



**George Mason University
Graduate School of Education**

**EDSE 502 5S1: Classroom Management and Applied Behavior Analysis
Spring 2012**

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Office Hours: By appointment

Course Day/Time: Wednesdays 7:20 to 10:00
PM

Location: Kellar Annex 1, Room 103

COURSE DESCRIPTION

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 with your overall program.

Advising and contact information: Please make sure that you are being advised on a regular basis as to status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@tmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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 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*

NATURE OF COURSE DELIVERY

Learning activities in this class will include the following:

1. Class lectures and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

REQUIRED TEXTS

1. Scheuermann, B.K. & Hall, J.A. (2012). *Positive Behavioral supports for the classroom* (2nd ed). Boston: Pearson.
2. Vargus, J.S. (2009). *Behavior analysis for effective teaching*. New York: Routledge
3. Additional readings will be assigned and placed on Blackboard.

HIGHLY RECOMMENDED

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

This website links to APA format guidelines:

<http://www.psywww.com/resource/apacrib.htm>

ADDITIONAL REQUIRED READINGS (available on Blackboard)

Note: readings should be completed by date listed

March 7

Faul, A., Stepenski, K. & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions*, 14(1), pp. 47-55.

April 4

Turnbull, A., Turnbull, R. Erwing, E. J., Soodak, L.C. & Shogren, K.A. (2011). Family characteristics. In *Families, professionals, and exceptionality: positive outcomes through partnerships and trust* (6th ed) (pp.3-23). Boston: Pearson.

ASSESSMENT OF COURSE REQUIREMENTS

All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.

GRADING SCALE:

95-100% = A

92-95% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

< 70% = F

LATE WORK PENALTY

Five percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Students are expected to exhibit professional behaviors and dispositions at all times. See gse.gmu.edu for a listing of these dispositions. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See: <http://cehd.gmu.edu/values/>].
- 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/>].
- This syllabus may change according to class needs.

Student Expectations

- 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.
- Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, 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 due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. You are also responsible for work in assigned groups and will need to make arrangements to follow-up with group members if you miss group planning activities in class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

- Use APA guidelines for all course assignments. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>
- It is recommended that students retain copies of all course products to document their progress through their GSE program. In addition, your instructor may want to use all or portions of your assignments as examples for future classes. In this case, your name would be removed from the assignment to protect your anonymity. Please let your instructor know in writing if you prefer your work not be used as an example in future course sections.
- Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education

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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- **GMU's Blackboard** will be used to post important information for this course and for you to respond to discussions and assignments. You will also submit most assignments to Blackboard and receive feedback on your assignments there. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page**: Enter the URL <http://mymason.gmu.edu> into your browser location field. Click on the **Login** button. Enter your **Username & Password** assigned to you. Most likely it your user name will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). After entering your user name and password, click **Login** and select this course from the course list. You will begin using Blackboard following class session #1 of this course.

- **TaskStream.** The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by the date and time listed in the course schedule. Note: 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 will result in reporting the course grade as Incomplete (IN), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

NOTE: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

MAJOR LEARNING ACTIVITIES

1. Functional Behavior Assessment Behavior Support Plan (FBA-BSP) (20 % of grade)

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course.

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavior assessment and then use that functional assessment to develop a behavior support plan. If you are unable to gain access to a learner in a school or post school setting with mild-moderate exceptional learning needs, you may use a family member, friend, or as a last resort, yourself for this project. Note: this assignment is linked to the Applied Behavior Analysis Project (see below).

Components of the Functional Behavior Assessment (FBA) are as follows:

1. Student/subject description
2. Overview of setting/context
3. Indirect Assessment of behavior (parent or teacher interview)
4. Additional information (need to link analysis of behavior to evidence-based practices in professional literature)
5. Direct assessment of behavior
6. Operational definition of problem behavior
7. Hypothesized function of behavior

Components of the Behavior Support Plan (BSP) are as follows:

1. Expected outcome or target goal
2. Reinforcer and activity preference assessment
3. Intervention plan
4. Evaluation and impact of intervention plan

Due dates are listed in the course calendar (see below) for submission of initial information about selection of student/subject, drafts of the FBA and the BSP, and final

submission of the FBA and BSP. Submission of the initial student/subject selection information and drafts of the FBA and BSP components will count toward 10% of your grade for this assignment.

A detailed description of the assignment, forms to use when conducting the FBA-BSP, and grading rubrics can be found on Blackboard. These should be consulted before beginning the assignment.

