



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

Spring 2016

EDSE 402 001: Classroom Management and Applied Behavior Analysis

CRN: 10440, 3 - Credits

| | |
|--|--|
| Instructor: Ms. Soo Ahn/ Dr. Kelley Regan | Meeting Dates: 01/19/16 - 05/11/16 |
| Phone: 703-993-5631 | Meeting Day(s): Wednesday |
| E-Mail: sahn7@gmu.edu/ kregan@gmu.edu | Meeting Time(s): 7:20 pm-10:00 pm |
| Office Hours: By appointment – Finley 221 | Meeting Location: Fairfax; Finley 114 |

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.

Hours of Lecture or Seminar per week: 3

Hours 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

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. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).

- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gnu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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:

- Define behavior change terminology and principles of applied behavior analysis.
- Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).

- Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
- Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
- Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
- Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
- Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
- Describe how to develop and use single subject research designs.
- Explain when and how to use maintenance and generalization techniques.
- Design learning environments that support and enhance instruction.
- Describe how to create a safe, positive, supportive environment which values diversity.
- Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
- Describe strategies for promoting self-management.
- Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
- Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
- Describe parsimonious and comprehensive classroom management methods.
- Describe how to identify and teach social skills needed for educational and other environments.
- Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
- Identify and describe the crisis cycle and methods for crisis prevention.
- Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Required Textbooks

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

Scheurmann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings may be provided to students via Blackboard.

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 1: Learner development and individual learning differences; Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 by the assigned due date. Each class, students will participate in activities that contribute to the attendance and participation portion of the final grade. Points missed due to absence from class cannot be made up. However, if an absence from class is unavoidable, students may be permitted to complete additional assignments (e.g., written work or activities) to

compensate for attendance points lost due to the absence from class. Please notify the instructor in advance of any absences.

Late Work.

All assignments are due at the beginning of class in hard copy or submitted on Blackboard electronically, unless otherwise noted. In fairness to students who make the effort to submit work on time, two points will be deducted each day beyond the due date for work submitted late.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Functional Behavior Assessment and Behavior Intervention Plan to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95 – 100% = A

90 – 94% = A-

87 – 89% = B+

84 – 86% = B

80 – 83% = B-

70 – 79% = C

60 – 69% = D

< 69% = F

Assignments

Performance-based Assessment (TK20 submission required).

Functional Behavior Assessment/Behavior Intervention Plan (36 points) Students will conduct a FBA and develop a technically adequate and contextually appropriate BIP based on the FBA findings. A rubric will be provided outlining criteria.

Performance-based Common Assignments (No TK20 submission required).

Applied Behavior Analysis Self-Management Project (15 points)

Students will design a skill acquisition and behavior reduction program. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. The document will outline a rationale for intervention, assessment summary, behavior change procedures and method, and summary of results. A rubric will be provided outlining criteria.

Classroom Management Plan (15 points)

Students will develop a comprehensive classroom management plan that includes preventative and instructional strategies to support the academic and behavioral needs of a diverse classroom. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. A rubric will be provided outlining criteria.

Comparison of School Wide Discipline Plan (7 points)

Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. If you are not currently working at a school, discuss options with the instructor. During class, students will compare and contrast their schools' plan with those of others and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric will be provided outlining criteria.

Other Assignments.

Attendance and Class Participation (14 points)

Students will have the opportunity to earn 1point for each in-class session they attend. To earn full points, students must be present for the entire class session (arriving no more than 5 min late and leaving no more than 5 min early) and participate by engaging in class discussions, completing in-class activities, etc.

Blackboard Posts (13 points)

Students will write a short post weekly on Blackboard on assigned materials. Each post should answer the question on blackboard each week.

