



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

Spring 2015

EDSE 502 698: Classroom Management and Applied Behavior Analysis  
CRN: 18020, 3 - Credits

<b>Instructor:</b> Dr. Kristy Park	<b>Meeting Dates:</b> 1/14/2015 - 3/11/2015
<b>Phone:</b> 703 993 5251	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> kparkc@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-9:00 pm
<b>Office Hours:</b> Schedule to make an appointment	<b>Meeting Location:</b> Off-campus/Other OCL OCL

***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

**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) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

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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 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. 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* (6<sup>th</sup> ed.). Washington, DC: Author.

### **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/the-mason-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, and remain in class for the duration of each session. During class students are expected to demonstrate professional behavior in the classroom. In all classes, students will participate in class activities which will contribute to the

participation portion of the final grade. Participation points can only be earned if the student is in attendance and completes the class activity.

**Late Work.**

Assignments are due at the start of class on the date indicated on the syllabus. 10% of the available points for the assignment will be deducted each week for late submissions. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

**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	92-94% = A-
89-91% = B+	85-88% = B
80-83% = B-	70-79% = C
<69% = F	

<b>Course Requirements and Evaluation</b>		<b>Due Date</b>
Class Participation and Activities	10 points	Weekly
PBS Team Project 1: Rules matrix	5 points	1/21/15
PBS Team Project 2: Social skills lesson	10 points	3/4/15
Classroom Management Plan	15 points	2/4/15
Functional Behavior Assessment ( <b>Taskstream Assignment</b> )	20 points	2/18/15
Behavior Intervention Plan ( <b>Taskstream Assignment</b> )	20 points	2/25/15

Evidence-Based Practice Presentation	10 points	3/11/15
Applied Behavior Analysis Project ( <b>Taskstream Assignment</b> )	30 points	3/11/15
Total	100 points	

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

There are 3 assignments that are NCATE assignments for this course (FBA, BIP, and ABA). The FBA and BIP assignments are linked to the ABA project. Students will be required to submit each of them to Blackboard AND submit them to Taskstream as part of the requirements for a grade for this course.

Select a learner who demonstrates problem behavior(s). You will develop a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for this student.

### **Functional Behavior Assessment (FBA)**

You will conduct a functional behavior assessment by using indirect and direct assessment procedures. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior.

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

You will use the FBA information collected to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior.

### **Applied Behavior Analysis Project**

The ABA project includes functional assessments related to the need for behavioral interventions (i.e., preference assessments, functional behavior assessments). This information will be used to design implementation and systematic monitoring of a skill acquisition and behavior-reduction program. You will define behavioral measures and describe the methodology to determine functional control through the use of a single subject research design.

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

### **Classroom Management Plan**

The purpose of this project is develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan includes a self assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You will report on your own classroom management features or observe an inclusive classroom if you are not currently teaching in a school setting. You should produce a paper that is 4-6 pages in length (not including title or reference pages),

double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition.

1. Provide a detailed drawing of the classroom environment and rationale for this particular arrangement. If you are able to observe in the classroom, indicate frequency and types of problem behavior by location.
2. Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.
3. Complete a self assessment (provided by instructor) of classroom management features. Using assessment results, complete an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.
4. Provide a description of behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management based on theories of behavior.

### **Other Assignments.**

#### **Class attendance and participation**

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.** There will be the opportunity to earn point(s) for successful completion of graded in-class activities (e.g. case analysis, reflection activities, small group activities, etc.). Only students in class will be able to earn participation points, which cannot be made up.

#### **Behavior Change Tactics Presentation**

You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

#### **PBS Team Project 1: Rules matrix**

Working as a PBS team, groups will be assigned to a school profile and complete two tasks, the rules matrix and social skills lesson. Given the culture of the school, the PBS team will define expectations across routines and settings and reflect on the multicultural and contextual values of the group.

#### **PBS Team Project 2: Social skills lesson**

Anchored to the school-wide expectations developed by the PBS team, students will develop a social skills lesson plan to teach a replacement behavior. Students will operationally define the expected behavior, clearly state behavioral teaching objectives, provide teaching examples, and write the procedures to teach the skill using a direct instruction approach (model, lead, test).



