



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

Spring 2013

EDSE 402 002: Classroom Management and Applied Behavior Analysis
CRN: 17673, 3 - Credit(s)

Instructor: Dr. Paula Travers	Meeting Dates: 01/28/13 - 05/13/13
Phone: (301) 633-5364	Meeting Day(s): Mondays
E-Mail: ptravers@gmu.edu	Meeting Times: 7:20PM-10:00PM
Office Hours:	Meeting Location: Prince William, PW-BRH 256

***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.*

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

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.

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.

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

1. Scheuermann, B.K. & Hal, J.A. (2012). Positive behavioral supports for the classroom (2nd ed). Boston: Pearson.
2. Alberto, P. A. & Troutman, A.C. (2013) (9th ed.). Boston: Pearson.

Recommended Textbooks

None.

Required Resources

This book is not required but is HIGHLY RECOMMENDED

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

Additional Readings – To be assigned as needed.

Course 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.

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. [See <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 Policies & Expectations

Attendance.

1. **Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. **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.** It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Three or more unexcused absences will result in no credit for this course.**

Late Work.

Late Work Policy:

Promptness:

All assignments must be submitted on or before the assigned due date. Due dates are set at the beginning of the class period on the day an assignment is due. **Work will not be graded beyond midnight of due date of an assignment. Work submitted after the beginning of the class session that it is due is subject to point deductions.**

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% (105-110) = A	77 – 79% (85-87) = C+
90 – 94 % (99-104) = A-	74 – 76% (81-84) = C
87 – 89% (96-103) = B+	70 – 73% (77-80) = C-
84 – 86% (92-95) = B	60 – 69% (66-76) = D
80 – 83% (88-91) = B-	< 60% (below 66) = F

Assignments

NCATE/TaskStream Assignments.

Common Assignments.

Session Due	Due Date	Assignment	Points
ALL	ALL	Classroom Attendance and Participation. Approximately 1 point per class period. Credit will be given for completion of in-class activities. Total points for attendance and participation will not exceed 15.	15
4	2/18	BB Discussion – Researching Appropriate Behavior Intervention Strategies	10
6	3/4	Comparison of School Discipline Plans (Group project completed in class)	10
7	3/18	Functional Behavior Assessment and Behavior Intervention Plan (<u>SIGNATURE ASSIGNMENT TO RECEIVE A GRADE, THIS ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE</u>)	20
9	4/1	Social Skills Lesson Plan (Group project completed in class)	5
11	4/11	Classroom Management Plan	10
12	4/22	Journal Article Critiques	10
16	5/13	Applied Behavior Analysis K-12 Impact Project (<u>SIGNATURE ASSIGNMENT: TO RECEIVE A GRADE THIS ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE</u>)	20

1. Classroom Attendance & Participation (15 points)

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. **Be aware that any points that can be earned for participation in class activities during a time of absence will not be earned and cannot be made up.**

Points for class attendance and participation are positively impacted by:

- a. Attending class and being psychologically available to learn,
- b. having required course materials including textbook(s),
- c. completing and handing in all class assignments,
- d. participating in class discussions/activities throughout the semester
- e. thoughtfully contributing to class discussions
- f. listening to the ideas of other peers, respectfully, and
- g. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), frequent and/or personal reminders by the instructor about disruptive classroom behavior, and/or excessive absences. Please display digital etiquette during class sessions and be careful to limit personal conversations to break times.

2. Blackboard Discussion/Research Gathering and Reporting(10 points)

You are required to submit **two discussion posts** on Blackboard during the dates given in the course schedule. Each post must contain at least one citation from evidence-based research (**total 2 citations**). NOTE: Textbook citations are not acceptable for this assignment. Links to the research references must be included in your response. All posts must contain the following:

First Post:

- 1) A brief introductory description of your subject/study student giving specific characteristics, school setting, learning needs, and the behavior you will address in your FBA.

- 2) Cite research that describes the behavior and a possible intervention strategy you may use in your project.

