George Mason University

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

EDSE 402-001: *Classroom Management and Applied Behavior Analysis*
CRN: 72575, 3 - Credit(s)
Fall 2012

Instructor: Dr. Kristy Park	**Meeting Dates:** 08/27/12 - 12/19/12
Phone: 703.993.5251	**Meeting Day(s):** Tuesday
E-Mail: kparkc@gmu.edu	**Meeting Times:** 4:30pm - 7:10pm
Office Hours: Mondays 2:00-4:00 and by appointment	**Meeting Location:** KH 205

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.

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. (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.

http://www.prenhall.com/alberto
http://www.prenhall.com/scheuermann

Recommended Textbooks:

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

Required Materials:

No additional materials are required.

Additional Readings:

Additional readings will include peer-reviewed articles, which will be posted on Blackboard. 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:

Beyond Behavior   *Assessment for Effective Intervention*
Teaching Exceptional Children   *Journal for Emotional and Behavioral Disorders*
Intervention School and Clinic   *JABA (Journal of Applied Behavioral Analysis)*
Exceptional Children   *Behavior Therapy*
Behavioral Disorders   *Behavior Analyst*

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):

     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. Each night 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 will NOT be made up.

When absence from class is unavoidable, students may be asked to complete additional assignments such as a written task that relates professional responsibilities to the Board's Guidelines for Responsible Conduct.

Late work. All assignments should be typed (submitted as hard copy and to Blackboard please) and are due at 4:30 p.m. on the dates indicated. In fairness to students who make the effort to submit work on time, two points will be deducted each day beyond the due date for work submitted late.

Electronic Devices (i.e., Laptops, Cell Phones, Recording Devices)

Be respectful to the instructor and classmates and use your laptops, ipads, phone, and other electronic devices for class purposes only. Powerpoint/handouts will be shown during class and posted on Blackboard prior to class. Please keep your phones off or on vibrate during the class.

Course Requirements and Evaluation

Class attendance and participation	10 points
PBS Team Projects (Rules matrix, Social skills lesson)	15 points
Classroom Management Plan	15 points
Functional Behavior Assessment & Behavior Intervention Plan	20 points
Evidence-Based Practice Presentation	10 points
Applied Behavior Analysis Project (**Signature Assignment**)	30 points
Total	100 points

Course requirement descriptions:

1. *Class attendance and participation*

During most class meetings there will be the opportunity to earn point(s) for successful completion of graded in-class activities (e.g. case analysis, reflection activities, small group activities, etc.). If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points cannot be earned. Additional materials (e.g. supplemental readings, cases for review, external websites, directions for application activities, etc.) can be found on Blackboard. Students are responsible for checking Blackboard weekly for any additional participation activities that will be assigned during the semester.

2. **PBS Team Projects (Rules matrix, Social skills lesson)**

Working as a PBS team, groups will be assigned to complete tasks. The rules matrix requires PBS teams to define expectations across routines and settings and reflect on the multicultural and contextual values of the group. Anchored to these expectations, PBS teams will develop a social skills lesson plan to teach a replacement behavior through a direct instruction approach.

3. **Classroom Management Plan**

The purpose of this project is to articulate the overall classroom management approach you use to support the academic and behavioral needs of your learners. For this assignment, you will

report on your own classroom management features or observe an inclusive classroom if you are not currently teaching in a school setting. You should produce a paper that is 3-5 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition.

1. Provide a detailed drawing of the classroom environment and rationale for this particular arrangement. If you are able to observe in the classroom, indicate frequency and types of problem behavior by location.
2. Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.
3. Complete a self assessment (provided by instructor) of classroom management features. Using assessment results, complete an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.
4. Provide a description of behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the Scheurmann and Hall text.

4. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)
Given a case study of a student, you will conduct a functional behavior assessment and use that information to develop the behavior intervention plan. Watch the videos to conduct direct assessments (i.e., ABC analysis, event recording) of the problem behavior. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior. Use the FBA information to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior. Professor will provide the template to present FBA and BIP data.

5. Evidence-Based Practice Presentation
You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

6. **Applied Behavior Analysis Project (required for portfolio*)**
Using the data collected on the FBA and BIP, the ABA project expands on this assignment by targeting a specific behavior for change. Using ABA procedures, you will define behavioral measures and describe the methodology to determine functional control using single subject research designs. In addition to the written paper, you will present your ABA project to the class.

For this assignment, you will produce a paper that is 5-8 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include data depicted in an equal interval graph and at least 2 different references. Use APA, 6th edition.

*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. Additional information on this process will be provided via the class Blackboard site.

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-
87 – 89% = B+
84 – 86% = B
80 – 83% = B-
77 – 79% = C+
74 – 76% = C
70 – 73% = C-
60 – 69% = D
<60% = 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:

Date	Concepts	Assignments/Readings Due
Week 1 8/28	Course Overview; philosophies of behavior management	-create PBS teams -PBS team activity
Week 2 9/04	Theories of behavior, dimension of behavior for ABA, foundational Theories of Positive Behavioral Support	Scheuermann (S) Chapters. 1, 2, & 6; Alberto (A) Ch. 1
Week 3 **9/11**	Understanding Operant Conditioning; Defining expectations, Using Behavioral Objectives to Initiate Change	Alberto (A) Ch. 2, S 6 -identify classroom for classroom management plan
Week 4 9/18	Classroom Environment; prevention through rules, routines, and procedures Classroom work packet	S 6,7 **-PBIS team project: Rules matrix**
Week 5 9/25	Data Collection Procedures, Functional Behavior Assessments	S 4; S 141-156; A 3; **Classroom Management Plan**
Week 6 10/02	Linking FBA to Behavior support plans	S 3, A 6; BB readings
10/9/12	Columbus Day Holiday	
Week 7 10/16	Increasing Desirable Behaviors, reinforcers, schedules of reinforcement	S 10; A 7; **EBP presentation**
Week 8 10/23	Decreasing Undesirable Behaviors, Differential reinforcement	S 12; A 8-9; **EBP presentation**
Week 9 10/30	Single Subject Research Designs, Making Data Meaningful with Graphs	S 4; A 4-5; **EBP presentation**
Week 10 11/06	Reinforcements for Generalization and Self-Monitoring, Social skills	S 9, 10; A 10-11; BB readings **FBA & BIP**
Week 11 **11/13**	Effective instruction, video demonstrations	**PBIS team: Social Skills Lesson Plan**
Week 12 11/20	Creating Safe Schools for All: From Prevention to Action Bully prevention	S 5; A p. 54-59; BB readings **EBP presentation**
Week 13 11/27	Research & Writing	Peer Review of Assigned ABA Project
Week 14 12/04	ABA presentations	

Week 15 12/11	ABA presentations	**ABA Project** (post to Task Stream)
Exam Period 12/18	Reflection & Analysis	

GMU POLICIES AND RESOURES 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

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.*