



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

Fall 2016

EDSE 502 001: Classroom Management and Applied Behavior Analysis

CRN: 71628, 3 - Credits

Instructor: Dr. Peggy King-Sears	Meeting Dates: 08/30/16 - 12/6/16
Phone: 703.993.3916 <i>please email instead</i>	Meeting Day(s): Tuesday
E-Mail: mkingsea@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: by appointment only; please schedule <i>at least 24 hours in advance:</i> --Monday 5:00 to 6:00 --Tuesday 3:00 to 4:00pm Flexibility for appointments by phone or in person on other days. Please ask!	Meeting Location: Fairfax Krug Hall Room # 17 (bottom floor)

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior-management plans.

Prerequisite(s): None

Co-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.

Advising Tip

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

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 (2013 or more recent) research and 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. 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, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

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:

1. Define behavior change terminology and principles of applied behavior analysis.
2. 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).
3. 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.
4. 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.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
15. 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.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. 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.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

*NOTE for Fall 2016 semester only: You can use the 2013 edition of the Alberto and Troutman text because that is still the 9th edition. However, you cannot use an earlier edition of this text. **MUST be the 9th edition (which has two years: 2013 and 2017).***

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

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

***Do not purchase or plan to use earlier editions of either of these texts! Purchase / plan to use the editions as indicated in the parenthesis.**

Required Resources

Additional resources (e.g., webinars, review of research-based websites such as for PBIS materials), some of which will be required for assignments' completion, will be posted on Blackboard.

Additional Readings

Students will need to access additional and recent (2013 or more recent) original research and practitioner articles from peer-reviewed special education journals during the semester. Distinctions between “original research” and “practitioner” articles will be described during class. The Mason online library should be used to acquire all readings (i.e., not “Google”).

There will also be additional readings posted on 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. [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, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.**

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Students must **follow the university policy stating that all sound emitting devices shall be turned off** during class unless otherwise authorized by the instructor.

- a. The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- b. Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.
- c. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.
- d. Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times.
- e. With apologies for operationalizing the above specific behaviors; if these had not become issues in previous classes, there would not have been a need to be so clear here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row, you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University.

Uploads to the course Blackboard site yield statistics about the originality of submissions; that method and any other method the Instructor deems appropriate or necessary (e.g., turnitin,

safeassign, or similar plagiarism detection services) will be used to ensure integrity of assignments used for course assessments.

Late Work.

To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

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 – 94.9% = A
- 85 – 89.9% = B+
- 80 - 84.9% = B
- 70 – 79.9% = C
- < 70% = F

An Incomplete grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

Quantity of Points Per Assignment:

- | | |
|--|--------------------------|
| a. Classroom Attendance (7 points) | #6 on assignment listing |
| b. Preparation, Participation, Drafts (5.5 points) | #7 on assignment listing |
| c. Comparison of School Discipline/Behavior Plans (6.5 points) | #3 on assignment listing |
| d. Classroom Management Plan (24 points) | #4 on assignment listing |
| e. Skill Presentation (5 points) | #5 on assignment listing |
| f. Functional Behavioral Assessment (24 points) | #1 on assignment listing |
| g. Behavior Intervention Plan (28 points) | #2 on assignment listing |

EDSE 502 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations		
Assignment	Points earned by EDSE 502 student	Total points available
a. Classroom Attendance		7 points
b. Preparation, Participation, Drafts		5.5 points
c. Comparison of School Discipline/Behavior Plans		6.5 points
d. Classroom Management Plan		24 points
e. Skill Presentation		5 points
f. Functional Behavioral Assessment (FBA)		24 points
g. Behavior Intervention Plan (BIP)		28 points
TOTAL	Your total...	... / 100 points
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.		

Assignments

Performance-based Assessment (Tk20 submission required).

Students are required to place each of these in a specific area of the Blackboard site *prior to receiving** a grade in this course. More directions about when to submit the two assignments will be provided during the class.

For the FBA and BIP project, select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a **functional behavioral assessment (FBA)** and then use information gathered from the **FBA** to develop a **behavior intervention plan (BIP)**.

***Note for special education majors:** You are acquiring the knowledge to develop the FBA and BIP during this course, and then you demonstrate your skills in implementing the BIP during your internship.

Detailed directions of these assignments, grading rubrics, and templates can be found on Bb. Read these directions carefully before beginning the assignment.

1. Functional Behavioral Assessment (24 points) (CAEP assignment: Required PBA): In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

- Submit to the course Bb site for instructor scoring.
- The scored assignment will be returned to you via the course Bb site.
- Follow directions* provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

2. Behavior Intervention Plan (28 points) (CAEP assignment: Required PBA): Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

- Submit to the course Bb site for instructor scoring.
- The scored assignment will be returned to you via the course Bb site.
- Follow directions* provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

**Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Tk20 site through Blackboard.*

Performance-based Common Assignments (No Tk20 submission required).

3. Comparison of School Discipline/Behavior Plans (completed during a class session) **(6.5 points)** Each group member will obtain the discipline plan from a school. Consider the “plan” as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school’s rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school web site.

Avoid accessing the school system’s handbook. Because you will be comparing a school’s procedures to the SchoolWide Positive Behavior Intervention Supports, a school plan is needed.

