

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION**

EDSE 502 673: Classroom Management and Applied Behavior Analysis (3 credits)
Spring 2012

Course day/time: Thursdays, 5-7:20 pm
Course location: George Mason Arlington Campus, TB335

Instructor:

Dr. Sharon N. E. Ray
Office phone: 703-993-5247
Office location: 102B Finley Hall (Fairfax Campus)
Office hours: Mondays by appointment and before and after class
E-mail: sray4@gmu.edu

Class Work Team

Member Contact Information:

Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:

Course Description

Explores how to identify, record, evaluate, and change 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*

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

*Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at

jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessment/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 review/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*;
- Develop a lesson to teach pro-social skills; and
- 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 in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environment
- Basic classroom management theories and strategies for individuals with exceptional learning needs
- Effective management of teaching and learning
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.
- Advantages and disadvantages of placement options for individuals with emotional/behavior disorders.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.

- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of para-educators, volunteers, and tutors.
- Use universal precautions.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture 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

Alberto, P. A., & Troutman, A. C. (2008). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended

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

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 (6th ed.) or to access one of the internet sites that provides a summary of this information.

Other Required Resources

Blackboard

Check Blackboard weekly for additional course materials.

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/>].

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

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/>

Other Course Expectations

Attendance

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. **Two or more unexcused absences will result in no credit for this course.** When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed past the first absence during class activities cannot be made up.**

Computers, Cell Phones, Blackberries, and Recording Devices

Computers can be used in class for accessing e-books (if you purchased your book online) or PowerPoints/handouts. Other computer usage during class (e.g. surfing the web) is not acceptable. Please keep your phones off or on vibrate during the class. **Texting is prohibited during class.**

Placement for Field Experience/Case Study

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

Taskstream Required Assignments

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit two assignments from this course to Taskstream. For this reason,

students will need to retain electronic copies of all course products from this particular course.

TaskStream

The two required Taskstream assignments for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>). Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Assessment of Course Requirements:

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about understanding behaviors and their function, as well as promoting positive student behaviors.

The two assignments required for upload to Taskstream for this course are the Functional Behavior Assessment/Behavior Intervention Plan and the Applied Behavior Analysis Project. There are several other assignments and projects in this class, including both formative and summative evaluation measures. Students are expected to complete assignments and projects, and final grading will be based on the cumulative points that students earn based on their performance on all course evaluation measures. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments Tab. Assignments submitted by email will not be accepted unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (5 PM). Assignments that are not submitted by the appropriate time are late. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. For group assignments, only have one group member submit the assignment via Blackboard, but please include all group participants' names within the body of the document. I will return graded assignments to you via Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

SRaySchComp – Comparison of School Discipline/Behavior Plans

SRaySocSkil – Social Skills Lesson

SRayClassManPI – Classroom Management Plan

SRayFBA&BIP – Functional Behavior Assessment and Behavior Intervention Plan

SRayABA – Applied Behavior Analysis Project

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt per class meeting)	/15
2. Comparison of School Discipline/Behavior Plans	/10
3. Social Skills Lesson	/15
4. Classroom Management Plan	/10
*5. Functional Behavior Assessment and Behavior Intervention Plan	/20
*6. Applied Behavior Analysis Project	/30
Total # of points earned	/100

*Assignments requiring Taskstream upload.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks until the last class meeting**
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Grading Scale:

A = 95-100%
 A- = 90-94%

- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- F = 69% and below

Overview of Assignments

1. Attendance and Participation - Weekly (1 point per class for a total of 15 points)

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** **Two or more unexcused absences will result in no credit for this course.**

2. Comparison of School Discipline/Behavior Plans (to be completed in class) (10 points)

Obtain and examine the behavioral plan at the school where you work. Compare and contrast your schools’ plan to the Positive Behavior Intervention and Support (PBIS) model. You will complete a written document with your compare/contrast regarding your particular school. You will also report your findings orally and visually in a small group setting with peers that work in other classrooms and schools.

