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

Fall 2013
EDSE 502 685: Classroom Management and Applied Behavior Analysis
CRN: 81290, 3 - Credits

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|---|---|
| **Instructor:** Dr. Paula Travers | **Meeting Dates:** 8/29/2013 - 12/12/2013 |
| **Phone:** 301-633-5364 | **Meeting Day(s):** Thursdays |
| **E-Mail:** ptravers@gmu.edu | **Meeting Time(s):** 7:20 pm-10:00 pm |
| **Office Hours:** | **Meeting Location:** Arlington |

> **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 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 (2$^{nd}$ ed). Boston: Pearson.
2. Alberto, P. A. & Troutman, A.C. (2013) (9$^{th}$ ed.). Boston: Pearson.

**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**

**Required Resources**

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

**Additional Readings**

**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 RESOURES 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.**
*Attendance Policy:*

1. <u>Absences:</u> 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.**
*:*
<u>Promptness:</u>
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**

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-**
**80%-89%    B**
**70%-79%    C**
 **BELOW 70   F**

# ASSIGNMENT DUE DATES AND POINTS

| Session | DUE DATE | Assignment | Points |
|---|---|---|---|
| ALL | All Sessions | Classroom Participation | 15 |
| 3 | 9/12 | BB Post – Researching Challenging Behaviors and Matching Appropriate Behavior Intervention Strategies | 10 |
| 5 | 9/26 | Journal Article Critiques | 10 |
| 9 | 10/24 | Extending A School Discipline Plan to Include PBIS (Group project completed in class) | 10 |
| 10 | 10/31 | Social Skills Lesson Plan (Group project completed in class) | 5 |
| 11 | 11/7 | Functional Behavior Assessment and Behavior Intervention Plan (**SIGNATURE ASSIGNMENT** MUST BE UPLOADED TO TASKSTREAM BY DUE DATE) | 20 |
| 13 | 11/21 | Classroom Management Plan | 10 |
| 15 | 12/12 | Applied Behavior Analysis K-12 Impact Project (**SIGNATURE ASSIGNMENT** MUST BE UPLOADED TO TASKSTREAM BY DUE DATE) | 20 |
| Total Points | | | 100 |

**Assignments**

**NCATE/TaskStream Assignments.**

1. *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**

| Evaluation Standards | Required Components | Points Earned |
|---|---|---|
| APA | • Correct citations and<br>• References from at least 2 peer reviewed journal articles related to your student's behavioral concern<br>• Title in APA format (NOTE: NO ABSTRACT IS REQUIRED) | /2 |
| Introduction | Introductory paragraphs, briefly explaining the FBA.<br>The need for an FBA as it pertains to your student subject. | |
| Student/Subject Description | • Gender, Age, ethnicity, grade, socioeconomic status (if known),<br>• Learning needs<br>• Connection of student demographics to student learning needs. | /2 |
| Overview of Setting | • School setting description (during school year)<br>• Classroom setting(s), environment(s)<br>• Classroom staffing<br>• Classroom schedule<br>• Relationship of classroom physical and atmospheric environment to student performance<br>• A brief description of how the student maneuvers in the classroom.<br>• A brief description of classroom resources and their relevance to the student's needs. | /2 |
| Indirect Assessment of Behavior | • Parent/caregiver interview<br>• Teacher interview<br>(If an interview is not obtainable, reflect on the questions you would ask the parent or caregiver. | /1 |
| Research-based behavior analysis | References to literature at least two non-text reference, that are:<br><br>• specific to the behavior need and<br>• cites evidence-based intervention strategies. | /2 |
| Direct Behavior Assessment | • Description of behavior, (ie. examples, quotes (cursing, off task). | /2 |
| Operational Definition of Problem Behavior | When, where, how often, include antecedents if evident. This is narrative/ (ie: Sara leaves her assigned seat during instruction without permission). | /2 |
| Hypothesized Function of | Setting, antecedent, behavior, consequence | /1 |

| Behavior | | |
|---|---|---|
| BIP Components:<br><br>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).<br>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<br><br>Impact of intervention on student behavior | /1 |
| Total Points | | 20 |

2. ***Applied Behavior Analysis Project (signature assignment #2 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

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.

