. <u>Electronic Etiquette</u>: Students are expected to participate actively in all class activities. Use of laptops may be used to observe the class Powerpoints/materials, ONLY. Abuse of this policy will result in the entire class being prohibited from laptop use!

   Additionally, 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 off (or set to vibrate in the case of an emergency) any devices that produce sound or otherwise interfere with the learning of others (cell phones, etc.) Texting is prohibited during class.

5. <u>Writing Support</u>**:** 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).

6. <u>Written Products:</u> All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

7. <u>Placement for this Field Experience/Case Study</u>: If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access http://cehd.gmu.edu/endorse/ferf to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed. <u>Note:</u> you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.

8. <u>Signature Assignment:</u> For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education

courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

> *Note: **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.*

**Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.

ASSIGNMENT DESCRIPTIONS

1. *Quizzes, Classroom Attendance & Participation (15 points)*

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, 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.

Points for class attendance and participation are positively impacted by:
   a. attending class and being psychologically available to learn,
   b. completing and handing in all class assignments, and
   c. participating in class discussions/activities throughout the semester
   d. thoughtfully contributing to class discussions
   e. listening to the ideas of other peers, respectively, and
   f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, please display **digital etiquette** during class sessions.

Several short quizzes will be given during the course of the semester to assess students' attainment of critical knowledge about the fields of classroom management and applied behavior analysis. A

combination of announced and unannounced quizzes may be utilized. Such announcements may be posted to Blackboard or via email. Each quiz will cover information from lecture and the assigned readings from the previous classes or the readings for that evening's class session. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essay.

2. *Classroom Management Plan (15 points)*

Classroom Management Plan Rubric
15 points

The purpose of this project is to articulate the overall classroom management approach you use to support the academic and behavioral needs of your learners. If you are a floating teacher or a secondary teacher with multiple classroom settings, you should choose ONE class and period on which to focus. You should produce a paper that is 3-5 pages in length, double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Please use the heading structure provided below, remembering that a brief introduction is necessary prior to the first heading. Also, a brief conclusion paragraph enhances the flow of your paper.

Evaluation Standards	**Required Components**	**Points Earned**
Style and Writing	✓ APA format (including correct citations and references) ✓ Professionally written with minimal spelling and grammatical errors.	/1
School Context	✓ Without using the name, briefly describe the school environment.	/1
Overview of Classroom Studied	✓ Detailed drawing that includes location of centers, desks, etc. ✓ Narrative summary referring to the drawing and providing a rationale for the arrangement.	/2
Daily schedule	✓ Clear, concise daily schedule with brief rationale in areas of scheduling where teacher decisions are made	/2
Behavioral Approach	✓ Identify class rules and routines in measurable behavioral terms (1 point) ✓ Describe the procedures for encouraging appropriate behavior (and any other applicable behavior management techniques/systems) with clear criteria (1 point) ✓ Describe the approach to discipline and management of inappropriate behavior	/4

	with clear criteria (1 point) ✓ Describe the rationale for these choices. (1 point)	
Analysis and Reflection and Model of Change	✓ Reflect on the systems that are in place in the classroom and analyze the effectiveness of the current setting and systems. (1 point) ✓ After reviewing the current system, suggest changes based upon at least two current (no later than 2005) peer-reviewed journal articles that would improve the classroom environment. (2 points) ✓ Create the perfect classroom setting and include a second drawing to highlight the changes. Utilize specific information from your sources to support keeping the current setting or making the changes you recommend. (1 point) ✓ State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the texts. (1 point)	/5
Total Points Earned		/15

3. *Classroom Application Discussion Group (20 points)*
    Each student will be placed in a small group (four or fewer) on Blackboard. Periodically, throughout the semester, you will be given directions on how to implement a particular classroom management technique or behavioral approach in your classroom. You will have one week to implement the strategy/technique and report to your discussion group on Blackboard about the successes and challenges that you experience. You will also respond to your other group members' reports, creating a 'virtual' professional support community. Full credit will be given for professional, thoughtful entries and comments.

4. *Social Skills Lesson (to be completed in class; small group project or individual; 5 points)*
        Design a lesson to promote a pro-social skill. Be sure to incorporate components of direct instruction (DI) and modeling into your lesson. Components of this project include: (a) description of the student(s) for whom the lesson is being developed for, (b) social skill lesson components, (c) use of direct instruction strategies, and (d) programming for generalization and on going monitoring.