2. Applied Behavior Analysis Project (ABA Project) (20 % of grade)

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course.

The purpose of this project is to plan and implement an intervention based on the concepts of applied behavior analysis to support the individual learner for whom you conducted the FBA and BSP in the assignment above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data.

Components of the Applied Behavior Analysis Project are as follows:

1. Situation overview
2. Description of target behavior
3. Changing the behavior (intervention plan)
4. Summary of results
5. Project reflection

Due dates are listed in the course calendar (see below) for submission of drafts of components of the ABA Project as well as the final paper. Submission of draft components of the ABA Project will count toward 10% of your grade for this assignment.

A detailed description of the assignment and grading rubrics can be found on Blackboard. These should be consulted before beginning the assignment.

3. Comparison of School Discipline/Behavior Plans (to be completed in class; small group project) (10% of grade)

Each group member will obtain the discipline plan from a school. This can be a student handbook of rules and procedures or it can include other discipline plans from the school. If there are several people in your group who work in the same school system, they will need to obtain different discipline plans (i.e. all cannot bring in the Fairfax County Public Schools Student Handbook). Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model and bring your findings to the large group.

A grading rubric for this assignment can be found on Blackboard. This should be consulted before beginning the assignment.

4. Social Skills Lesson (to be completed in class; small group project) (5 % of grade)

This assignment will be completed as a small group in class. You will design a lesson to promote a pro-social skill that incorporates components of direct instruction (DI) into your lesson. The plan will be shared with the large group.

A grading rubric for this assignment can be found on Blackboard. This should be consulted before beginning the assignment.

5. Classroom Management Plan (10 % of grade)

Part One: For this assignment, you will report on your own classroom management plan or observe a classroom of interest that includes students with mild-moderate exceptional needs if you are not currently teaching in your own setting. Pick one room and one period (especially critical for secondary teachers) and include:

1. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
2. A sample daily schedule of the classroom teacher
3. A description of behavior management techniques/system used and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
4. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)

Part Two: After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal 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 Scheuermann and Hall text.

A grading rubric for this assignment can be found on Blackboard. This should be consulted before beginning the assignment.

6. Reading checks/Blog Discussions (10 % of grade)

At two times in the semester, you will be asked to participate in a Blog discussion with classmates about a particular assignment. This activity is designed to increase collaboration among colleagues in the class as well as to help you work through issues you may be having with a particular assignment. Posting dates and due dates are listed in the course calendar. Further information will be listed in Blackboard on the posting dates for these Blogs.

In addition, at the discretion of the instructor, reading checks may occur in class. These will be unannounced multiple choice or short answer quizzes that cover the material

assigned for that class session. In order to be prepared for class, it is best that you read assigned materials prior to the class session for which they are assigned.

7. Attendance/participation (15 % of grade)

Thoroughly study the readings as assigned in the syllabus and all class handouts. Students are expected to actively participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Throughout the course, students may be required to reflect on an assignment in preparation for a class session or at the end of a class session. In addition, class participation is very important and includes attendance (including arriving on time and staying for the duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities.

8. Article Critiques (one to be completed in class in small group, other to be completed individually) (10 % of grade).

The purpose of this assignment is to encourage students to read peer-reviewed, published research articles pertaining to behavior management of students with disabilities, critically analyze this research, and determine how it can be applied to direct service in the field.

Two research studies pertaining to behavior management of students with disabilities will be read, summarized, and critiqued. The first study (Article Critique 1) will be assigned by the instructor and critiqued in a small group in class. The second study will be chosen by the student from a list of suggested peer-reviewed journals. The student will submit the article for Critique 2 to the instructor for approval **before** completing the critique. Submission of this second article on time for approval by the instructor will count toward 10 % of your grade for Article Critique 2. Those who fail to submit an article for approval will receive zero credit for Article Critique 2.

Both studies reviewed will use single subject research design for analysis of data collected. Further information about this assignment will be given in class. A grading rubric for Article Critique 2 can be found on Blackboard. This should be consulted **before** beginning the assignment.