| Evaluation Standards | Required Components | Points Earned |
|---|---|---|
| APA | Correct citations and references<br>APA style paper<br>Title Page<br>Student names, places, school names, school district identifying information is **CLEARLY MASKED** | /3 |
| Introduction | Introduction explains the purpose of the ABA.<br>As explanation of how the ABA process pertains to your student.<br>Final sentence in introduction states major components of the paper | /1 |
| Description of the participant | Provides description of student(s)<br>Age, grade, ethnicity, gender, socioeconomic status.<br>If relevant how any of the student demographics pertain to this analysis.<br>Description of behavior that is targeted to change<br>An Operationally defines behavior (which is socially valid) (**Your definition must be 1) measurable and 2) observable by others).**<br>States one goal and one objective | /3 |
| Methodology | Develops a sound behavior change program supported by research citations<br>Explains and implements ways to measure target behavior<br>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.<br>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)<br>States exact design used (e.g., A-B, A-B-A, A-B-A-B) and why this is the most appropriate design<br>Collects baseline and intervention data | /5 |
| Results | Includes a graph with the following components: Using APA standards:<br><br>o   Label and calibrate the horizontal and vertical axes.<br>o   Mark equal units of on each axis. | /3 |

| | | |
|---|---|---|
| | o Indicate scale breaks where necessary<br>o Place a title on the each axis<br>o Rather than labeling *Baseline* and *Intervention*, use the condition as a label (e.g., No Token Economy, Token Economy System)<br>o Display baseline, intervention changes, major environmental changes, and interruptions in data collection. Designate changes in condition with a broken vertical line.<br>o Graphs are black and white and are computer-generated<br>o Do not record a data point if data were not collected or if the dependent variable had no opportunity to occur.<br>o Do not connect data points across vertical lines or across breaks in the data.<br><br>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<br><br>Includes **NO** opinions or conclusions in results | |
| Discussion | Briefly reviews important results   (i.e., was the intervention effective?) and limitations to the study<br><br>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) | /2 |
| Style Issues | Avoids first person (i.e., using "I" or "We")<br>Each paragraph has a clear topic (first) sentence and the details of the paragraph relate specifically to the topic sentence<br>Spelling and grammar are accurate | /2 |
| Reference | Reference page written in APA format | /1 |
| **Total Point** | | **/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.

**Common Assignments.**

**3.** *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, respectively, 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.**

**4.** *Blackboard Post/Research Gathering and Reporting(10 points)*

You are required to submit **two discussion posts** on Blackboard by the date 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) A citation to research that describes the behavior and a possible intervention strategy you may use in your project including a link to that research.

**WHEN COMMUNICATING ABOUT SUBJECTS, ALWAYS MAINTAIN CONFIDENTIALITY BY MASKING ALL IDENTIFYING INFORMATION.**

**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.

5. ***Extending a School Discipline Plan to Include PBIS (to be completed in class*; small group project) (10 points)**

You will group will obtain a 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. **Student handbooks and codes of conduct are available online.**

**YOU MUST BE ABLE TO ACCESS TECHNOLOGY DURING THIS CLASS PERIOD IN ORDER TO DISPLAY AND PRESENT YOUR PBIS EXTENSION TO THE CLASS.**

Within your group, in class, you will use choose three inappropriate and/or challenging behaviors described in the plan and develop a positive intervention for the behavior. Your PBIS strategy must include the following:

1. Description of the problem behavior (ie:  tardiness, poor academic performance).
2. Behavior strategy used to intervene on the behavior.
3. The incentive or reinforcement used to promote the appropriate behavior.
4. A description of how you will present our intervention strategy to the entire school staff.
5. Presentation is accessible by all class members.

**During your presentation each group member** is required to discuss parts of the rubric.

**Extension of School Discipline Plan to Include PBIS Rubric (10 points)**

| Introduction | | |
|---|---|---|
| | In introduction that includes the purpose of this PBIS extension | /1 |
| Plan Review | | |
| | Name of School Discipline Plan Reviewed | /1 |
| Challenging Behavior Description | | |
| | Description of Inappropriate Behavior…as described in the school's plan | /1 |

| Intervention Strategy | | |
|---|---|---|
| | Description of the "positive" approach/intervention to change or modify the behavior | /2 |
| Incentive and/or Reinforcement | | |
| | Description of the incentive or reinforcement to be used | /2 |
| Plan Presentation to Staff | | |
| | Description of how the intervention plan will be presented to administration and to the school staff. | /1 |
| Full Group Participation | | |
| | Evidence that each group member participated in developing the plan | /1 |
| Presentation Accessibility | | |
| | A presentation that is accessible by all class members in this session. | /1 |
| | | /10 |
| TOTAL POINTS | | |