Second Post:

- 1) After reading “First Posts” from your classmates, cite research beyond course text materials to comment on an intervention strategy a fellow classmate may use to modify the behavior of their study subject.

NOTE: To allow for full participation, and for gathering of research, this Discussion Board will be open at least five (5) days before this assignment is due.

3. Comparison of School Discipline Plans (to be completed in class; small group project) (10 points)

You 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). **Student handbooks and codes of conduct are available online.** Within your group, you will use the School Discipline Plan Comparison Rubric (found in this syllabus) to compare and contrast each school’s plan to the Positive Intervention and Support (PBIS). Your group will present your rubric to the class. **Each group member** is required to discuss parts of the rubric. NOTE: Your group will be given a copy of this rubric to complete in class.

School Discipline Plan Rubric (10 points)

School Plan #1	PBIS Component	Positive (Describe)	Punitive (Describe)
Name:	Expectations are Clearly stated		
	Active Supervision by All Staff		
	Precorrections and Reminders are Clearly stated		
	Evidence of Positive Reinforcers		
	Data Collection Procedures are Clearly Stated		
	Evidence of Direct Teaching of Appropriate Behavior		
Other PBIS Components			

4. Functional Behavior Assessment Behavior Support Plan (20 points)

This is a signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. **Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s).** You will complete a Functional Behavior Assessment and then use that functional assessment to develop a Behavior Support Plan. If you are unable to gain access to a learner in a school or post school setting with mild-moderate exceptional learning needs, you may use a family member, friend. Any subject you use must be a student and must have a documented mild to moderate exceptional learning or behavioral need. Note: This assignment is linked to the Applied Behavior Analysis Project (see below). **APA requires researchers protect the confidentiality of all study subjects/participants. Reference The APA Style Manual to appropriately document your confidentiality safeguards you have used in your work.**

Components of the Functional Behavior Assessment (FBA) are as follows:

1. Student/subject description
2. Overview of setting/context
3. Indirect Assessment of behavior (parent or teacher interview)
4. Additional information (need to link analysis of behavior to evidence-based practices in professional literature)

5. Direct assessment of behavior
6. Operational definition of problem behavior
7. Hypothesized function of behavior

Components of the Behavior Intervention Plan (BIP) are as follows:

1. Expected outcome or target goal
2. Reinforcer and activity preference assessment
3. Intervention plan
4. Evaluation and impact of intervention plan.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Signature Assignment 1

20 points

<u>Evaluation Standards</u>	<u>Required Components</u>	<u>Points Earned</u>
APA	<ul style="list-style-type: none"> • Correct citations and • References from at least 2 peer reviewed journal articles related to your student's behavioral concern 	/2
Student/Subject Description	<ul style="list-style-type: none"> • Gender, Age, ethnicity, grade, socioeconomic status (if known), • Learning needs 	/2
Overview of Setting	<ul style="list-style-type: none"> • School setting description (during school year) • Classroom setting(s), environment(s) 	/2
Indirect Assessment of Behavior	<ul style="list-style-type: none"> • Parent/caregiver interview • Teacher interview 	/1
Research-based behavior analysis	References to literature that is: <ul style="list-style-type: none"> • specific to the behavior need and • cites evidence-based intervention strategies. 	/2
Direct Behavior Assessment	<ul style="list-style-type: none"> • Description of behavior, (ie. examples, quotes (cursing, off task). 	/2
Operational Definition of Problem	When, where, how often, include antecedents if evident. This is narrative/ (ie: Sara leaves her assigned seat during instruction without permission).	/2

Behavior		
Hypothesized Function of Behavior	Setting, antecedent, behavior, consequence	/1
BIP Components: Expected Outcome or target goal	Expected results of intervention, or goal met by student after intervention.	/1
Reinforcer and activity preference assessment	Stimuli used to determine reinforce preference(s). http://www.oadd.org/publications/journal/issues/vol14no2/download/spevackEtAl.pdf	/2
Intervention Plan	Description of intervention with supporting research	/2
Evaluation and Impact of Intervention	Evaluation of intervention Impact of intervention on student behavior	/1
Total Points		20

5. Social Skills Lesson Plan (to be completed in class; small group project (5 points)

Your group will **design a lesson to promote a pro-social skill**. Be sure to incorporate components of direct instruction (DI) and modeling into your lesson. Components of this project include: (a) description of the student(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 on going monitoring (e) materials needed to implement the lesson (f) time span for the lesson (ie. 30 or 45 minutes) (g) class/or course in which lesson will be taught (h) sample lesson materials (ie worksheet, puzzle...)