All assignments: All assignments are due by 7:20 pm on the day of class, unless otherwise noted. Students are to submit assignments by posting them to Blackboard or brining in a hard copy to class. Rubrics for assignments and activities will be posted on Blackboard.

| Assignment Points | | |
|---|------------------------------|------------------------|
| Assignment | Points earned by the student | Total points available |
| 1. FBA/BIP | | 36 Points |
| 2. ABA Self-Management Project and Presentation | | 15 Points |
| 3. Classroom Management Plan | | 15 Points |
| 4. Comparison of School Wide Discipline Plan | | 7 Points |
| 5. Attendance and Class Participation | | 14 Points |
| 6. Blackboard Posts | | 13 Points |

| | | |
|---------------------|--|------------|
| Total Points | | 100 |
|---------------------|--|------------|

Schedule

Agenda items, readings, and assignments may be adjusted depending on the pace of the course and student needs.

| Date | Topic(s) | Readings Due | Due by start of class |
|-----------------------|--|--|--|
| Week 1 1/20 | <ul style="list-style-type: none"> • Welcome & Course Overview • Roots of ABA & PBIS • Introduction to ABA and PBIS • Pretest (ungraded) | None | None |
| Week 2 1/27 | <ul style="list-style-type: none"> • Foundations • Defining Characteristics of ABA • Introduction to basic principles of behavior | S&H: Ch. 1 A&T: pp. 10-16 | Complete online field experience form Blackboard Post 1 |
| Week 3 2/3 | <ul style="list-style-type: none"> • Basic principles of behavior cont. • Responsible Use of ABA • Preparing Behavioral Objectives | S&H: Ch. 2 A&T: pp. 26-33, 40-56, 62-64 | Blackboard Post 2 |
| Week 4 2/10 | <ul style="list-style-type: none"> • Preventing Problem Behavior • Prevention of challenging behavior through planning, organization, and high-quality instruction | S&H: pp. 89-123 | Blackboard Post 3 |
| Week 5 2/17 | <ul style="list-style-type: none"> • SWPBIS • School Rules & Procedures <p>Comparison of School Wide Discipline Plan (complete in class)</p> | S&H: Ch. 3, 4 | Bring in school-wide discipline plan from your school Blackboard Post 4 |
| Week 6 2/24 | <ul style="list-style-type: none"> • Effective instructional practices • Social Skills Instruction | S&H: pp. 123-138, Ch. 9 | Blackboard Post 5 Identify subject for your FBA/BIP & ABA projects |
| Week 7 | • Behavioral Monitoring | S&H: Ch. 7 | Blackboard |

| | | | |
|------------------------|---|--|--|
| 3/2 | <ul style="list-style-type: none"> • Procedures for collecting data • Graphing | A&T: Ch. 4 | Post 6 |
| 3/9 | No Class (Spring Break) | | |
| Week 8 3/16 | • Function of Behavior Through FBA | S&H: pp. 159-177 (rest of the chapter recommended) A&T: pp. 172-191, 206-208 | Blackboard Post 7 Classroom Management Plan due |
| Week 9 3/23 | <ul style="list-style-type: none"> • FBA Con't • Behavior Support (Intervention) Plan (BSP/BIP) | A&T: pp. 125-131, 160-161, 166-168, | Blackboard Post 8 |
| Week 10 3/30 | <ul style="list-style-type: none"> • Procedures to increase appropriate behavior • Self-Management | S&H: Ch. 10,11 A&T: pp. 212-225 | FBA Due Blackboard Post 9 |
| Week 11 4/6 | • Procedures to decrease undesirable behavior | S&H: pp.269-280 A&T: Ch. 9 | Blackboard Post 10 |
| Week 12 4/13 | Online Class or Guest Speaker <ul style="list-style-type: none"> • Antecedent Control, shaping, prompting, modeling, fading, chaining | A&T: Ch. 10 | BIP due Blackboard Post 11 |
| Week 13 4/20 | • Maintenance, fluency and generalization of skills | A&T Ch. 11 | Blackboard Post 12 |
| Week 14 4/27 | <ul style="list-style-type: none"> • ABA Impact Project Presentations • Posttest (ungraded) • Course evaluations | | ABA Self-Management Project and Presentation Blackboard Post 13 |