Evaluation Standards	**Required Components**	**Points Earned**

Description of students	• Includes relevant information related to student academic and social functioning and classroom situation	/1
Social skill components	• Topic chosen is age appropriate, socially valid, and briefly justified • Skill is task analyzed if appropriate	/1
Use components of direct instruction	• Clearly and thoroughly represents in lesson or explains how the following are included: o Clearly communicate to students the goal/purpose of the lesson; o Present a well-organized, sequenced lesson; o Use a "lead-model-test" strategy when presenting new material; o Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect);	/2
Generalization and Maintenance	• Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy including generalization and maintenance.	/1
Total Points Earned		/5

5. *Behavior Management Plan (10 points)*

Develop a profile of a student who has behavioral problems, complete a functional behavior assessment (FBA) and write a behavior management program with goals and objectives for that student. It is very possible the goals and objectives could become part of the student's IEP. Identify a method for evaluating the effectiveness of the program you design. Be sure to include alternative strategies if the initial suggestions prove not to be effective in dealing with the identified behavioral problems.

Behavior Management Program Rubric
10 points

You will create a profile of a student who has behavioral problems, then complete a functional behavior assessment and write a behavior management program for that student. You may choose to use the forms provided in class or your own district's forms.

Evaluation Standards	Required Components	Points Earned
APA Style	✓ Correct citations and references for at least 2 peer reviewed journal articles related to your student's behavioral concern	/1

Complete FBA observation and interview forms	✓ Describes student thoroughly (1 point) ✓ Forms completed and readable with succinct and comprehensive detail; salient points are noted on forms (1 point)	/2
Hypothesis	✓ Develops hypothesis that describes a specific behavior, a specific type of situation in which it occurs, and the outcomes or reinforcers that maintain it in that situation (1 point) ✓ The hypothesis is supported through a specific statement that notes observation and interview information (1 point)	/2
Behavior Management Program	✓ Effectively addresses all behavior issues. If your student needs to take baby steps to achieve the behavioral objective (shaping) be sure to list the sequence of steps here. If not, tell why he/she does not need this level of support. (2 points) ✓ Includes specific strategies to use with student such as positive reinforcement schedules and approaches. (1 point) ✓ Provide at least 2 links to research in support of the strategies you are suggesting. (1 point)	/4
Evaluation	✓ Identify method for evaluating effectiveness of behavior management program. Make sure that this analysis will be capable of detecting patterns of behavior. **Include blank versions of any data charts needed	/1
Total Score		/10

6. *Comparison of School Discipline Plans (to be completed in class; 5 points)*
   Obtain and examine the behavioral plan at the school where you work. Compare and contrast your schools' plans to the Positive Behavior Intervention and Support (PBIS) model. You will report your findings to the large group.

7. *Applied Behavior Analysis Project (signature assignment required for portfolio*) 30 points*
   Develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course.

Applied Behavior Analysis Project Rubric
30 points

Develop and implement an applied behavior analysis project on a student with whom frequent contact is available during this course.

Evaluation Standards	Required Components	Points Earned
APA	✓ Correct citations and references (1 point) ✓ APA style paper (1 point)	/2
Introduction	✓ Introduction provides general context and areas to be covered ✓ Includes citations when appropriate ✓ Final sentence in introduction states major components of the paper	/1
Description of the participant	✓ Provides description of student(s) with specific and relevant examples that support need for ABA; Notes behavior that is targeted to change (3 points) ✓ Operationally defines behavior (which is socially valid) (2 points) ✓ States one goal and one objective (2 points)	/7
Methodology	✓ Develops a sound behavior change program supported by research citations (2 points) ✓ Explains and implements ways to measure target behavior (1 point)	/7

	✓ States behavior plan in enough detail that the behavior plan could be exactly copied by a substitute teacher based only on what is written. For example, it is stated exactly what the student must do, how many times/how long etc., and exactly what she/he will earn. (1 point) ✓ States type of data collection (e.g., fixed interval, event recording, latency), why this is the most appropriate means of data collection, and how this will be recorded (include data collection chart) (1 point) ✓ States exact design used (e.g., A-B-A, A-B-A-B) and why this is the most appropriate design (1 point) ✓ Collects baseline and intervention data (1 point)	

Results	✓ Includes a graph with the following components:
	     o Label and calibrate the horizontal and vertical axes. (1/2 point)
	     o Mark equal units of on each axis. (1/2 point)
	     o Indicate scale breaks where necessary
	     o Place a title on the each axis (1/2 point)
	     o Rather than labeling *Baseline* and *Intervention*, use the condition as a label (e.g., No Token Economy, Token Economy System) (1/2 point)
	     o Display baseline, intervention changes, major environmental changes, and interruptions in data collection. Designate changes in condition with a broken vertical line. (1/2 point)
	     o Do not record a data point if data were not collected or if the dependent variable had no opportunity to occur.
	     o Do not connect data points across vertical lines or across breaks in the data. (1/2 point)
	 ✓ Includes a brief summary of the information in the graph. It is not necessary to repeat everything in the graph. Just summarize and use things like averages, range of scores/percents (2 points)
	 ✓ Includes **NO** opinions or conclusions in results
		/5