Social Skills Lesson Plan Rubric
5 points

<u>Evaluation Standards</u>	<u>Required Components</u>	<u>Points Earned</u>
Description of students	<ul style="list-style-type: none"> • Includes relevant information related to student academic and social functioning and classroom situation 	/1
	<ul style="list-style-type: none"> • materials needed to implement the lesson • time span for the lesson (ie. 30 or 45 minutes) • class/or course in which lesson will be taught • Mocked sample of lesson materials (ie worksheet, puzzle...) • 	/1
Social skill components	<ul style="list-style-type: none"> • Topic chosen is age appropriate, socially valid, and briefly justified • Skill is task analyzed if appropriate 	/1
Use components of direct instruction	<ul style="list-style-type: none"> • Clearly and thoroughly represents in lesson or explains how the following are included: <ul style="list-style-type: none"> ○ Clearly communicate to students the goal/purpose of the lesson; ○ Present a well-organized, sequenced lesson; ○ Use a “lead-model-test” strategy when presenting new material; ○ Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect); 	/1

Generalization and Maintenance	<ul style="list-style-type: none"> Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy including generalization and maintenance. 	/1
Total Points Earned		/5

6. Classroom Management Plan (10 points)

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. If you are a floating teacher or a secondary teacher with multiple classroom settings, you should choose ONE class and period on which to focus. You should produce a paper that is 3-5 pages in length, double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references (**your textbook cannot be used as a reference**), a title page, and a reference page. Please use the heading structure provided below, remembering that a brief introduction is necessary prior to the first heading. A conclusion paragraph enhances the flow of your paper.

**Classroom Management Plan Rubric
10 points**

<u>Evaluation Standards</u>	<u>Required Components</u>	<u>Points Earned</u>
Style and Writing	<ul style="list-style-type: none"> ✓ APA format (including correct citations and references) ✓ Professionally written with minimal spelling and grammatical errors. 	/1
School Context	<ul style="list-style-type: none"> ✓ Without using the name, briefly describe the school environment. ✓ MASK THE NAME, LOCATION, AND SCHOOL ENVIRONMENT SO READERS WILL NOT BE ABLE TO IDENTIFY THE STUDENT OR DETERMINE IN CLOSE PROXIMITY THE LOCATION OF THE CLASSROOM. (ie. instead of a school in Arlington County, a school located in the Mid-Atlantic Region) 	/1

	✓	
Overview of Classroom Studied	<ul style="list-style-type: none"> ✓ Detailed, labeled, computer-generated, black and white, that includes location of centers, desks, etc. ✓ Narrative summary referring to the drawing and providing a rationale for the arrangement. 	/2
Daily schedule	<ul style="list-style-type: none"> ✓ Clear, concise daily schedule with brief rationale in areas of scheduling where teacher decisions are made 	/1
Behavioral Approach	<ul style="list-style-type: none"> ✓ Identify class rules and routines in measurable behavioral terms ✓ Describe the procedures for encouraging appropriate behavior (and any other applicable behavior management techniques/systems) with clear criteria ✓ Describe the approach to discipline and management of inappropriate behavior with clear criteria ✓ Describe the rationale for these choices. 	/2
Analysis and Reflection and Model of Change	<ul style="list-style-type: none"> ✓ Reflect on the systems that are in place in the classroom and analyze the effectiveness of the current setting and systems. ✓ After reviewing the current system, suggest changes based upon at least two current (no earlier than 2005) peer-reviewed journal articles that would improve the classroom environment. ✓ Create the perfect classroom setting and include a second drawing to highlight the changes. Utilize specific information from your sources to support keeping the current setting or making the changes you recommend. 	/2
Conclusion	<ul style="list-style-type: none"> ✓ State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models 	/1