As part of this assignment, students will present Article Critique 2 to a small group of colleagues in class. This will be an informal presentation of key points in the study followed by discussion with your group members

Tentative Calendar

(may change based on student or course needs)

Class No.	Date	Topic	Reading Due (read by date on which readings are listed)	Assignment Due (due by start of class on Blackboard at 7:20 unless otherwise noted)
1	Jan 25	§ Introduction to Applied Behavior Analysis (ABA) § Analysis of Causes of Problem Behavior		
2	Feb 1	§ Identifying Behavior to be Changed § Functional Behavioral Assessment	Chapter 1, 2 & 3 (Vargus text)	F-BSP and ABA project: Name of target student and brief description of behavior to be changed due
3	Feb 8	§ Functional Behavioral Assessment (con't) § Measuring Behavior: Behavioral Objectives	§ Chapter 3 (Scheuermann & Hall text—S & H) § Chapter 4 (Vargus text)	Collect information for FBA this week.
4	Feb 15	Methods to Increase Appropriate Behavior	Chapter 8 & 9 (Vargus text)	Collect information for FBA this week
5	Feb 22	Monitoring of Behavior: Data Collection and Analysis	5 & 6 (Vargus text)	§ Draft of Functional Behavioral Assessment Due
6	Feb 29	Punishment: Methods to Reduce Inappropriate Behavior and Ethical Considerations	§ Chapter 11 (Vargus text) § Chapter 12 (S & H)	§ Draft of Behavior Support Plan Due (based on information you gathered during FBA) § Behavior Support Plan Blog Due (posted on 2/15, due by 9 AM on 2/29)

7	Mar 7	<p>§ Single Subject Research Design</p> <p>§ Orientation to library resources online</p>	<p>§ Chapter 7 (Vargus text)</p> <p>§ Faul, Stepenski, & Simonsen (2012) (on Blackboard)</p>	<p>§ Functional Behavioral Assessment Due (Final)</p> <p>§ Article Critique 1 Due (in class group project)</p> <p>§ Midterm evaluation of class due</p>
	Mar 14	No Class: Spring Break		
8	Mar 21	<p>§ School Wide Positive Behavior Interventions and Supports</p> <p>§ Classroom Level Positive Behavior Interventions and supports: Rules and Procedures</p>	<p>§ Chapter 5 & 6 (S & H text)</p>	<p>§ Behavior Support Plan Due (Final)</p> <p>§ Submit FBA-BSP to TaskStream by this date (This includes the BSP you are submitting today and the FSP submitted on 4/7; submit to TaskStream together)</p> <p>§ Reference (APA style) and PDF of Article 2 due (can submit earlier, any time after class on 3/7, as well)</p> <p>§ Draft of Part 1 & 2 of ABA project Due</p> <p>§ Article Critique 1 Due (in class group project)</p> <p>(Assignments for 3/21 continued on next page)</p>

	Mar 21			<p>§ Start your baseline for your ABA project this week and move into intervention phase when baseline data are stable (minimum 3 baseline sessions) Note: can start previous week if have access to subject.</p> <p>§ Begin evaluation of classroom management system (your own or one you observe as a visitor to a classroom)</p>
9	Mar 28	<p>§ Comparison of School Discipline/Behavior Plans</p> <p>§ Classroom Level Positive Behavior Interventions and Supports: Classroom Management and Instruction</p> <p>§ Teaching Social Skills</p>	Chapter 7, 8 (S & H)	<p>§ Bring school discipline/behavior plan to class for in-class comparison (may be a student handbook)</p> <p>§ Draft of Part 3 of ABA Project Due</p> <p>§ Article Critique 2 Due (individual project)</p>
10	April 4	<p>§ Teaching Social Skills (continued)</p> <p>§ Social Skills Lesson Design (group project in class)</p> <p>§ Cultural perspectives on classroom and behavior management</p> <p>§ Discussion of Article Critique 2 (small grp discussion in class)</p>	<p>§ Chapter 9 (S & H)</p> <p>§ Turnbull, Turnbull, Erwing, Soodak & Shogren (2011) (on Blackboard)</p>	<p>§ Classroom Management Plan Due</p> <p>§ Social Skills Lesson Due (done in class in small group)</p> <p>§ Draft of Part 4 & 5 of ABA project Due</p>
	April 11	No Class: ABA Project Blog, Work on ABA Projects		

11	April 18	Ø ABA Project Presentations		§ ABA Project Blog Due (posted on 4/11, due by 9 AM on 4/18) § ABA Project Due (TaskStream Assignment: submit to instructor on Blackboard AND to TaskStream by this date)
12	April 25	Ø ABA Project Presentations		Final evaluation of class (due at end of class)
13	May 2	Ø ABA Project Presentations		Celebrate!

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' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that 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.

COURSE OBJECTIVES

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

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 as noted below:

CEC 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.
- Advantages and disadvantages of placement options for individuals with emotional/behavioral 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 inter-cultural 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.