



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

Spring 2014

EDSE 402 001: Classroom Management and Applied Behavior Analysis
CRN: 10578, 3 - Credits

Instructor: Mr. Trent McLaurin	Meeting Dates: 01/21/14 - 05/14/14
Phone: 703-239-3699	Meeting Day(s): Wednesday
E-Mail: tmclauri@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: by appointment	Meeting Location: R B124

***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-requisites: 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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* (9th 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* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th 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. 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.** Participation points can only be earned if the student is in attendance.

Late Work.

All assignments should be submitted by 7:20 p.m. on the due date. 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-
87 – 89% = B+
84 – 86% = B
80–83% =B-
77 – 79% = C+
74 – 76% = C
70 – 73% = C-
60 – 69% = D
<60% = F

Assignments

Performance-based Assessment (TaskStream submission required).

There are three assignments that are NCATE assignments (#1, #2, #3). Students will be required to place each of them on 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 linked to the **Applied Behavior Analysis Project**.

- 1. Functional Behavior Assessment (10 points)** (NCATE assignment - TaskStream)
Complete a **functional behavioral assessment (FBA)**. Forms will be provided.
Submit to Bb and Taskstream by date provided by instructor.
- 2. Behavior Intervention Plan (BIP) (10 points)** (NCATE assignment - TaskStream)
Based on the **functional behavioral assessment (FBA)** develop a **behavioral intervention plan (BIP)**. Sample BIPs will be posted on Bb.
Submit to Bb and Taskstream by date provided by instructor.
- 3. Applied Behavior Analysis Project (30 points)** (NCATE assignment – TaskStream)
The purpose of this project is to plan 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 not be expected to implement the BIP you developed. However, you will need to demonstrate how you would 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.

Performance-based Common Assignments (No TaskStream submission required).

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.

Detailed Drawing

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 of the classroom teacher

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 System

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

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. **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.

Other Assignments.

5. Class Attendance and Participation (15 points)

Students will have an opportunity to earn up to a full point for attendance and in-class participation.

6. Black Board Discussions (5 points)

Throughout the semester there will be five blackboard discussions based on reading content or classroom discussions. Each post will be worth 1 points.

A grading rubric for *all* assignments can be found on Bb. This should be consulted before beginning the assignment.

Schedule

Date	Class Topics	Readings and Assignments Due
#1 1/22	Course Overview Roots of ABA A & T Chapter 1	
#2 1/29	Responsible Use of ABA	A & T Chapter 2 DUE: Blackboard Post 1
#3 2/5	Preparing Behavioral Objectives	A & T Chapter 3 Identify student for ABA project Work on Bx Objective in class DUE: Blackboard Post 2
#4 2/12	Procedures for Collecting Data Graphing Data	A & T Chapters 4 & 5 Bring laptop if you have one.
#5 2/19	Single Subject Designs	A & T Chapter 6 DUE: Behavior Objective for project
#6 2/26	Determining the Function of the Behavior: Functional Behavioral Assessment (FBA) Functional Assessment Interview	S & H Chapter 3

	(FAI) Behavior Intervention Plan (BIP)	
#7 3/5	Arranging Consequences that Increase or Decrease Behavior	S & H Chapter 10 & 11 Reinforcer Assessments "Common Misconceptions" (on Bb) Competing Behavior Model Due: Blackboard Post 3
#8 3/12		SPRING BREAK
#9 3/19	Managing Challenging Behaviors using Behavior Reductive Interventions	S & H Chapter 12
#10 3/26	Foundations of PBS Begin intervention!!!	S & H Chapter 1 DUE: FBA
#11 4/2	Creating a Positive Learning Environment	S & H Chapters 5, 6, & 7
#12 4/9	Research & Writing	DUE: Behavior Intervention Plan (BIP)
#13 4/16	Social Skills	S & H Chapter 9 DUE: Classroom Management Plan
#14 4/23	High Quality Instructions as a Behavior Management Strategy	A & T Chapter 8
#15 4/30	Putting It All Together Questions about Projects/Presentations	A & T Chapter 13
#16 5/7	Application of ABA	Presentations of ABA Projects DUE: Applied Behavior Analysis Project

Appendix