Groups will be formed by the Instructor. Within your group, you will compare and contrast each school’s plan to the Positive Intervention and Support (PBIS) model and report your findings to the large group. A rubric will be posted on the Bb site for your review two weeks before the session date.

4. Classroom Management Plan (24 points)

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 a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting.

A grading rubric for this assignment can be found on Bb. Please review this carefully before beginning the assignment. Brief directions follow:

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 assessments (provided by Instructor) of classroom management features. Using data from those assessment results, develop 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 classroom rules, behavior management techniques/system used and rationale for these choices. Describe how you would teach classroom rules to students. Identify and describe an hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management based on theories of behavior and evidence-based practices; connect these to Knowledge and Skills Statements from the Council for Exceptional Children.

Other Assignments.

5. Skill Presentation [Teach us HOW to do something!] (5 points)

Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about (knowledge) but you have not yet practiced (skill). Select one knowledge topic (a partial list is on the next page), and sign up to “show us the skill” for that topic during a class session. Because one purpose is to see you teaching a topic, do not plan to use youtube clips! The only reason a youtube clip might be selected is if you were teaching data collection techniques, and data were being collected from behaviors on the youtube!

Select the date and topic wisely so you are sufficiently challenging yourself. More information on the Skill Presentation will be provided during class; rubrics will be on the Bb.

Possible topics and evidence-based practices (EBPs) techniques:

- a. Positive reinforcement distinguished from negative reinforcement
- b. Differential reinforcement techniques
- c. Schedules of reinforcement
- d. Data collection techniques
- e. Single subject research designs
- f. How to evaluate the impact of interventions on the targeted behavior
- g. Behavioral objectives
- h. Crisis interventions
- i. Social skills instruction

6. Classroom Attendance (7 points)

Students are expected to attend **all** classes, arrive on time, and remain in class for the duration of each session. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member *prior to the class meeting that follows the absence*. Please note that some classes include class activities in which students earn points toward the final grade. **Points missed due to absences during class activities CANNOT be made up.**

7. Preparation, Participation, Drafts (5.5 points)

Discussion Guides: For each set of readings identified per class session, a corresponding Discussion Guide is completed. The format and purpose of the Discussion Guide (DG) will be sent in advance of the course to all registered students so that the DG can be completed for Class 1 readings. More discussion about the DGs will be provided during Class 1, featuring feedback from students about the DGs from previous semesters. The Discussion Guides are one way students prepare to engage in discussions about content read for that class session. Eight DGs are due throughout the semester @ .5 points = 4.0 points total.

Draft Assignments: At various points throughout the semester, students will bring drafts of upcoming assignments to acquire peer feedback and input. Two drafts @ 1.0 points = 2.0 points total.

Professionalism: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, be prepared by completing all assignments and other activities prior to the class start time, and participate in a professional manner with peers and the instructor.

Schedule

Session	Date	Topic	Readings	Assignments Due
1	9/1	Introduction to Behavior Management Theoretical Models to Explain Challenging Behavior Roots of Applied Behavior Analysis Responsible Use of Applied Behavior Analysis <i>Huh?!?</i> Course Overview <i>Let the Syllabus Guide You!</i>	A&T: Ch 1, 2 OR S&H: Ch 1, 2 +DG for the set of chapters you selected	Complete a Discussion Guide (DG) on the set of chapters you selected to read – throughout the semester, complete a DG for each <u>set</u> of readings NOTE: Skill Presentations occur throughout the semester
2	9/6	Universal-Level Supports and Interventions Rules and Procedures	S&H: Ch 3, 4 +DG	
3	9/13	Preventing Challenging Behaviors	S&H: Ch.5, 6 + DG	
4	9/20	Crisis Intervention (article) Social Skills Instruction (article) Comparison of School Discipline/Behavior Plans	Bring a school's handbook or behavior plan 2 articles to be posted on Bb	In-Class Assignment: Comparison of School Discipline/Behavior Plans
5	9/27	Behavioral Objectives Data Collection Techniques <i>How do we measure behaviors to document progress (or not)?</i>	S&H: Ch 7 A&T: Ch 3, 4 + DG	
6	10/4	Review, Synthesize; Pulling it all together! ~Preview of FBA~		Classroom Management Plan due
Class does not meet on October 11 – Monday classes meet on this Tuesday				
7	10/18	Conducting a Functional Behavior Analysis <i>Why's this kid behaving that way?</i> <i>What's really going on?</i>	S&H, Ch 8 A&T, Ch 7, 10 + DG	
8	10/25	Graphing Data Single-Subject Designs	A&T: Ch. 5, 6 + DG	
9	11/1	Connecting all content so far together into a coherent FBA, then a cohesive BIP Peer review of FBA draft	Scenarios Bring FBA draft for peer review	

Session	Date	Topic	Readings	Assignments Due
10	11/8	How content from EBPs connect to BIPs		FBA due
11	11/15	Developing the responsive Behavior Intervention Plan <i>Given results learned from the FBA, describe all elements of a comprehensive BIP.</i>	A&T Ch. 8, 9 (content from previous sessions also applicable) + DG	
12	11/22	Ensuring a cohesive BIP ... Peer review of BIP draft	Bring BIP draft for peer review	
13	11/29	Maintenance and Generalization Self-Management	A&T Ch. 11, 12 + DG	
14	12/6	Reflection + Goal Setting Course Evaluations		BIP due