

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**Syllabus for EDSE 402-001: Classroom Management and Applied Behavior Analysis**  
(3 credits)  
Semester and Year: Spring 2011  
Course day/time: Wednesdays 4:30-7:10  
Course location: Robinson A 210

**Professor:**

Brittany Hott

Office phone: (804) 387-2757

Office location: Finley 221

Office hours: Mondays 12:00-2:00, Wednesdays 7:15-8:00, and by appointment

E-mail: bhott@gmu.edu

**Course Description**

*Course Description from the GMU catalog*

Prerequisites: 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.

*Evidenced-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 behavior assessments/behavior 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.

**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\\_stds/common\\_core\\_4-21-01.html](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, 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 include the following:

1. Class lecture and discussion
2. Online and web-based activities
3. Individual and small group projects
4. Research and presentation activities
5. Dialogue Folders

#### **Required Texts**

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

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

*Text Companion Websites*

<http://www.prenhall.com/alberto>

<http://www.prenhall.com/scheuermann>

*Blackboard*

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

*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 begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN). See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

**Supplemental Materials (as needed)**

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

*Beyond Behavior*

*Teaching Exceptional Children*

*Intervention School and Clinic*

*Exceptional Children*

*Behavioral Disorders*

*Assessment for Effective Intervention*

*Journal for Emotional and Behavioral Disorders*

*JABA (Journal of Applied Behavioral Analysis)*

*Behavior Therapy*

*Behavior Analyst*

**Student Responsibilities**

*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/> 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 that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. When contacting her, always provide your G number to her.

*APA Style:* 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, 5<sup>th</sup> 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 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 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.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

### *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/>].

### **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 2.5 hours outside of class on course related assignments, which is a typical in-class to out-of-class ratio for a undergraduate level course.

### **Course Requirements and Evaluation Criteria**

Below are the basic weights of the various kinds of work required for the course; but, students should always keep in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

All assignments should be typed (submitted as hard copy and to Blackboard 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 university 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>).

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email or provided in person at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Class Participation and Dialogue Folder	15%
Social Skills Lesson	10%
Classroom Management Plan	10%
PBIS Group Project	15%
Reflective Reading Responses	10%
Quizzes	10%
Applied Behavior Analysis Project (final written version along with summative presentation)	30%
Total	100%

**It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one’s individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.**

### Overview of Assignments

#### **Participation Activities**

Students are expected to attend class and actively participate in all assignments, group activities, class discussions, and online activities. 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. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting in advance.

Additionally, during most class meetings there will be the opportunity to earn point(s) for successful completion of graded in-class activities (e.g. case analysis, reflection activities, small group activities, etc.). If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points cannot be earned. Additional materials (e.g. supplemental readings, cases for review, external websites, directions for application activities, etc.) can be found on Blackboard. Students are responsible for checking Blackboard weekly for any additional participation activities that will be assigned during the semester.

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

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. It is recommended that you apply some of the application activities done in-class or online to this final project. Therefore, it is helpful to select your subject early in the course. See the separate handout with 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 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.

### **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. Each week 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). Finished products also earn points. Tasks include but are not limited to:

#### **PBIS Group Project**

Each group member will obtain and examine the discipline plan from a school. Within your group, compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model. You will report your findings to the large group.

#### **Behavior Management Program**

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.

#### **Classroom Management Plan**

**Part One:** Report on your own classroom management plan or observe a classroom at a level of interest if you are not currently teaching in your own setting. 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 the rationale for this particular arrangement; b) a sample daily schedule for the classroom teacher; c) a description of the behavior management techniques/system used and the rationale for these choice(s); d) the effectiveness of the current setting/system.

**Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the perfect classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior



management system is based with references to models discussed in the texts.

### **Social Skills Lesson**

Design a lesson to promote a pro-social skill. Incorporate components of direction instruction (DI) into your lesson. The plan will be shared with classmates.

### **Reflective Reading Responses**

Students will analyze and discuss a variety of articles, cases, and web modules. Some of the activities will be completed during class time while others will be completed independently, outside of class time. The readings or activities required must be completed prior to class as announced via Blackboard.

### **Quizzes**

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 behavioral analysis. A combination of announced and unannounced quizzes will be utilized. Quizzes may be administered online or in class as the material merits.

### **Grading Scale**

The course letter grade will be determined by a point system in which the following thresholds will be used:

A	=	93 - 100 percent
A-	=	90 - 92 percent
B+	=	87 - 89 percent
B	=	83 - 86 percent
B-	=	80 - 82 percent
C+	=	77 - 79 percent
C	=	73 - 76 percent
C-	=	70 - 72 percent
D	=	65 - 69 percent
F	=	< 64.5 percent

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

### **COURSE TOPICS**

Date	Reading Due	Concepts	Assignments/Quizzes Due
Week 1 01/26	A 12	Course Overview; Legal/Ethical Issues and the Role of Personal Bias	
Week 2 02/02	Scheuermann (S) Chapters. 1 & 2;	From Foundational Theories to Positive Behavioral Support	Reflective Reading 1

	Alberto (A) Ch. 1		
Week 3 02/09	A 2; additional readings via Blackboard (BB) Course Materials section	Understanding Operant Conditioning; Using Behavioral Objectives to Initiate Change	Bring school wide behavior plan, Secure classroom observation site
Week 4 02/16	S 12; A p. 54-59; BB readings	Understanding the Schoolwide Context as the Basis for PBIS; Dimensions of Behavior for ABA	PBIS Group Project
Week 5 02/23	S 5-6; S 141-156; A 3 (rest of); BB readings	Examining the Classroom Environment; Data Collection Procedures	Reflective Reading 2
Week 6 03/02	S 4 (rest of); A 4-5; BB readings	Making Data Meaningful with Graphs	Classroom Management Plan
Week 7 03/09	S 3, A 6; BB readings	Establishing the Function of Behavior: Linking FBAs, BIPs, and IEPs	Announced Quiz 1
Week 8 03/16	Spring Break		
Week 9 03/23	S 9; A 7; BB readings	Increasing Desirable Behaviors	Social Skills Lesson Plan
Week 10 03/30	S 11; A 8-9; BB readings	Decreasing Undesirable Behaviors and Shaping Replacement Behaviors	Reflective Reading 3
Week 11 04/06	S 10; A 10-11; BB readings	Reinforcements for Generalization and Self-Monitoring	Reflective Reading 4
Week 12 04/13	S 8; BB readings	Creating Safe Schools for All: From Prevention to Action	Behavior Management Plan
Week 13 04/20	BB readings	Specific Therapeutic Intervention Approaches; Review of ABA project using format provided in BB	Reflective Reading 5
Week 14 04/27	IRIS Module, Peer Review of Assigned ABA Project	Peer Review of Assigned ABA Project	Draft Version of ABA Project
Week 15 05/04	S 7; BB readings	Collaborating for Success	Final Version of ABA Project (also post to Task Stream)
Exam Period 05/11	BB readings	Maintaining Supportive Environments	Presentation of ABA Project Announced Quiz 2

Please note that the syllabus is subject to change as needed. 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. Inclement weather cancellations will shift content to online delivery format and do not excuse students from completion of requirements.