	discussed in the texts.	
Total Points Earned		/10

7. Journal Article Critiques (10 points)

You are to locate, **two peer-reviewed, research studies** pertaining to the behavior management of students with disabilities; **and in particular to the behaviors of your study subject. Read the studies then write a critique.** Critiques should be 1 to 2 pages **per critique** and each article must include 1) **A brief description** (briefly summarize the study) of the research study, 2) **A critique** (was the intervention worthy of study, was the intervention process clearly stated, were the results helpful (seemed accurate), how did the study lead to more thought on your part); 3) **A statement reflecting on the relevance** of the study to your case study student. (2-4 pgs) **ALL WRITTEN SUBMISSIONS ARE TO FOLLOW APA FORMATTING, AND WILL INCLUDE A TITLE AND REFERENCE PAGE AND APA IN-TEXT CITATION FORMATTING.**

Suggested journals for article critiques

- Behavior Analyst
- Beyond Behavior
- The Journal of the Experimental Analysis of Behavior
- Behavioral Disorders
- Journal of Emotional and Behavioral Disorders
- Journal of Applied Behavior Analysis (JABA)
- Behavior Therapy
- Assessment for Effective Intervention Journal
- Exceptional Children
- Intervention School and Clinic
- Education and Training in Mental Retardation and Developmental Disabilities
- Research and Practice for Persons with Severe Disabilities¹⁸
- Journal of Autism and Developmental Disorders
- Journal of Early Intervention

**Journal Article Critique Rubric
10 points**

Evaluation Standard	Required Component	Points Earned
Title Page, Reference Page and overall APA formatting	APA Format	/1
Introduction	One paragraph introducing both articles including, subject, topic(s) or intervention(s). State the problem and the relevance of the problem.	/1
Brief Description	Who were the study subjects? Critique What was the setting? Critique What was the intervention strategy used? Critique	/1
Critique	Worthiness of study <ul style="list-style-type: none"> • Quality of description of intervention process (methodology) • Intervention relevance to subjects being studied • Practicality of field application 	/5
Conclusion	Relevance to and reflection on your current ABA and FBA subject.	/2
Total Points		10

8. **Applied Behavior Analysis Project (signature assignment required for portfolio) 30 points**
Develop and implement an applied behavior analysis project for an individual with whom frequent contact is available during this course.

This is the **second Signature Assignment** for this course; students will be required to place it on **TaskStream** as part of the requirements for a letter grade for this course.

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.

Components of the Applied Behavior Analysis Project are as follows:

1. Situation overview
2. Description of target behavior
3. Changing the behavior (intervention plan)
4. Summary of results
5. Project reflection

Applied Behavior Analysis Project Rubric 20 points

Develop and implement an applied behavior analysis project on a student with whom frequent contact is available during this course. Prepare a 5-10 minute presentation that describes your project and its results.

<u>Evaluation Standards</u>	<u>Required Components</u>	<u>Points Earned</u>
APA	Correct citations and references APA style paper	/2
Introduction	Introduction provides general context and areas to be covered Includes citations when appropriate Final sentence in introduction states major components of the paper	/1
Description of the participant	Provides description of student(s) with specific and relevant examples that support need for ABA; Notes behavior that is targeted to change Operationally defines behavior (which is socially valid) (Your definition must be 1) measurable and 2) observable by others). States one goal and one objective	/3
Methodology	Develops a sound behavior change program supported by research citations Explains and implements ways to measure target behavior States behavior plan in enough detail that the behavior plan could be exactly copied by a substitute teacher based only on what is written. For example, it is stated exactly what the student must do, how many times/how long etc., and exactly what she/he will earn. States type of data collection (e.g., fixed interval, event recording, latency), why this is the most appropriate means of data collection, and how this will be recorded (include data collection chart) States exact design used (e.g., A-B, A-B-A, A-B-A-B) and why this is the most appropriate design Collects baseline and intervention data	/5
Results	Includes a graph with the following components: Using APA standards: <ul style="list-style-type: none"> ○ Label and calibrate the horizontal and vertical axes. ○ Mark equal units of on each axis. ○ Indicate scale breaks where necessary ○ Place a title on the each axis ○ Rather than labeling <i>Baseline</i> and <i>Intervention</i>, use the condition as a label (e.g., No Token Economy, Token Economy System) ○ Display baseline, intervention changes, major environmental 	/3