Discussion	✓ Briefly reviews salient (i.e., important) results (2 points) (i.e., was the intervention effective?) and limitations to the study (2 points) ✓ States conclusions based on research (e.g., Similar to Jones and Jones (2003) the use of a token system was effective in reducing the aggressive behaviors of a second grade student during recess) (1 point)	/5
Style Issues	✓ Avoids first person (i.e., using "I" or "We") (1 point) ✓ Each paragraph has a clear topic (first) sentence and the details of the paragraph relate specifically to the topic sentence (1 point) ✓ Spelling and grammar are accurate (1 point)	/3
Total Points Earned		/30

*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.

GRADING

1. Quizzes, Classroom Attendance and Participation   15 points

2. Classroom Management Plan   15 points
3. Classroom Application Discussion Group   20 points
4. Social Skills Lessons   5 points
5. Behavior Management Plan   10 points
6. School Discipline Plan   5 points
7. Applied Behavior Analysis Project   30 points

TOTAL   **100 POINTS**

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.

Grading Scale:
A 94 – 100 points   *B 82 – 85 points*
A- 90 – 93 points   *B- 79 – 81 points*
B+ 86 – 89 points   *C 78 points and below*

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/behavioral plans.** These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.

CLASS TOPICS & DUE DATES

Date	Class Topics	Readings and Assignments Due for this Class
1/3	**No Class: EDSE 791 Midpoint Portfolio Meets**	
1/10	• Course Overview • Legal/Ethical issues and the role of personal bias • Council of Exceptional Children Code of Ethics	• Schuermann & Hall Chapter 1
1/17	**No Class: Martin Luther King Jr. Day**	
1/24	• From foundational theories to positive behavioral support • Dimensions of behavior for ABA	• Obtain copy of your school's discipline plan • Schuermann & Hall Chapter 2 • Alberto & Troutman Chapter 1
1/31	• Understanding operant conditioning • Using behavioral objectives to initiate change	• Alberto & Troutman Chapter 2
2/7	• Understanding the schoolwide context as the basis for PBIS*	• Schuermann & Hall Chapters 4 and 12 **COMPLETE IN CLASS: Comparison of School Discipline Plans**
2/14	**Online Class: IRIS Module**	
2/21	• Examining the classroom environment* • Single-subject designs; developing a hypothesis for behavior change	• Schuermann & Hall Chapters 5, 6 • Alberto & Troutman Chapters 5 & 6
2/28	**No Class: EDSE 791 Midpoint Portfolio Meets**	
3/7	• Teaching social skills; creating positive interpersonal relationships in the classroom • Data collection procedures • Making data meaningful with graphs	• Alberto & Troutman Chapters 3 & 4 **DUE: Classroom Management Plan** **COMPLETE IN CLASS: Social Skills Lesson Plans**
3/14	• *Guest speaker: Rachel Brody* • Establishing the function of behavior* • Linking FBAs, BIPs and IEPs*	• Schuermann & Hall Chapter 3
3/21	• Increasing desirable behaviors	• Schuermann & Hall Chapter 9 • Alberto & Troutman Chapter 7
3/28	• Decreasing undesirable behaviors • Shaping replacement behaviors	• Alberto & Troutman Chapter 8

4/4	• Reinforcements for generalization and self-monitoring	• Schuermann & Hall Chapter 10 • Alberto & Troutman Chapters 9, 10 & 11
4/11	• Creating safe schools for all: From prevention to action*	• Schuermann & Hall Chapter 8 • Supplemental Reading Link- http://www.naspcenter.org/factsheets/zt_fs.html **DUE: Behavior Management Plan**
4/18	**No Class: Spring Break**	
4/25	• Specific therapeutic intervention approaches • Putting it all together: The big picture	• Schuermann & Hall Chapter 11 • Alberto & Troutman Chapter 13
5/2	• Review of ABA project (peer review)	**DUE: Draft Version of ABA Project (Pairs or small group review of ABA project using provided format)**
5/9	• Course Evaluations • Collaborating for success • Maintaining supportive environments*	• Schuermann & Hall Chapter 7 • Alberto & Troutman Chapter 12 **DUE: Applied Behavior Analysis Project**
5/16	**No Class: Midpoint Portfolio Meets**	

NOTE: This syllabus may change according to class needs. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that arise that are not explicitly addressed in this syllabus.

Inclement weather cancellations will shift content to online delivery format and do not excuse students from completion of requirements.