## Schedule

Date	Concepts	Readings Due	Assignments Due <i>Italics=graded assignment</i>
Week 1 1/14/15	<ul style="list-style-type: none"> <li>- Review course requirements</li> <li>- Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior</li> </ul>	- Course Syllabus on Blackboard	<p><b>End of Class:</b></p> <ul style="list-style-type: none"> <li>- Online Field Experience</li> <li>- <i>Evaluating theories document</i></li> <li>- behavior change tactic sign up</li> <li>- complete team profile</li> </ul>
Week 2 1/21/15	<p>ONLINE CLASS using BB Collaborate:</p> <ul style="list-style-type: none"> <li>-ABA Characteristics</li> <li>-Operationalize behavior, Operant behavior and the principles of ABA</li> </ul>	<p>Baer, Wolf, &amp; Risley (1968)</p> <p>Schuermann (S) Chapters. 1, 2</p> <p>Alberto (A) Ch. 1</p>	<p><b>Beginning of Class:</b></p> <ul style="list-style-type: none"> <li>-ABA article review</li> </ul> <p><b>End of Class:</b></p> <ul style="list-style-type: none"> <li>- <i>Team project 1: Rules matrix due</i></li> </ul>
Week 3 1/28/15	<ul style="list-style-type: none"> <li>- Prevention through School-wide Positive Behavior support</li> <li>- Setting up for success: Classroom rules, routines, and procedures</li> </ul>	Schuermann (S) Chapters. 5,6,7	<p><b>Beginning of Class:</b></p> <ul style="list-style-type: none"> <li>- <i>Classroom self-assessment (in work packet)</i></li> </ul> <p><b>End of Class:</b></p> <ul style="list-style-type: none"> <li>-Classroom management work packet</li> </ul>
Week 4 2/4/15	<ul style="list-style-type: none"> <li>- Data Collection Procedures</li> <li>- Overview Functional Behavior Assessments Academic Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>-Schuermann (S) Ch.3,4</li> <li>-Alberto (A) Ch. 4</li> </ul>	<p><b>Beginning of Class:</b></p> <ul style="list-style-type: none"> <li>- <i>Classroom Management Plan Due</i></li> </ul> <p><b>End of Class:</b></p> <ul style="list-style-type: none"> <li>-<i>FACTS interview</i></li> <li>-ABC practice</li> </ul>
Week 5 2/11/15	<ul style="list-style-type: none"> <li>Developing a hypothesis for behavior change;</li> <li>Linking FBA to Behavior</li> </ul>	<p>Alberto (A) Ch. 7</p> <p>Park (2007)</p>	<p><b>Beginning of Class:</b></p> <ul style="list-style-type: none"> <li>-FBA pre-test</li> </ul>

	support plans		<b>End of Class:</b> <i>-FBA post-test</i> <i>-competing pathways</i>
Week 6 2/18/15	Behavior support planning Arranging consequences to increase and decrease behavior	Alberto (A) Ch. 8, 9, 10	<b>Beginning of Class:</b> <i>-FBA due</i> <b>End of Class:</b> <i>-competing pathways</i>
Week 7 2/25/15	Differential reinforcement, Effective Instruction Reinforcements for Generalization and Self-Monitoring, Social skills	Schuermann (S) Chapter 8,9,10	<b>Beginning of Class:</b> <i>-BSP due</i> <b>End of Class:</b>
Week 8 3/4/15	-Graphing Data -Single Subject Research Designs	Schuermann (S) Chapters. 9 Alberto (A) Ch. 12	<b>Beginning of Class:</b> <i>-PBS team project 2:          Social skills lesson plan</i> <b>End of Class:</b> <i>-reinforcer assessment</i>
Week 9 3/11/15	Description, procedures, and ways to differentiate evidence-based practices		<b>Beginning of Class:</b> <i>-ABA paper due</i> - Behavior change tactic presentation <b>End of Class:</b> - Course evaluations

## Appendix