



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

Spring 2016

EDSE 502 DL1: Classroom Management and Applied Behavior Analysis
CRN: 15060, 3 - Credits

Instructor: Dr. Sarah Pinkelman	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703-993-4554	Meeting Day(s): Asynchronous
E-Mail: spinkelm@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment	Meeting Location: NET

***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: 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

DELIVERY METHOD:

This course will be delivered online using an (**asynchronous**) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on (1/19/2016).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on (**Monday**), and **finish** on (**Sunday**).
 - **Log-in Frequency:**
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a **minimum** this should be 3 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to **demonstrate competence in the use of all course technology**. Students are expected to seek assistance if they are struggling with technical components of the course. **Before contacting the instructor with technical difficulties, first contact ITU** (<http://itservices.gmu.edu/help.cfm>) at **(703) 993-8870** or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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@gmu.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: Pearson.

Scheuermann, B. K., & Hall, J. A. (2016). *Positive behavioral supports for the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.

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

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.

Additional Readings

The instructor will provide additional readings 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.

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

Late Work.

Work is considered on time if it is submitted by 11:59pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. **After one week from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Evaluation.

Assignments are evaluated according to rubrics posted on Blackboard. Grades for most reading checks will be available immediately after you finish and will post to the Grade Center (My Grades in the left side navigation bar). For other assignments (and some reading checks), I will grade the assignment and post the score you earned and comments to the Grade Center. You can read my comments by clicking on the grade. If you have any questions, please contact me.

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course, and my email is also provided on the first page of this syllabus. I will respond to emails within 48 business hours.

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

A = 94 – 100% of points

A- = 90 – 93%

B+ = 87 – 89%

B = 84 – 86%

B- = 80 – 83%

C = 70 – 79%

F = <69%

Assignments

Performance-based Assessment (TK20 submission required).

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will develop a **Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP)** for this student. This assignment is worth 50 points for the draft and 150 points for final version (total 200 points).

- a. **Functional Behavioral Assessment:** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and their behavior. More information about this portion of the assignment can be found on Blackboard.
- b. **Behavior Intervention Plan:** Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this portion of the assignment assignment can be found on Blackboard. A grading rubric will be provided via Blackboard and should be consulted before beginning the FBA/BIP assignment.

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

These assignments are embedded in the Modules.

- a. **Schoolwide Discipline/Behavior Plans (60 points):** You will develop sections of a schoolwide discipline plan that aligns with the School-wide Positive Behavioral Interventions and Support (SWPBIS) framework. More information about this assignment will be provided via Blackboard. A grading rubric will also be will be provided via Blackboard and should be consulted before beginning the assignment.
- b. **Classroom Management Plan (70 points):**
 - a. **Part One:** For this assignment, you will report on your own classroom

management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. **Pick one room and one class period** (especially critical for secondary teachers) and include:

- i. 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)
 - ii. A sample daily schedule of the classroom teacher
 - iii. A description of behavior management techniques/system used in the classroom
not your own, you may need to interview the classroom teacher to get some or all of this information)
 - iv. The effectiveness of the current setting system (based on observation and/or your ~~knowledge of the~~ your own)
- b. **Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your 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 will be available on Blackboard for this assignment. Consult this rubric before beginning the assignment.

and rationale for

Other Assignments.

These assignments are embedded in the Modules.

- a. **Article Critiques (2 at 15 points each/30 points):** As a teacher, you should be able to read and apply research in your field. As part of class activities, you will complete two research reviews of articles assigned by the instructor. In addition, you will review one research article of your choice. You will post the APA reference for your third article choice on Blackboard so there is no duplication between students. Once you have completed your review, you will provide information about this third article to your classmates on Blackboard and will read two reviews posted by classmates and provide comments on their reviews. The instructor will provide the first two studies to be reviewed. *You must receive approval from your instructor before starting your third article review.* More information on this assignment can be found on Blackboard. A grading rubric will be found on Blackboard and should be consulted before beginning the assignment.
- b. **Reading Checks (15 at 25 points each/375 points):** At the end of *each lesson*, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the assigned chapter in one of the textbooks.
- c. **Discussion Board (3 at 15 points each/45 points):** On three occasions, there will be discussions on Blackboard. The first will be an opportunity for you to introduce yourself to your classmates by answering a series of questions provided by the instructor. The

second discussion will consist of sharing your thoughts about possible FBA assessments with your classmates prior to conducting your FBA. Finally, you will discuss ideas for your BIP with your classmates. In all discussion, you will need to address items specified by your instructor and respond to at least two classmates' postings on the discussion board. More information is provided about this assignment on Blackboard. A grading rubric will also be on Blackboard. The discussion prompts and the grading rubric should be consulted before posting on the discussion board.

Assignments and Points

Assignment	Points
FBA/BIP (50 points for draft, 175 for final)	200
Schoolwide Discipline Plan	60
Classroom Management Plan	70
Article Critiques (2 @ 15 points each)	30
Reading Checks (15 @ 25 points each)	45
Discussion Board (3 @ 15 points each)	45
Total Points:	450

Schedule

Date	Event/Assignment	Expectation
1/19/16	Course opens in Blackboard	Review syllabus, familiarize yourself with our Blackboard website (spend approx. 30 min exploring links), watch the course introduction video.
2/1/16	Module 1 due (contains 2 lessons*). This includes all lesson activities in Module 1 (e.g., discussion boards, reading checks, the final module assignment, etc.).	Due to Blackboard by 11:59 pm
2/1/16	Deadline for requesting placement for field work (for FBA/BIP and ABA assignments) from CEHD Field Placement Office.	Submit field experiences form with request online to Field Placement office by 11:59 pm. See above in syllabus for information on how to do this.

2/15/16	Module 2 due (contains 4 lessons*)	Due to Blackboard by 11:59 pm
---------	------------------------------------	-------------------------------

	This includes all lesson activities in Module 2 (e.g., discussion boards, reading checks, the final module assignment, etc.).	
2/29/16	FBA draft due	Due to Blackboard by 11:59 pm
3/28/16	Module 3 due (contains 7 lessons*) This includes all lesson activities in Module 3 (e.g., discussion boards, reading checks, the final module assignment, etc.).	Due to Blackboard by 11:59 pm
4/11/16	BIP draft due	Due to Blackboard by 11:59 pm
5/2/16	Module 4 due (contains 5 lessons*) This includes all lesson activities in Module 4 (e.g., discussion boards, reading checks, the final module assignment, etc.).	Due to Blackboard by 11:59 pm
5/9/16	FBA/BIP Final due	Due to Blackboard by 11:59 pm .

** I recommend that you preview each module and plan your time carefully; some modules contain only a few lessons while others contain as many as 7 lessons.*