6. *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**

| Evaluation Standards | Required Components | Points Earned |
|---|---|---|
| Description of students | • Includes relevant information related to student academic and social functioning and classroom situation | /1 |

| | | | |
|---|---|---|---|
| | <ul><li>materials needed to implement the lesson</li><li>time span for the lesson (ie. 30 or 45 minutes)</li><li>class/or course in which lesson will be taught</li><li>Mocked sample of lesson materials (ie worksheet, puzzle…)</li><li></li></ul> | | /1 |
| Social skill components | <ul><li>Topic chosen is age appropriate, socially valid, and briefly justified</li><li>Skill is task analyzed if appropriate</li></ul> | | /1 |
| Use components of direct instruction | <ul><li>Clearly and thoroughly represents in lesson or explains how the following are included:<ul><li>Clearly communicate to students the goal/purpose of the lesson;</li><li>Present a well-organized, sequenced lesson;</li><li>Use a "lead-model-test" strategy when presenting new material;</li><li>Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect);</li></ul></li></ul> | | /1 |

| | | | |
|---|---|---|---|
| Generalization and Maintenance | <ul><li>Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy including generalization and maintenance.</li></ul> | | /1 |
| Total Points Earned | | | /5 |

**7.** *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**

| Evaluation Standards | Required Components | Points Earned |
|---|---|---|
| Style and Writing | ✓ APA format (including correct citations and references)<br>✓ Professionally written with minimal spelling and grammatical errors.<br>✓ Lesson Plan is written in a clear and concise format that so that it can be easily followed by staffers.<br>✓ | /1 |
| School Context | ✓ Without using the name, briefly describe the school environment.<br>✓ **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)**<br>✓ | /1 |

| | | | |
|---|---|---|---|
| Overview of Classroom Studied | ✓ Detailed, **labeled, computer-generated, black and white,** that includes location of centers, desks, etc.<br>✓ Narrative summary referring to the drawing and providing a rationale for the arrangement. | | /2 |
| Daily schedule<br><br>(IN 2 FORMATS) | ✓ Clear**, concise** daily schedule, including instructional times and subjects taught, with brief rationale in areas of scheduling where teacher decisions are made | | /1 |
| Behavioral Approach | ✓ Identify class rules and routines in measurable behavioral terms<br>✓ Describe the procedures for encouraging appropriate behavior (and any other applicable behavior management techniques/systems) with clear criteria<br>✓ Describe the approach to discipline and management of inappropriate behavior with clear criteria<br>✓ Describe the rationale for these choices. | | /2 |
| Analysis and Reflection and Model of Change | ✓ Reflect on the systems that are in place in the classroom and analyze the effectiveness of the current setting and systems.<br>✓ 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.<br>✓ 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.<br>✓ State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the texts. | | /2 |

| Presentation | Briefly explains the context of your classroom Engages participants Explains classroom rules and PBIS strategies. Is no longer than 10 minutes in length. | /1 |
|---|---|---|
| Total Points Earned | | /10 |

8. *Journal Article Critiques (10 points)*
   You are to locate, **three peer-reviewed, research studies** pertaining to:

    1) characteristics of students with particular disabilities that negatively impact classroom behavior (ie. reading disability, distractibility;

   2)  best practices in the behavior management of students with disabilities; **and in particular to the behaviors of your study subject;**

   3) cultural, family and/or community factors that may impact behavior.

   **Process:**

   **Read the studies then write a critique according to the rubric given.** Each Critiques should be no less than 2 pages and should 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**)**


   **NOTE: ALL WRITTEN SUBMISSIONS ARE TO FOLLOW APA FORMATTING, AND WILL INCLUDE A TITLE AND REFERENCE PAGE AND APA IN-TEXT CITATION FORMATTING. THIS IS TO BE WRITTEN AS ONE PAPER, CONTAINING BOTH CRITIQUES.**

| Evaluation Standard | Required Component | Points Earned |
|---|---|---|
| Title Page, Reference Page and overall APA formatting | APA Format | /1 |
| Introduction | One paragraph introducing all articles including, subject, topic(s) or intervention(s). Your introductory paragraph must tie all of the articles together. State the problem (how do these articles relate to your particular subject. | /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<br><br>• Quality of description of intervention process (methodology)<br><br>• Intervention relevance to subjects being studied<br><br>• Practicality of field application | /5 |
| Conclusion | Relevance to and reflection on your current ABA and FBA subject. | /2 |
| Total Points | | 10 |