	<p>changes, and interruptions in data collection. Designate changes in condition with a broken vertical line.</p> <ul style="list-style-type: none"> ○ Graphs are black and white and are computer-generated ○ Do not record a data point if data were not collected or if the dependent variable had no opportunity to occur. ○ Do not connect data points across vertical lines or across breaks in the data. <p>Includes a brief summary of the information in the graph. It is not necessary to repeat everything in the graph. Just summarize and use things like averages, range of scores/percents</p> <p>Includes NO opinions or conclusions in results</p>	
Discussion	<p>Briefly reviews important results (i.e., was the intervention effective?) and limitations to the study</p> <p>States conclusions based on research (e.g., Similar to Jones and Jones (2003) the use of a token system was effective in reducing the aggressive behaviors of a second grade student during recess)</p>	/2
Style Issues	<p>Avoids first person (i.e., using “I” or “We”)</p> <p>Each paragraph has a clear topic (first) sentence and the details of the paragraph relate specifically to the topic sentence</p> <p>Spelling and grammar are accurate</p>	/1
Class Presentation	<p>At least 7 but no longer than 20 minutes, accurately describes the project, results presented with clarity, responds to questions accurately.</p> <p>ALL PRESENTATIONS WILL BE TIMED</p>	/3
Total Points Earned		/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. 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.

GRADING

Session Due	Due Date	Assignment	Points
ALL	ALL	Classroom Attendance and Participation. Approximately 1 point per class period. Credit will be given for completion of in-class activities. Total points for attendance and participation will not exceed 15.	15
4	2/18	BB Discussion – Researching Appropriate Behavior Intervention Strategies	10
6	3/4	Journal Article Critiques	10
7	3/18	Comparison of School Discipline Plans (Group project completed in class)	10
9	4/1	Functional Behavior Assessment and Behavior Intervention Plan (<u>SIGNATURE ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE</u>)	20
11	4/11	Social Skills Lesson Plan (Group project completed in class)	5
12	4/22	Classroom Management Plan	10
16	5/13	Applied Behavior Analysis K-12 Impact Project (<u>SIGNATURE ASSIGNMENT MUST BE UPLOADED TO TASKSTREAM BY DUE DATE</u>)	20

TOTAL POINTS

100

Other Assignments.

Schedule

Class No.	Date	Topics	Readings Due (Read by date on which readings are listed)	Assignments Due (due by start of class on Blackboard at 7:20 pm, unless otherwise noted)

1	1/28	<ul style="list-style-type: none"> • Welcome • Course Overview • Identifying Behaviors • Theoretical Models for Challenging Behavior • Foundations of Applied Behavior Analysis 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapter 1 • Alberto & Troutman Chapter 1 • APA Review/Exercise (Citing References) Finding Research Articles Group Formation 	<ol style="list-style-type: none"> 1. Obtain a copy of a school discipline plan. 2. Make sure you are signed up in Taskstream. 3. Begin to identify a student for the FBA and ABA projects.
2	2/4	NO CLASS, LABOR DAY HOLIDAY	LABOR DAY HOLIDAY, UNIVERSITY CLOSED	BB Discussion on intervention strategies opens.
3	2/11	<ul style="list-style-type: none"> • Identifying problem behaviors • Assessing behavior • Intro FBA/BIP 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapters 3 • Discussion of characteristics and behaviors of student identified for the FBA and ABA project. • Guidelines for student observations in a classroom setting. 	<p>Participate in Intervention Discussion on BB.</p> <p>Target Student Identified, Behavior to be modified identified.</p>
4	2/18	Developing a Hypothesis for Behavior Change: Functional Assessment and Functional Analysis	Alberto & Troutman Chapter 3 Elements of an Operational Definition Elements of a Behavior Objective Developing Operational Definition (In class activity) Developing a Behavior Objective	<p>DUE: BB Discussion ends at 7:20 pm.</p> <p>Collect Information for FBA</p>
5	2/25	Measuring and Monitoring Behavior: <ul style="list-style-type: none"> • Data Collection • Data Analysis 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapters 4 • Alberto & Troutman Chapters 4 Completing data sheets. (Event and interval recording practice)	Collect Information for FBA
6	3/4	<ul style="list-style-type: none"> • Arranging Consequences that Increase Behavior 	Alberto & Troutman Chapters 8 http://www.naspcenter.org/factsheets/zt_fs.html	DUE: Journal Articles Critique

