



## **EDSE 402/502 B01: Classroom Management and Applied Behavior Analysis**

George Mason University  
College of Education and Human Development  
Summer, 2012

### **REVISED SYLLABUS**

<b>Instructor</b>	Elizabeth A. Martinez, Ph.D.
<b>E-mail</b>	elizabeth.martinez@lcps.org
<b>Work</b>	(571) 252-1034
<b>Cell</b>	(571) 926-1585 (please use only for emergencies)
<b>Class Meetings</b>	Tuesdays & Thursdays, 7:20 p.m. – 10:00 p.m., Loudoun Campus, room 232
<b>Office Hours</b>	By Appointment

#### **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: none.

#### **Course Objectives**

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 (e.g., 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

## **Nature of Course Delivery**

Learning activities in this class will include the following:

- Class lectures and discussion
- Application activities
- Small group activities and assignments
- Video and other media supports
- Research and presentation activities
- Electronic supplements and activities

## **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, 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 (ELN) that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. 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 ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

## **Required Texts**

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

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

## Requirements

### *Evidence-Based Practices*

This course incorporates the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavior intervention plans. 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. Promising and emerging practices in the field of special education are addressed. This course provides 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.

### *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 submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course 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). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

*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 Patriot Web:* <https://patriotweb.gmu.edu/> This is 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 you are being advised on a regular basis regarding your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. When contacting her, always provide her with your G number.

*APA Style:* This is 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 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 APA manual, 5<sup>th</sup> 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 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.

## **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/>].

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

### **Course Requirements and Evaluation Criteria**

In-Class Assignments/Project Presentation (15%) – Students are expected to attend all class sessions and participate in all class activities. Students will complete in-class assignments during each class session. Students must be present to earn points on these assignments. **In-class assignments cannot be made up.**

Reading Responses and/or Application Activities (20%) – Each week, I will provide questions for the reading assignments. You will prepare **typewritten, double-spaced** answers to those questions. Answers to the questions will be due at the **beginning** of class and will serve as the basis for class discussions. In addition, a variety of activities will be assigned to enhance student understanding of key course concepts. Some will be stand-alone activities while others will be useful for the Applied Behavior Analysis project described below.

Case Analysis (25%) – Through this assignment, you will be better able to think through the complexities of dealing effectively with challenging classroom behavior. You will be given a case about a particular student and specific classroom situation and be expected to answer a series of questions. In your responses, you will incorporate effective behavior management techniques discussed in class. You will receive a separate handout with rubric and case analysis details.

Applied Behavior Analysis (ABA) Project [required for your portfolio\*] (25%) – You will 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. Some of the application activities done in class will help you complete this project. You will receive a separate handout with rubric and project details.

\*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. Therefore, students in this class will be expected to submit this designated assignment to Task Stream (a web-based portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline.

Final Exam (15%) – The final exam will consist of short essay questions and will cover readings and material discussed in class.

### Grading Scale

Undergraduate:		Graduate:	
A	95 – 100	A	95 – 100
A-	90 – 94	A-	90 – 94
B+	87 – 89	B	80 – 89
B	84 – 86	C	70 – 79
B-	80 – 83	F	< 70
C+	77 – 79		
C	74 – 76		
C-	70 – 73		
D	60 – 69		
F	< 60		

### Schedule

Date	Topic(s)	Reading Assignment(s)
June 5	Introductions, Course Overview Who was your Favorite Teacher? Ignore or Intervene?	-----
June 7	<b>Reading Responses or Application Activity Due</b> Effective Teaching	PBS Ch 1 & Ch 8
June 12	<b>Reading Responses or Application Activity Due</b> Describing Behavior	ABA Ch 3 & PBS Ch 4
June 14	<b>Reading Responses or Application Activity Due</b> FBAs and BIPs	PBS Ch 3; ABA Ch 7
June 19	<b>Reading Responses or Application Activity Due</b> Graphing and Interpreting Data; Single-Subject Designs	ABA Ch 5 & Ch 6
June 21	<b>No Class – Work on ABA Project</b>	
June 26	<b>Reading Responses or Application Activity Due</b> Positive Relationships and Effective Communication	Article TBD
June 28	<b>Reading Responses or Application Activity Due</b> Establishing Rules and Procedures	PBS Ch 6

July 3	<b>Reading Responses or Application Activity Due</b> Reinforcement	ABA Ch 8
July 5	<b>Reading Responses or Application Activity Due</b> Reinforcement	ABA Ch 9
July 10	<b>Case Analysis Due</b> Concerns and Responsible Use of ABA	ABA Ch 2
July 12	<b>Reading Responses or Application Activity Due</b> Manifestation Determination Reviews	Article by Martín
July 17	<b>Reading Responses or Application Activity Due</b> Teaching Students to Manage their own Behavior	ABA Ch 12
July 19	<b>Reading Responses or Application Activity Due</b> School-wide Positive Behavior Support	PBS Ch 5
July 24	<b>ABA Project Due</b> ABA Project Presentations	
July 26	<b>Final Exam Due</b> Culminating Activity	

---

**Important Notes:**

- 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 (e.g., 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.