

**George Mason University**

**College of Education and Human Development**

**Program-Special Education  
Course Syllabus, Summer 2011**

**ESDE 402/502, Section B01  
Classroom Management and Applied Behavior Analysis**

Dr. Kathy Matthews

Time: Mondays and Wednesdays 7:20-10

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**Required Text:**

Alberto and Troutman, Applied Behavior Analysis for Teachers, 8th Edition. Prentice Hall.

**Course Description:**

*Course Description from GMU Catalog*

This course focuses on identifying, recording, evaluating, and changing the 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.

*Evidence-based Practices*

This course will incorporate the evidence-based practices (EBP's) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavior plans. These EBP's 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 EBP's in order to improve outcomes for students with disabilities.

**Objectives, Outcomes/Competencies:**

Students will:

- 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 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 and 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 model\*

### **Relationship of Course to Program Goals and Professional Organizations**

This course is part of 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 website:

[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)

A brief description of some of the relevant standards are listed here:

#### **From CEC Common Core of Skills for Managing Student Behavior and Social Interaction Skills:**

- 1 Implement the least intensive intervention consistent with the needs of the student.
- 2 Identify realistic expectations for personal and social behaviors in various settings.
- 3 Demonstrate procedures to increase student's self-awareness, self-control, self-reliance and self-esteem.
- 4 Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.
- 5 Implement procedures for assessing both appropriate and problematic social behaviors of students.
- 6 Identify and use prevention and intervention strategies as early as appropriate.
- 7 Delineate and apply the goals, intervention strategies and procedures related to a variety of theoretical approaches.
- 8 Plan, organize and implement individualized student programs appropriate to the cognitive and affective needs of students with special consideration to use of reinforcement systems and environmental conditions.

### **Method of Course Delivery**

Course sessions may include a variety of formats including lecture, discussion, guest presenters, video, small group activities, and student presentations. Students are expected to use email for course communication with the professor and classmates. **Expectations include:**

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete in-class assignments and activities when requested. If you must leave early, or be absent please e-mail the

professor prior to the class (need to receive the email by 4 on the day of the class).

- If you turn in an assignment late and have not obtained permission from the Professor to do so in advance, there will be a 10% point deduction.
- In-depth reading, study, and work on course requirements requires outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).
- **Use APA guidelines for all course assignments. All assignments must be submitted in this form, no exceptions. This website links to APA format guidelines.**  
<http://www.psywww.com/resource/apacrib.htm>
- If you have a disability and need accommodations, please discuss this with the professor by the end of the first class. In order to provide accommodations, the student must provide to the professor an official verification from the GMU Office of Student Disabilities.
- The GMU Honor Code 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. (See <http://www.gmu.edu/facstaff/handbook/aD.html>).
- **Blackboard** may be used to post important information for this course. Your professor will email you as soon as your email address is entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page**:
  - 1 Enter the URL <http://blackboard.gmu.edu> into your browser location field.
  - 2 Click on the **Login** button.
  - 3 Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name his will serve as both your username and password.
  - 4 Click **Login**.
- This course is taught using a point system. Your final grade will be determined by the total number of points earned:
  - 4 Key Point Assignments=40 possible points
  - 5 Quizzes=50 possible points
  - 4 Research Summaries=40 possible points
  - Paper=70 possible points
  - Presentation=10 possible points

Total: 200 possible points  
Grade will be calculated by dividing the number of points earned over 100. That value will then be transformed into a grade using the GMU grading scale:

Graduate Grading Scale:

95-100%	A
90-94%	A-
80-89%	B
70-79%	C
<70%	F

Undergraduate Grading

95-100%	A
90-94%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
60-69%	D
<60%	F

**Expectations:**

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/>].

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

### **Course Requirements and Grading:**

- Major Assignment: **ABA PAPER (This is the Signature Assignment for this course)**  
Over the course of this class, you will be required to write a full APA format paper demonstrating the effects of implementing an ABA tactic with an individual with whom you have regular contact. The paper will be divided into steps including topic selection, title page, literature review, method, results, discussion and references. I will provide detailed information about what you need to include for each component prior to its due date. By completing these small steps along the way, you will slowly develop the full paper and, after some revisions toward the end of the semester, be able to turn in the paper in its totality. Total: **70 Points**

**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 in the course outline. Additional information on this process will be provided via the class Blackboard Site.**

- **Research Summaries**

Research summaries are forms you fill out after reviewing a scientific article in order to demonstrate your knowledge of certain features of the article. You will use these articles to support your paper in the literature review session. The articles you use must be from ABA sources such as Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Verbal Behavior Analysis, etc. **10 Points Each**

- **Key Points and Quizzes**

You will have an in-class key points assignment or quiz in almost every class (see syllabus for specifics). A key points assignment requires you to list 3 key points from the assigned reading at the start of class. A key point is a fact from the chapter that you learned after reading the material. The fact should be important and useful to you. A quiz consists of answering 3 questions that I will present to you at the beginning of class. The difference between the 2 is that key points are facts that YOU choose and quizzes consist of questions I choose. You will always get the quiz questions in advance of the quiz (during class the week prior to the quiz or in an email). **10 Points Each Quiz or Key Points Assignment**

- **Class participation, class products and attendance**

It is very important to keep up with the reading assignments in this course as each component builds upon the last in the development and implementation of your paper. Thoroughly study the assigned chapters and be prepared to discuss them in class. Participation in class activities is required.

- **Presentation**

On the last night of class, everyone will be required to present their paper to their classmates in a 5 minute powerpoint presentation. **10 Points**

**Tentative Session Agenda (this may change based on class needs)**

<b>Classes</b>	<b>Class Focus</b>
Class 1 6/6/11	Syllabus Overview Chapter 1, ABA Introduction
Class 2 6/8/11	Chapter 2 Behavioral Goals Key Points Due (10 points)
Class 3 6/13/11	Chapter 3 Data Collections Quiz (10 points) Topic Draft Due (5 points)
Class 4 6/15/11	Chapters 4 and 5 Graphing Data Single Subject Designs Key Points Due (10 points) Research Summary 1 Due (10 points)
Class 5	Chapter 6

6/20/11	Functional Behavioral Assessment and Analyses Quiz (10 points) Research Summary 2 Due (10 points)
Class 6 6/22/11	Chapter 7 Increasing Behavior Key Points Due (10 points) Title Page Due (5 points)
Class 7 6/27/11	Chapter 8 Decreasing and Replacing Problem Behaviors Quiz (10 points) Research Summary 3 Due (10 points)
Class 8 6/29/11	Chapter 9 Differential Reinforcement Procedures In-Class Activity (paper review)
Class 9 7/6/11	Distance Class Work on ABA Paper following structured guidelines
Class 10 7/11/11	Chapters 11 Self-Management Quiz (10 points) Research Summary 4 Due (10 points)
Class 11 7/13/11	Verbal Behavior Key Points Due Literature Review and References Due (10 points each)
Class 12 7/18/11	Chapter 10 Generalization Quiz (10 points) In Class Activity (paper review)
Class 13 7/20/11	Independent/Advanced Learners Method Due (20 points)
Class 14 7/25/11	Teaching Strategies Discussion Due (20 points)
Class 15 7/27/11	Review Presentation Due (10 points) Final Paper Due