



FAST TRAIN Programs

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

Syllabus for EDSE 502: Classroom Management and Applied Behavior Analysis (3 credits)
Semester and Year: Spring, 2012

Professor:

Teresa C. Hopkins, Ph.D.
E-mail: thopkin2@gmu.edu

Course Description

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. Prerequisites: none.

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 in the special education areas of Emotional Disabilities, Specific Learning Disabilities, and Intellectual Disabilities. 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 competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with disabilities. Special educators help their general education colleagues integrate individuals with disabilities in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with disabilities to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with disabilities in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Nature of Course Delivery

Learning activities may include the following:

1. Readings, and discussion via Discussion Board
2. Application and Research Activities /Assignments
3. Video and other media support

Required Texts

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th 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.

Recommended Text (not required):

Martella, R. C., Nelson, R. J., & Marchand-Martella, N. E. *Managing disruptive behaviors in the schools*. Boston, MA: Pearson Education, Inc.

Other Recommended Materials:

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

Council for Exceptional Children. (2000). *Code of ethics and standards for professional practice for special educators: Management of behavior*. Reston, VA: Author. (provided online by instructor)

Blackboard

Check Blackboard regularly 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)

Any guide to writing mechanics that may enhance accuracy of style 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:

<i>Behavior Analyst</i>	<i>Behavioral Disorders</i>
<i>Behavior Therapy</i>	<i>Beyond Behavior</i>
<i>Exceptional Children</i>	<i>Intervention for School and Clinic</i>
<i>Journal of Applied Behavior Analysis</i>	<i>Journal of Emotional and Behavior Disorders</i>
<i>Journal of Special Education</i>	<i>Teaching Exceptional Children</i>

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.

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 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, 6th 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.

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.

Course Requirements and Evaluation Criteria*

Discussion Board	20 Points
Application Workshops	25 Points
Blog Participation	10 Points
Applied Behavior Analysis Project	25 Points
Final Exam	20 Points
Total	100 Points

* Points will be deducted for work submitted late.

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.

Description of Assignments

Discussion Board (DB) Postings (20 pts.) – Students are required to post a minimum of one response weekly to trigger questions posed by the instructor on Discussion Board. The responses should be thorough and thoughtful. The first posting, with appropriate reference(s), should represent the student's answer to the question. Additional postings may be in response to the opinions of others in the class.

Note: Postings should reflect the topic being discussed. Once the week ends (Sunday) all messages should be directed toward the new topic for the coming week.

Blog (10 pts.)

Students will participate in a class blog and are expected to participate at least once weekly.

Application Workshop Activities (25 pts.) -A variety of five 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. Every other week you will be provided specific task clarifications on Blackboard.

Applied Behavior Analysis Project (25 pts)

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 workshop activities to this final project. Therefore, it is helpful to select your subject early in the course. **Due on TaskStream on May 20.**

*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. 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.

Final Exam (20 pts.) is due on May 25.

Grading Criteria

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

A	=	94 – 100
A-	=	90 – 93
B+	=	87 – 89
B	=	83 – 86
B-	=	80 – 82
C	=	70 – 79
F	=	< than 70

COURSE SCHEDULE

A= Alberto & Troutman

S = Scheuermann & Hall

Date	Readings	Topics
3/19	A 12; S 7 & 8	Course Overview; Legal/Ethical Issues and the Role of Personal Bias; Preventing challenging behaviors
3/26	S 1 & 2 A 1	From Foundational Theories to Positive Behavioral Support
4/2	A 2	Understanding Operant Conditioning; Using Behavioral Objectives to Initiate Change
4/9	S12; A pgs. 54-59	Understanding the Schoolwide Context as the Basis for PBIS; Dimensions of Behavior for ABA
4/16	S 5 & 6; pgs. 141-156; A 3 (rest of)	Examining the Classroom Environment; Data Collection Procedures
4/23	S 4 (rest of); A 4-5	Making Data Meaningful with Graphs
4/30	S 3; A 6	Establishing the Function of Behavior: Linking FBAs, BIPs, and IEPs;
5/7	S 9; A 7	Increasing Desirable Behaviors
5/14	S11; A 8-9	Decreasing Undesirable Behaviors and Shaping Replacement Behaviors
5/21	S 10; A 10-11	Reinforcements for Generalization and Self-Monitoring

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.