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

Spring 2014
EDSE 502 001: Classroom Management and Applied Behavior Analysis
CRN: 10599, 3 - Credits

Instructor: Elizabeth A. Martinez, Ph.D.	**Meeting Dates:** 01/22/14 - 05/14/14
Phone: 571-252-1034	**Meeting Day(s):** Wednesday
E-Mail: emarti13@gmu.edu	**Meeting Time(s):** 7:20 pm - 10:00 pm
Office Hours: by appointment	**Meeting Location:** Kellar Annex, room 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-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. (2010). *Publication manual of the American Psychological
    Association* (6th ed.). Washington, DC.

Additional Readings
Any additional materials will be handed out in class or 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 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.
> Students are expected to attend all class sessions, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments in a timely manner with professional quality. If an absence is unavoidable, students are responsible for informing the instructor immediately and are responsible for obtaining all information (e.g., handouts, announcements, notes, etc.) from another student prior to the class meeting that follows the absence. As is noted in the Other Assignments section of this syllabus, class sessions will include in-class assignments that cannot be made up. Similarly, the project presentation to the class cannot be made up. Points for in-class assignments and the project presentation can only be earned if students are in attendance.

> Late Work.
> For work submitted late, two points will be deducted each day beyond the due date.

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

A	95 – 100%
A-	90 – 94%
B	85 – 89%
B-	80 – 84%
C	70 – 79%
F	< 70%

Assignments

Performance-based Assessment (TaskStream submission required).

Applied Behavior Analysis (ABA) Project (20%) **–** You will develop and implement an applied behavior analysis project for a PreK-12 student with whom frequent contact is available during this course. Some of the application activities done in class will help you complete this project. You will receive a separate handout with rubric and project details. **Your ABA project must be submitted to TaskStream as part of the requirements for a grade in this course.**

Functional Behavior Assessment (10%) and Behavior Intervention Plan (10%) – Based on data you have collected for the individual you are using for your ABA project, you will develop a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). Samples of FBAs and BIPs will be provided and discussed in class. **Your FBA and BIP must be submitted to TaskStream as part of the requirements for a grade in this course.**

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

Reading Responses and/or Application Activities (15%) – Each week, I will provide questions for the reading assignments. You will prepare **typewritten, double-spaced** answers to those questions. Answers to the questions will be due at the **beginning** of class and will serve as the basis for class discussions. In addition, a variety of activities will be assigned to enhance student understanding of key course concepts. Some will be stand-alone activities while others will be useful for the Applied Behavior Analysis project.

Case Analysis (20%) – Through this assignment, you will be better able to think through the complexities of dealing effectively with challenging classroom behavior. You will be given a case about a particular student and specific classroom situation and be expected to answer a series of questions. In your responses, you will incorporate effective behavior management techniques discussed in class. You will receive a separate handout with rubric and case analysis details.

Final Exam (15%) – The final exam will consist of short essay questions and will cover readings and material discussed in class.

Other Assignments.

In-Class Assignments/Project Presentation (10%) – Students are expected to attend all class sessions and participate in all class activities. Students will complete in-class assignments during each class session. Students must be present to earn points on these assignments. **In-class assignments and the project presentation cannot be made up.**

Schedule

Date	Topic(s)	Reading Assignment(s)
Jan 22	Introductions, Course Overview Who was your Favorite Teacher? Ignore or Intervene?	-----
Jan 29	**Reading Responses or Application Activity Due** Effective Teaching	PBS Ch 1 & Ch 8
Feb 5	**Reading Responses or Application Activity Due** Describing Behavior	ABA Ch 3 & PBS Ch 4
Feb 12	**Reading Responses or Application Activity Due** FBAs and BIPs	PBS Ch 3; ABA Ch 7
Feb 19	**Reading Responses or Application Activity Due** Graphing and Interpreting Data; Single-Subject Designs	ABA Ch 5 & Ch 6
Feb 26	**Reading Responses or Application Activity Due** Positive Relationships and Effective Communication	Article TBD
March 5	**Reading Responses or Application Activity Due** Managing Classroom Behavior: Rules and Procedures	PBS Ch 6
March 12	**NO CLASS** – GMU Spring Break!	
March 19	**Reading Responses or Application Activity Due** Discipline	Article TBD
March 26	**Reading Responses or Application Activity Due** Increasing and Decreasing Behavior	ABA Ch 8 & Ch 9
April 2	**Case Analysis Due** Concerns and Responsible Use of ABA	ABA Ch 2

| April 9 | **Reading Responses or Application Activity Due** | |
| | Manifestation Determination Reviews | Article by Martín |

April 16	**Reading Responses or Application Activity Due**	
	Teaching Students to Manage their own Behavior	
	School-wide Positive Behavior Support	ABA Ch 12 & PBS Ch 5

| April 23 | **ABA Project Due** | |
| | ABA Project Presentations | ----- |

| April 30 | ABA Project Presentations | ----- |

| May 7 | **Final Exam Due** | |
| | Culminating Activity | ----- |

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Appendix
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to vibrate before the start of class and do NOT text during class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- 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.