



George Mason University
Graduate School of Education
Program: Special Education

EDSE 402/001: Classroom Management and Applied Behavior Analysis

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

Office Hours: By appointment

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Dates of Course: January 25, 2012 through May 16, 2012

Class Location: KH 205 (Krug Hall)

Time: 7:20 PM to 10:00 PM

Course Description

Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management, including use of technological advances. Emphasizes developing classroom and individual behavior management plans. **Prerequisites:** none.

Student Outcomes

Upon completion of this course, students will be able to:

- Design learning environments including use of technological advances which support and enhance instruction
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs
- Demonstrate how to create a safe, positive, supporting environment which values diversity
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors which can positively or negatively influence student behavior
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors
- Demonstrate an awareness of strategies to use for crisis prevention/intervention
- Define behavior change terminology and principles of applied behavior analysis
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors
- Describe, understand, and apply single subject research designs
- Develop and implement a behavior change program

- Describe strategies for promoting self-management
- Develop a lesson to teach pro-social skills
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for learning environments and social interactions.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, 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 paraeducators, volunteers, and tutors.
- Use universal precautions

Core Values Commitment

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.

<http://cehd.gmu.edu/values/>

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion.
2. Application activities using assessment instruments
3. Small group activities and assignments

Evidenced Based Practice

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.

The Individuals with Disabilities Education Improvement Act (IDEA) 2004 requires that practitioners utilize scientific, research based methodology during service delivery. Therefore, when completing assignments for this course, please use sources from scholarly journals, e.g. Journal of Applied Behavior Analysis, Journal of Emotional and Behavior Disorders.

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://courses.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 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 current Publication Manual of the American Psychological Association 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 current APA manual 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 four 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.

Graduate School of Education Dispositions Criteria: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

George Mason University Honor Code: http://www.gmu.edu/catalog/apolicies/#TOC_H12 This URL 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.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

Responsible Use of Computing: <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on the Responsible Use of Computing link found at the bottom of the screen.

IMPORTANT NOTES:

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.

Late work will not be accepted without PRIOR permission from instructor.

- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- 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.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Exemplary work may be kept and shared in the future (with your consent, of course!).

- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class. **Please use the "Message" tool for E-mail communication.**

NOTE:

Every student registered for any EDSE course is required to submit course's Signature Assignment to TaskStream; www.TaskStream.com (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at <http://qse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F following GMU's procedures.* Post Signature Assignment for this course by 05/02/12.

Required Text

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

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

NOTE: This syllabus may change according to class needs.

Evaluation

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|--|------------|
| 1. Class Attendance and Participation | 100 points |
| 2. Comparison of School Discipline Plans | 40 points |
| 3. Classroom Management Plan | 60 points |

4. Behavior Management Project	50 points
5. Applied Behavior Analysis Project	60 points
6. Social Skills Unit	100 points
7. Article Critique and Presentation	40 points

Grading Criteria

95-100% = A 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

ASSIGNMENTS

1. Classroom Management Plan (Individual Project)

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

2. Behavior Management Project (Individual Project)

Complete the Functional Behavior Assessment - Behavior Support Plan Protocol (F - BSP Protocol) process. Through the process, you will complete a Functional Behavior Assessment (FBA), develop a Behavior Intervention Plan (BIP), and create a plan for collecting data on the target behavior(s). You may use a PreK-12 student, 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 project. Therefore, it is helpful to select your subject early in the course. See Grading Rubric in Behavior Management Project folder in Blackboard. **Note: this assignment is linked to the Applied Behavior Analysis Project (see below).**

3. Applied Behavior Analysis (ABA) Project (Signature Assignment for Course; Individual Project)

Using the FBA and other data collected in the Behavior Management Project, develop and implement a behavior change program. This program must incorporate aspects of ABA discussed in class. Identify a method for evaluating program effectiveness. Results will be shared with the class.

4. Social Skills Unit (Small Group Project)

Design a unit to promote at least three pro-social skills. Incorporate components of direct instruction (DI) and modeling into your lesson. This project will be presented to the class; schedule TBD.

5. Comparison of School Discipline Plans (Small Group Project Completed in Class)

Examine the behavioral plan at the school where you work. Within your group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. Report to the large group.

6. Article Critique

You will be required to read and critique one article relating to current trends in special education. In addition, you will be asked to present this article to the class (maximum of five minutes). Please provide a single handout for the class that synthesizes the article, your thoughts, and classroom implications. Presentation schedule TBD.

NOTES:

- Please include a copy of the assignment's scoring sheet with submitted work.
- Prior approval must be granted by the professor for late submission of assignment(s).
- Assignments must be submitted via the Assignments section of the course's Blackboard site.

COURSE CALENDAR*

*Plan subject to change due to unforeseen circumstances.

