



College of Education and Human Development
Division of Special Education and disAbility Research

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

CRN: 72574, 3 - Credit(s)

Fall 2012

Instructor: Dr. Vicky Spencer	Meeting Dates: 08/27/12 - 12/19/12
Phone: 703-993-5598	Meeting Day(s): Tuesday
E-Mail: vspencer@gmu.edu	Meeting Times: 4:30pm - 7:10pm
Office Hours: By appointment	Meeting Location: KA 102

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.

Prerequisite(s): None.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

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

Field Experience Requirement:

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes:

Upon completion of this course, students will be able to

- Design learning environments including use of innovative technology 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 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 informed by a Functional Behavior Assessment
- Describe strategies for promoting self-management
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.

Required Textbooks:

Alberto, P. A. & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

(This text has a companion website at <http://www.prenhall.com/alberto>)

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

Recommended Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Materials:

Any additional materials will be posted on Bb.

Additional Readings:

Any additional materials will be posted on Bb.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 7: Instructional Planning, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

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. 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. For some of the classes, students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities CANNOT be made up.** Participation points can only be earned if the student is in attendance.

Two points will be deducted each day beyond the due date for work submitted late.

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required 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 NCATE 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 NCATE 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.

Grading Scale:

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

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 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.

Schedule:

Overview of Assignments

1. Classroom Attendance, Participation, Drafts (15 points)

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. 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. Some of the classes will include class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities CANNOT be made up.**

Drafts – DUE DATES will be posted on Bb. Drafts will not be accepted after the due date. Participation points will be linked to drafts.

2. Comparison of School Discipline/Behavior Plans (completed in class) (5 points) 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.

3. Classroom Management Plan (25 points)

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 Bb. This should be consulted before beginning the assignment.

There are three assignments that are NCATE assignments (#4, #5, #6) and students will be required to place each of them on TaskStream as part of the requirements for a grade in this course.

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a **functional behavioral assessment (FBA)** and then use the **FBA** to develop a **behavior intervention plan (BIP)**.

*Note: the **FBA** and **BIP** are linked to the **Applied Behavior Analysis Project #6**.

4. Functional Behavior Assessment (10 points) (NCATE assignment - TaskStream)

Complete a **functional behavioral assessment (FBA)**. Forms will be provided. Submit to Bb by due date which will be posted on Bb. Submit to TaskStream by December 11, 2012.

5. Behavior Intervention Plan (BIP) (10 points) (NCATE assignment - TaskStream)

Based on the **functional behavioral assessment (FBA)** develop a **behavioral intervention plan (BIP)**. Sample BIPs will be posted on Bb. Submit to Blackboard by due date which will be posted on Bb. Submit to TaskStream by December 11, 2012.

6. Applied Behavior Analysis Project (30 points) (NCATE assignment –TaskStream)

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 BIP in the assignment above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data.

Due dates will be listed on Bb and discussed in class. Detailed description of the assignment and grading rubric can be found on Bb. These should be consulted before beginning the assignment. Sample papers will be posted on Bb.

7. ABA Presentation (5 points)

Develop a 1-2 page handout (front to back, single sheet) and follow the format under the Guidelines/Rubric on Bb. The presentation should be approximately 10 minutes including time for questions. The presentation is worth 5 points (each heading is worth 2 points).

Class Schedule:

Date	Class Topics	Readings and Assignments Due
#1 8/28	Course Overview Roots of ABA	A & T Chapter 1

#2 9/4	Responsible Use of ABA	A & T Chapter 2
#3 9/11	Preparing Behavioral Objectives	A & T Chapter 3 Identify student for ABA project Work on Bx Objective in class
#4 9/18	Procedures for Collecting Data Graphing Data	A & T Chapters 4 & 5
#5 9/25	Single Subject Designs	A & T Chapter 6
#6 10/2	Determining the Function of the Behavior: Functional Behavioral Assessment (FBA) Functional Assessment Interview (FAI) Competing Bx Model Worksheets	S & H Chapter 3
#7 10/9		NO CLASS – COLUMBUS DAY HOLIDAY
#8 10/16	Arranging consequences that increase or decrease behavior	S & H Chapter 10 & 11 Reinforcer Assessments DUE: FBA
#9 10/23	Foundations of PBS <u>**Begin intervention!!!!</u>	S & H Chapter 1 Comparison of School Bx Plans (in class assignment)
#10 10/30	Creating a Positive Learning Environment	S & H Chapters 5, 6, & 7
#11 11/6	Social Skills	S & H Chapter 9 DUE: Classroom Management Plan
#12 11/13	Research & Writing	DUE: Behavior Intervention Plan (BIP)
#13 11/20	Application of ABA	Presentations of ABA Projects
11/27	Application of ABA	Presentations of ABA Projects
12/4	Application of ABA	Presentations of ABA Projects DUE: Applied Behavior Analysis Project
12/11		Reflection & Analysis

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.