



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

Fall 2013

EDSE 502 5S1: Classroom Management and Applied Behavior Analysis  
CRN: 72272, 3 - Credits

<b>Instructor:</b> Dr. Vicky Spencer	<b>Meeting Dates:</b> 8/27/2013 - 12/10/2013
<b>Phone:</b> 703-993-5598	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> vspencer@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus, KAI 102

***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**

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

**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 Office, [internsh@gmu.edu](mailto:internsh@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

Alberto, P. A. & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> 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* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

### Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

### Recommended Textbooks

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

## **Required Resources**

Any additional materials will be posted on Bb.

## **Additional Readings**

Any additional materials will be posted on Bb.

## **Course Relationships 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 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://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.**

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.

### **Late Work.**

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

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, Applied Behavior Analysis K-12 Impact Project and Functional Behavior Assessment and Behavior Intervention Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

95 - 100% = A

90 - 94% = A-

85 - 89% = B

80 - 84% = B-

70 - 79% = C

< 70% = F

### **Assignments**

#### **NCATE/TaskStream Assignments.**

**There are two assignments that are NCATE assignments. Students will be required to submit these two assignments to TaskStream as part of the requirements for a grade in this course.**

For this project, 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 key components of the Applied Behavior Analysis Project.**

#### **1. Functional Behavior Assessment (10 points)**

Complete a **functional behavioral assessment (FBA)**. Forms will be provided.

#### **Behavior Intervention Plan (BIP) (10 points)**

Based on the **functional behavioral assessment (FBA)** develop a **behavioral intervention plan (BIP)**. Sample BIPs will be posted on Bb.

Submit the FBA and BIP to Bb and Taskstream by date provided by instructor.

#### **2. Applied Behavior Analysis Project (30 points)**

The purpose of this project is to plan and implement an intervention based on the concepts of applied behavior analysis (ABA) to support the individual learner for whom you conducted the FBA and BIP in the assignment above. You will implement the BIP you developed, collect data, evaluate the results, and reflect on the data. Sample ABA projects will be posted on Bb.

Submit to Bb and Taskstream by date provided by instructor.

Due dates are listed in the syllabus. Detailed descriptions of these assignments and grading rubrics can be found on Bb. These should be consulted before beginning the assignment.

### **Common Assignments.**

#### **3. 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.

#### **4. 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 the following information under each heading as shown. \*This assignment can be written in first person.

##### Introduction and Design of Classroom

Provide a brief introduction of the classroom including grade level, total number of students, number of students with an IEP, number of instructional aides (if any), and any other information that is relevant in understanding the makeup of the classroom. Also, include 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)

##### Sample Daily Schedule

A sample daily schedule for the classroom. All classrooms should have a daily schedule posted.

##### Behavior Management

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)

##### Effectiveness of Current Behavior Management System

The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own). Identify strengths and weaknesses of the system.

**Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment.

a) Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize the textbook or other readings to support keeping the current setting or making the changes you recommend. Include at least two different citations. (Cannot be two citations from the same textbook).

b) State your own 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.

**5. 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.

**Other Assignments.**

**6. 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.**

**Schedule**

Date	Class Topics	Readings and Assignments Due
#1 8/27	Course Overview Roots of ABA	Review Syllabus & Field Experience Requirement A & T Chapter 1
#2 9/3	Responsible Use of ABA	A & T Chapter 2
#3 9/10	Preparing Behavioral Objectives	A & T Chapter 3 Identify student for ABA project Work on writing Bx Objectives in class
#4 9/17	Procedures for Collecting Data Graphing Data	A & T Chapters 4 & 5 Bring laptop if you have one.



#5 9/24	Determining the Function of the Behavior: Functional Behavioral Assessment (FBA) Functional Assessment Interview (FAI) Behavior Intervention Plan (BIP)	S & H Chapter 3
#6 10/1	Single Subject Designs	A & T Chapter 6 <b>DUE: Behavior Objective for project</b>
#7 10/8	Arranging Consequences that Increase or Decrease Behavior	S & H Chapter 10 & 11 Reinforcer Assessments "Common Misconceptions" (on Bb)
#8 10/15		<b>Columbus Day – No Class</b>
#9 10/22	Managing Challenging Behaviors using Behavior Reductive Interventions	S & H Chapter 12
#10 10/29	Foundations of PBS Begin intervention!!!	S & H Chapter 1 <b>Comparison of School Bx Plans (in class assignment)</b>
#11 11/5	Creating a Positive Learning Environment	S & H Chapters 5, 6, & 7 <b>DUE: FBA/BIP</b>
#12 11/12	Research & Writing	
#13 11/19	Social Skills	S & H Chapter 9 <b>DUE: Classroom Management Plan</b>
#14 11/26	Application of ABA	Presentations of ABA Projects
#15 12/3	Application of ABA	Presentations of ABA Projects
#16 12/10	Application of ABA	<b>DUE: Applied Behavior Analysis Project to Blackboard and Taskstream</b> No Face to Face Class

## Appendix

\*Please turn cell phone off or to vibrate before the start of class.

\*Please DO NOT text during class time.

\*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.

\*Daily access to electronic mail and Blackboard for communication is essential.