Date	Reading Due	Concepts	Assignment	What is Due?
01/25		Introduction; principles of classroom management, physical environment, theoretical models of behavior	Choose article to critique; obtain School Discipline Plan	
02/01	Scheuerman & Hall: Chapters 1 & 2 Alberto & Troutman: Chapters 1 & 2	Behavior management systems Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA	Article Presentations	Comparison of School Discipline Plans - completed in class
02/08	Alberto & Troutman: Chapters 3 & 4	Data collection & graphing	Article Presentations	Comparison of School Discipline Plans - completed in class (bring school plan to class)

02/15	Scheuerman & Hall: Chapters 3 & 4	Reasons for challenging behavior; prevention through behavioral and academic monitoring	Article Presentations	Use functional assessment to develop a student profile - completed in class
02/22	Alberto & Troutman: Chapters 5, & 6	Single-subject designs; developing a hypothesis for behavior change	Article Presentations	Classroom Management Plan
02/29	Alberto & Troutman: Chapters 7 & 8	Arranging consequences that increase existing behaviors Pairs or small group review of ABA project using format; Differential reinforcement: stimulus control and shaping. Teaching students to manage their own behavior Differential reinforcement: stimulus control and shaping.	Article Presentations	
03/07	Scheuerman & Hall: 5 & 6	Prevention through rules and procedures & effective classroom organization	Article Presentations	Behavior Management Project
03/21	Scheuerman & Hall: Chapter 12 Alberto & Troutman: Chapters 12 & 13	Teaching students to manage their own behavior; linking to behavior goals	Article Presentations	

03/28	Scheuerman & Hall: Chapters 7 & 8	Prevention through effective classroom planning and collaboration	Article Presentations	
04/04	Scheuerman & Hall: Chapter 9	Aspects of reinforcement: reinforcers	Article Presentations	
04/11	Scheuerman & Hall: Chapters 10 & 11	Prevention through specific applications; managing challenging behaviors	Article Presentations	Article Critique Paper
04/18	Scheuerman & Hall: Chapter 12	Arranging consequences that increase existing behaviors Pairs or small group review of ABA project using format		
04/25	Alberto & Troutman: Chapters 8, & 11	Differential reinforcement: stimulus control and shaping. Teaching students to manage their own behavior		
05/02	Scheuerman & Hall: Chapter 12	Schoolwide positive behavior supports...		ABA Project
05/09	Alberto & Troutman: Chapters 12 & 13	Putting it all together; the "big" picture Small group discussion re. ABA Project		
05/16	N/A	Final Project Presentations	Final Project	Social Skills Unit

**Scoring Criteria Sheet
ABA Assignment**

Date: _____

Student Name: _____

ABA Assignment	Points Available	Points Received
Turned in on Time	5	
Behavior(s) Identified	10	
Student Description	10	
ABA Plan	10	
Documentation of Student Progress	10	
Adjustment of ABA Plan (Based upon Student Progress)	10	
Your Opinion Regarding Implementing an ABA Plan	5	
Total Points	60	

Scoring Criteria Sheet
Behavior Management Project Assignment

Date: _____

Student Name: _____

F - BSP Protocol	Points Available	Points Received
Step 1 Completed	2	
Step 2 Completed	2	
Step 3 Completed	2	
Step 4 Completed	2	
Step 5 Completed	2	
Step 6 Completed	3	
Step 7 Completed	2	
Step 8 Completed	2	
Functional Behavior Assessment	Points Available	Points Received
Student Description	3	
Overview of Setting Context	3	
Indirect Assessment of Behavior (Interview)	3	
Direct Assessment of Behavior	3	
Operational Definition of Problem Behavior	3	
Hypothesized Function of Behavior	3	
Behavior Intervention Plan	Points Available	Points Received
Expected Outcome of Target Goal	3	
Reinforcer and Activity Preference Assessment	3	
Intervention Plan	3	
Evaluation and Impact of Intervention Plan	3	
Alignment with CEC Standard	3	
Total Points	50	

Note: Grading Rubric in folder on Blackboard provides further information

Scoring Criteria Sheet
Classroom Management Plan Assignment

Date: _____

Student Name: _____

Classroom Management Plan Assignment	Points Available	Points Received
Turned in on Time	5	
Behavior(s) Identified	10	
Student Descriptions	10	
Classroom Model	10	
Daily Schedule	10	
Behavior Management Techniques	10	
Your Thoughts on Preparing an Advance Plan for Classroom Management	5	
Total Points	60	

Scoring Criteria Sheet
School Comparison Assignment

Date: _____

Student Name: _____

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

**Scoring Criteria Sheet
Social Skills Assignment**

Date: _____

Student Name: _____

Social Skills Unit	Points Available	Points Received
Submitted on Time	10	
Three + Anticipated Behaviors	10	
Classroom Management Plan	20	
Complete Lesson Plan Template Included	20	
Assessment Activities (Formative and Summative)	20	
In - Class Presentation	20	
Total Points	100	

**Scoring Criteria
Class Participation and Attendance**

Date: _____

Student Name: _____

Attendance/Participation	Points Available	Points Received
Arrived on-time to ALL Classes	20	
Attended ALL Classes	40	
Participated Regularly in Class Activities	40	
Total Points	100	

**Scoring Criteria Sheet
Article Critique Assignment**

Date: _____

Assignment Number: _____

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