**Other Assignments.**

NOTE: TFA SHARED SESSION DATES ARE INDICATED. CLASS TIME ON THOSE DAYS IS 8:00PM-10:00PM

**Schedule**

| Session 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 | 8/29 | • Welcome<br>• Course Overview<br>• Identifying Behaviors<br>• Theoretical Models for Challenging Behavior<br>• Foundations of Applied Behavior Analysis | • Scheuermann & Hall Chapter 1<br>• Alberto & Troutman Chapter 1<br>• APA Review/Exercise (Citing References) Finding Research Articles Group Formation | 1. Obtain a copy of a school discipline plan<br><br>2. Make sure you are signed up in Taskstream.<br><br>3. Begin to identify a student for the FBA and ABA projects.<br><br>4. Register your Field Experience |
| 2 | 9/5<br><br>**TFA-Shared session** | • Identifying problem behaviors<br>• Assessing behavior<br>• Intro FBA/BIP | • Scheuermann & Hall Chapters 3<br>• **Discussion of characteristics and behaviors of student identified for the FBA and ABA project.**<br>• **Guidelines for student observations in a classroom setting.** | |
| 3 | 9/12 | 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** | **BB Post DUE** |

| 4 | 9/19 **TFA Shared Session** | Measuring and Monitoring Behavior: • Data Collection • Data Analysis | • Scheuermann & Hall Chapters 4 • Alberto & Troutman Chapters 4 **Completing data sheets. (Event and interval recording practice)** | |
|---|---|---|---|---|
| 5 | 9/26 | • Arranging Consequences that Increase Behavior | Alberto & Troutman Chapters 8 http://www.naspcenter.org/factsheets/zt_fs.html | **DUE: Journal Articles Critique** |
| 6 | 10/3 **TFA Shared Session** | • Arranging Consequences that Decrease Behavior • Self Monitoring | Alberto & Troutman Chapter 9 Alberto & Troutman 12 | |
| 7 | 10/10 | • 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.** | |
| 8 | 10/17 **TFA Shared Session** | Preventing Challenging Behaviors Through Schoolwide Positive Behavior Interventions and Support (PBIS) | Scheuermann & Hall 5 & 6 | |
| 9 | 10/24 | Classroom PBIS • Rules and Procedures • Scheduling and Climate • Quality Instruction | Scheuermann & Hall 7 & 8 | **DUE: Extending a School Discipline Plan to Include PBIS. TO BE COMPLETED IN CLASS** |

| 10 | 10/31 | Teaching Social Skills | Scheuermann & Hall  9<br>Developing a Social Skills Lesson Plan<br>**Group Presentation In Class: Social Skills Lesson Plan**<br>**Review Drafts of ABA projects in groups.** | **DUE: Social Skills Lesson Plan:**<br><br>**Development In Class Followed by a 5 minute Group presentation of the Plan.** |
|---|---|---|---|---|
| 11 | 11/7 | Preventing Challenging Behaviors through Reinforcement<br><br>• What is reinforcement<br>• Types of Reinforcement<br>• Developing Reinforcing Systems<br>• Negative Reinforcement | Scheuermann  &  Hall   10<br><br>**Exercise in developing a reinforcement system** | **FBA Project Due In TASKSTREAM and BLACKBOARD** |
| 12 | 11/14<br><br>**TFA Shared Session** | Applying Reinforcement<br><br>• Token Economy<br>• Contracting<br>• Group Systems | Scheuermann & Hall   11<br>Critique Writing<br>**Review Drafts of ABA projects in groups.** | |
| 13 | 11/21 | Using Behavior Reductive Interventions<br><br>• Identifying Behavior Reductive Behaviors<br>• IDEA 2004 and Discipline<br>• Reductive Behavior Techniques<br>• Choosing and Behavior Reductive Technique | Scheuermann & Hall  12<br><br>**"First 20 Minute" Presentations** | **DUE IN BLACKBOARD Classroom Management Plan**<br><br>**PRESENTATATIONS BEGIN** |

| | | | | |
|---|---|---|---|---|
| | 11/28 | NO CLASS THANKSGIVING HOLIDAY | | |
| 14 | 12/5<br><br>**TFA Shared Session** | • Classroom Management Presentations | **"First 20 Minutes" Presentations** | **Presentations** |
| 15 | 12/12 | ABA Project Completion | **ABA Project Finalization and Review** | **DUE: ABA Project UPLOADED INTO TASKSTREAM AND BLACKBOARD** |

**This syllabus is subject to change.**