



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

Spring 2016

EDSE 502 625: Classroom Management and Applied Behavior Analysis  
CRN: 18524, 3 - Credits

<b>Instructor:</b> Dr. Sheila Huckestein	<b>Meeting Dates:</b> 3/15/2016 - 5/10/2015
<b>Phone:</b> (703) 670-9188	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> huckessl@pwcs.edu	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Saunders Middle School

**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: 4 hours per week

**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, discussion (supplemented by students' completion of Discussion Guides), and small group activities
2. Demonstration and guided practice activities; independent proficiency demonstrated via completion of assignments
3. Access relevant and recent (2012 or more recent) research and practitioner articles from peer-reviewed special education journals (use Mason online library)
4. Individual presentations during class
5. Access materials provided on Blackboard site
6. Video, webinars, discussion groups on Blackboard, review of materials on specific web sites, and other resources relevant to course learning outcomes

## **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. 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:** 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.

**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 fulltime 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<br>
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.

## **Required Textbooks**

*NOTE: **Current** editions are **NEEDED** for **each** required text!!!*

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

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

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

## **Digital Library Option**

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* (6<sup>th</sup> ed.). Washington, DC: Author.

## **Additional Readings**

Additional readings will be provided by the instructor 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 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.**

It is imperative that students attend class. 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. If you are unable to attend class, please notify the instructor in advance via email. You are responsible for making alternate arrangements for any group or individual responsibilities (e.g., in-class work, presentations, reading assigned material, etc.).

### **Late Work.**

All assignments are due at the beginning of class, unless otherwise noted. Two points will be deducted for each day for assignments submitted beyond the due date.

## **TK20 Submission**

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, or a onetime course or as a 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

<70% = F

## Assignments

### **Performance-based Assessment (TK20 submission required).**

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

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

*Classroom Management Plan:* 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.

### **Other Assignments.**

*Class Attendance and Participation:* Students will have the opportunity to earn 1 point 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.

*Discussion Guides (DGs):* Students will complete DGs as they read assigned material. DGs are 2 points each and there are a total of 8 DGs. DGs are meant to serve as a basis for organizing information read and to facilitate in-class discussion. All DGs will follow the same format. This format will be posted on Blackboard. DGs should be electronically submitted via Blackboard before class for points, and they should be used during class to help students organize information, pose questions, and discuss topics with the rest of the class. Revised versions of discussion guides (as you edit and add to them during class for your own benefit) are not submitted for points.

**All assignments:** All assignments are due at the beginning of class, unless otherwise noted. Students are to upload assignments to Blackboard *before* class. Rubrics for assignments and activities will be posted on Blackboard.

**Assignments:**

**Performance-Based Assessment (TK20 Submission Required)**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Functional Behavior Assessment Behavior Intervention Plan	- FBA: collect behavioral data and determine the function of the behavior - BIP: develop a comprehensive individual behavior support plan	50	Week 10

**Performance-Based Common Assessments (NO TK20 Submission Required)**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Classroom management plan	- Develop a comprehensive classroom management plan that prevention, instruction, and consequence strategies, as well as a behavior management philosophy	20	Week 6
Evidence-based practice review (EBP)	- Identify three sources of peer-reviewed research documenting or evidence-based practices - Complete practice analysis review forms	10/review (30)	#1: Week 7 #2: Week 8 # 3: Week 9
FBA/BIP section tables (ST)	- Use information from your text, class PowerPoints, lectures, and practice reviews to complete each table	15/strategy component (60)	#1: Week 7 #2: Week 8 #3: Week 9 #4: Week 10

**Other Assignments**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Attendance and participation	- Arrive on time and prepared - Stay for duration of class - Complete weekly exit papers - Participate in-class activities and discussions	10/week (90)	Weekly
Student Discussion Guides	- Engage in self-reflection	16	Throughout Course

<b>TOTAL Points</b>	276
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## Schedule

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

Week/Date	Topics Covered	Readings Covered	Assignments Due
#1 Mar 15	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Course overview and syllabus</li> <li>- Traditional approaches to behavior</li> <li>- Laws</li> <li>- Roots of ABA</li> </ul>	S&H: Chapters 1 & 2  A&T: Chapter 1	
#2 Mar 22	<i>NO CLASS-PWCS SPRING BREAK!</i> <i>Online Module Discussion Guide</i> <i>A &amp; T: Chapter 2</i>		
#3 Mar 29	<ul style="list-style-type: none"> <li>- Universal supports</li> <li>- Rules and procedures</li> <li>- Classroom norms and expectations</li> </ul>	S&H: Chapters 3 & 4	- Intro survey
#4 Apr 5	<ul style="list-style-type: none"> <li>- Classroom management strategies</li> <li>- Evidence-based practices</li> </ul>	S&H: Chapter 5 & 6	
#5 Apr 12	<ul style="list-style-type: none"> <li>- Data collection</li> </ul>	A&T: Chapter 4 & 5	
#6 Apr 19	<ul style="list-style-type: none"> <li>- FBA</li> <li>- BIP</li> </ul>	S&H: Chapter 8  A&T: Chapter 7	- Classroom management plan
#7 Apr 26	<ul style="list-style-type: none"> <li>- Antecedent strategies</li> </ul>	S&H: Chapter 11	<ul style="list-style-type: none"> <li>- ST #1</li> <li>- EBP #1</li> </ul>
#8 May 3	<ul style="list-style-type: none"> <li>- Teaching strategies</li> </ul>	S&H: Chapter 9  A&T: Chapter 10 & 12	<ul style="list-style-type: none"> <li>- ST #2</li> <li>- EBP #2</li> </ul>
#9 May 10	<ul style="list-style-type: none"> <li>- Consequence and crisis strategies</li> <li>- Generalization and maintenance strategies</li> </ul>	S&H: Chapters 10, 12  A&T: Chapters 8 & 9	<ul style="list-style-type: none"> <li>- ST #3</li> <li>- EBP #3</li> </ul>
#10 May 17	<ul style="list-style-type: none"> <li>- Course questions and review</li> <li>- Rotating presentations</li> </ul>	A&T: Chapter 13	<ul style="list-style-type: none"> <li>-ST #4</li> <li>- FBA/BIP</li> <li>- FBA/BIP presentation</li> <li>- Exit survey</li> </ul>