3. Social Skills Lesson (to be completed in class; small group project) (15 points)

Your small group of 4-5 people will design a lesson to promote a pro-social skill that will enhance your students' social behaviors in their daily interactions. Be sure to incorporate components of direct instruction (DI) and modeling into your lesson. Components of this project include: (a) description of the students(s) for whom the lesson is being developed, (b) social skill lesson components, (c) use of direct instruction strategies, and (d) programming for generalization and ongoing monitoring

4. Classroom Management Plan (10 points)

The purpose of this project is to articulate the classroom management approach you use to enhance the learning for all students. Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include the following in your APA formatted paper: (a) a detailed drawing of your classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations as appropriate); (b) a sample daily schedule for the teacher (if block schedule, note days the class occurs) ; (c) a behavior management plan and the rationale for the approach (include citations when appropriate); and (d) the philosophy of classroom management with references to models discussed in text and lectures, as well as references to two texts beyond those required in the course.

5. Functional Behavior Assessment and Behavior Intervention Plan (20 points) *REQUIRES TASKSTREAM SUBMISSION*****

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavior assessment (FBA) and then use that functional assessment to develop a behavior intervention plan (BIP) with goals and objectives for that student. It is very possible the goals and objectives could become part of the student's IEP. Identify a method for evaluating the effectiveness of the program you design.

6. Applied Behavior Analysis Project (30 points) *REQUIRES TASKSTREAM SUBMISSION*****

Develop an applied behavior analysis project for an individual (PreK- 12 student) with whom frequent contact is available during this course. The final project will be submitted electronically via Blackboard at the end of the semester. Throughout the course, this project is broken down into subsections, which you will need to complete and bring to class following the due dates in the course schedule below. A missed subsection due date will result in a lowered attendance/participation grade for that specific class because of the inability to fully participate in class activities without the specific portion of the project on the due date. In the end, you

will combine all subsections for the final project, making edits recommended by your peer discussion group on your project sections, as well as combining all subsections and adding transitions as necessary to help the project flow as a complete work.

COURSE SCHEDULE

Date	Class Topics	Readings and Assignments Due
1/19	Course Overview	
1/26	Legal/ethical issues	S & H Chapter 1
2/2	Theories & PBS Dimension of behavior for ABA	S & H Chapter 2 A & T Chapter 1
2/9	Understanding operant conditioning Using behavioral objectives to initiate change	A & T Chapter 2
2/16	Assessment & monitoring Functional Behavior Assessments	S & H Chapter 3 A & T Chapter 6
2/23	Data collection & graphing	A & T Chapters 3 & 4
3/1	Single subject designs	A & T Chapter 5 DUE: Part 1 ABA project
3/8	Ethics & Schoolwide PBS	S & H Chapter 12 Complete in class: Comparison of school discipline plans
3/15	Arranging consequences that increase behavior	S & H Chapter 9 A & T Chapter 7 DUE: FBA/BIP
3/22	Arranging consequences the decrease behavior	A & T Chapter 8
3/29	Creating a Positive Learning Environment	S & H Chapters 5 & 6 DUE: Part 2 ABA project
4/5	<i>Spring Break</i>	
4/12	<i>AERA Conference – Project Work Week</i>	
4/19	Reinforcements for generalization	S & H Chapter 10

	& self-monitoring	DUE: Classroom Management Plan
4/26	Discussion of ABA Projects Teaching Social Skills	Complete in class: Social Skills Lesson Plans
5/3	Discussion of ABA Projects Social Skills Lesson Plans Group Pair Share	DUE: Applied Behavior Analysis Project Presentations of ABA Projects
5/10	Discussion of ABA Projects Course Evaluations	

Note: 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.

Class Work Team

Member Contact Information:

EDSE 502 Classroom Management
Spring 2012, TFA6, Ray

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Name:
Name:
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