	3/11	<ul style="list-style-type: none"> • NO CLASS 	SPRING BREAK	
7	3/18	<ul style="list-style-type: none"> • Arranging Consequences that Decrease Behavior • Self Monitoring 	Alberto & Troutman Chapter 9 Alberto & Troutman 12	Due: Comparison of School Discipline Plans (To Be Completed In Class)
8	3/25	<ul style="list-style-type: none"> • Single-Subject Design 	Alberto & Troutman 5 & 6 Discussion of FBA/BIP development progress. APA Review: Graphs Graphing Data Exercise Review of FBA/BIP drafts in groups.	DRAFT of FBA/BIP due.
9	4/1	Preventing Challenging Behaviors Through Schoolwide Positive Behavior Interventions and Support (PBIS)	Scheuermann & Hall 5 & 6	DUE: FBA Project submitted in Blackboard and in TaskStream
10	4/8	Classroom PBIS <ul style="list-style-type: none"> • Rules and Procedures • Scheduling and Climate • Quality Instruction 	Scheuermann & Hall 7 & 8 Developing Classroom Rules "Your First 20 Minutes" activity	Begin evaluation of classroom management system (your own or one you observe as a visitor to a classroom)
11	4/11	Teaching Social Skills	Scheuermann & Hall 9 Developing a Social Skills Lesson Plan Group Presentation In Class: Social Skills Lesson Plan Review Drafts of ABA projects in groups.	DUE: Social Skills Lesson Plan (to be completed in class) Draft of ABA Introduction/Description of Participant to be reviewed by groups in class.

12	4/15	<p>Preventing Challenging Behaviors through Reinforcement</p> <ul style="list-style-type: none"> • What is reinforcement • Types of Reinforcement • Developing Reinforcing Systems • Negative Reinforcement 	<p>Scheuermann & Hall 10</p> <p>Exercise in developing a reinforcement system</p>	<p>Finalize Classroom Management Plan</p>
13	4/22	<p>Applying Reinforcement</p> <ul style="list-style-type: none"> • Token Economy • Contracting • Group Systems 	<p>Scheuermann & Hall 11</p> <p>Critique Writing</p> <p>Review Drafts of ABA projects in groups.</p>	<p>DUE: Classroom Management Plan</p>
14	4/29	<p>Using Behavior Reductive Interventions</p> <ul style="list-style-type: none"> • Identifying Behavior Reductive Behaviors • IDEA 2004 and Discipline • Reductive Behavior Techniques • Choosing and Behavior Reductive Technique 	<p>Scheuermann & Hall 12</p>	<p>Continue working on ABA project.</p>
15	5/6	<p>ABA Presentation Prep</p>	<p>ABA Presentation Prep.</p>	<p>Review ABA data, write results and conclusion</p> <p>ABA PRESENTATIONS BEGIN</p> <p>Finalize ABA project.</p>

16	5/13	ABA Presentations	ABA presentation for accuracy and timing.	DUE: ABA PROJECT IN BLACKBOARD AND ON TASKSTREAM ABA PRESENTATIONS Class Evaluations (To be completed before presentations begin)
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Appendix