**Appendix: Assessment Grading Rubric**

<p><b>Evaluation Standards</b></p>	<p><b>Required Components</b></p> <ul style="list-style-type: none"> <li>• Avoid first person (i.e., using “I” or “We”) throughout the entire assignment.</li> <li>• Use excellent written language (per APA style) throughout.</li> <li>• Integrate findings from one recent (2012 or later) research article from a peer-reviewed journal in one section.</li> <li>• Cite each of your textbooks’ authors one time in this assignment.</li> <li>• Use the technical terms as identified in texts (e.g., “antecedent” “consequence” “function”) throughout the assignment v. synonyms.</li> <li>• Do not use any identifying information of people, schools, or school systems. Maintain confidentiality in written documents and in appendices in all EDSE 502 assignments.</li> </ul>	<p><b>Points</b></p>
<p>Student Description</p> <p>Length: ~ 2 paragraphs</p>	<p>Demographic and background information of student is provided with excellent writing</p> <ul style="list-style-type: none"> <li>✓ Student’s age, grade, disability category.</li> <li>✓ Description of similarities and differences between student and peers.</li> <li>✓ Discussion of educational impact of student’s exceptionality, attitude, interests, values, and behavioral issues, and the effect these conditions have on the student’s life (<i>tip: use content learned in previous courses</i>).</li> </ul>	<p><b>/ 1</b></p>

<p>Overview of Setting/Context</p> <p>Length: ~ 1 page</p>	<p>Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of</p> <ul style="list-style-type: none"> <li>✓ Identify setting/s (e.g., special education self-contained? General education co-taught setting?) in which the Indirect and Direct Assessments occurred.</li> <li>✓ Describe the general classroom layout (focus on upcoming content in this assignment, not to all class layouts).</li> <li>✓ Describe classroom rules, routines, expectations (demands of the learning environment), schedule, and the general classroom management techniques current being used in that setting (prioritize relevant information pertaining to upcoming content in this assignment).</li> <li>✓ Describe interventions or procedures that have previously been used to eliminate or minimize the behavior/s of the targeted student, such as what teacher/s have done and what classroom management techniques have been used. Be sure to include how effective these procedures were (confine this content to relevant information pertaining to upcoming content in this assignment).</li> </ul>	<p>/ 2</p>
<p>Operational Definition of Behavior</p>	<p>Describe the problem behavior/s using clear observable language (avoid using any general terms <i>at any point in this assignment</i> to describe the behavior)</p> <p>Length: ~ 1-3 sentences per behavior (~ 1-2 paragraphs)</p>	<p>/ 1</p>
<p>Indirect Assessment of Behavior</p> <p>Length: ~ 2 pages</p>	<p>FACTS Interview Parts A and B (Part B was completed twice, but focus this section on the behavior from the Part B prioritized routine – leads to behavior targeted in BIP)</p> <ul style="list-style-type: none"> <li>✓ Identify time/s and date/s of interview(s)</li> <li>✓ Identify person interviewed (no real names or locations at any point in the 502 course)</li> <li>✓ Summarize major findings from FACTS Interview Parts A and B</li> </ul> <p><i>FACTS interview form is filled out completely (no blank sections, and Part B is completed twice for each of two routines) and included in appendix (precede by a title page)</i></p>	<p>/ 8</p>

<p>Direct Assessment of Behavior</p> <p>Length: ~ 2 pages</p>	<p>Observations and Corresponding ABC Information</p> <ul style="list-style-type: none"> <li>✓ Identify time and date of observations</li> <li>✓ Identify setting(s) for observations</li> <li>✓ Summarize major findings from the observations and ABC Data Recording Sheets</li> <li>✓ Describe several ABC sequences that are representative of behaviors from the prioritized routine</li> </ul> <p><i>Information is thorough and clear, and all is included in appendices (precede by title pages, such as one appendix for longhand notes and another appendix for the ABC recording sheets)</i></p>	<p><b>/ 8</b></p>
<p>Summary and Hypothesis of Function</p>	<ul style="list-style-type: none"> <li>✓ Provide a thorough and clear summary of results of assessments (indirect and direct assessments).</li> <li>✓ Summarize the prioritized antecedent/s-behavior-consequence/s</li> <li>✓ Identify a hypothesis of the function of the prioritized behavior</li> </ul> <p>Length: 2 paragraphs</p>	<p><b>/ 1.5</b></p>
<p>Technical APA Style</p>	<ul style="list-style-type: none"> <li>✓ APA (6<sup>th</sup> edition) style used to cite sources throughout paper and in reference list</li> </ul>	<p><b>/ .5</b></p>
<p><b>Total Points Earned</b></p>		<p><b>/ 22</b></p>