



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

Fall 2016

EDSE 502 627: Classroom Management and Applied Behavior Analysis
CRN: 82185, 3 - Credits

Instructor: Dr. Kristen Merrill	Meeting Dates: 09/15/16 - 11/17/16
Phone: 850-814-7439 (Cell)	Meeting Day(s): Thursday
E-Mail: kmerril2@gmu.edu	Meeting Time(s): 4:30 pm - 8:30 pm
Office Hours: By appointment	Meeting Location: Off-campus/Other Stone Bridge High School, Room L 603 (lower level/room 603)

***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.

Schedule Type: LEC

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.

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 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, 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

NOTE: **Current** editions are **needed** for each required text.

Alberto, P. A., & Troutman, A. C. (2017). *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.

Required Resources

Students will need access to Blackboard and GMU online library to complete course assignments.

Additional Readings

Additional readings will be 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 (a) attend **all** classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses). Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session.

Students earn attendance and participation points each class (see Professionalism on p. 10-11); points for attendance and in-class activities during a time of absence **will not be earned and cannot be made up**. Please notify me *in advance* by email or phone if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to make

arrangements to obtain notes, handouts, and/or lecture details from another class member prior to the class meeting that follows the absence.

Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. 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. Please be *fully* present in class ☺

Late Work.

To successfully complete this course, students need to adhere to all due dates for readings and assignments. For every 24-hour period that an assignment is late, a 10% 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

Letter Grade	% of Points
A+	95-100%
A	90-94.9%
B+	85-89.9%
B	80-84.9%
C	70-79.9%
F	< 70%

Students earn points for each assignment based on instructor-developed rubrics. Course grades are calculated by summing the points earned on assignments and attendance/participation, and dividing by the total possible points. You can use the following self-monitoring chart to track your performance throughout the semester (assignments described below).

EDSE 502 Self-Monitoring Course Performance <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
A. FBA		40
B. BIP		45
C. Comparison of School Wide Discipline Plan		15
D. Classroom Management Plan		40
E. EBP Review & Skill Presentation		15
F. FBA/BIP Presentation		10
G. Professionalism		40
Total	Total points earned _____	205
	_____ / 205 = _____ % <small>Total points earned / Total points possible = Grade</small>	

Assignments

Performance-based Assessment (Tk20 submission required).

FBA/BIP Project: For this project, you will select a student with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavioral assessment (FBA) and then use the FBA to develop a behavior intervention plan (BIP), which are briefly described below. Detailed directions for these assignments and grading rubrics will be provided in class and on Blackboard. Please read these directions/rubrics carefully *before* beginning the assignment. Both assignments will be submitted to the course Blackboard site for instructor scoring. Directions will also be provided for uploading the assignments to the Required Performance-Based Assessment Blackboard category.

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.

A. Functional Behavioral Assessment (40 points): To identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. You will use indirect assessment to target routines and problem behavior(s) and will conduct direct assessments of the identified behavior. Using the information gathered,

you will hypothesize the function of the student's behavior and make a recommendation for the focus of a BIP.

- B. Behavior Intervention Plan (45 points):** 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 BIP. You will identify a desired replacement behavior and behavioral objective, conduct an assessment of the student's reinforcers and activity preferences, identify parsimonious interventions, develop a comprehensive intervention plan, and create a plan to evaluate the impact of the intervention (i.e., data collection system and single subject research design).

Note: For the FBA & BIP project, students are required to place each assignment in a specific area of the Blackboard site (i.e., Tk20 submission) prior to receiving a grade in this course. Students will not receive a final grade in this course until all requirements have been met for uploading these assignments appropriately. More directions about when and where to submit the two assignments will be provided during the course.

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

- C. Comparison of School Wide Discipline Plan (15 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. *Note: Avoid accessing the school system's handbook. Because you will be comparing a school's procedures to the Schoolwide Positive Behavior Interventions and Supports (SW-PBIS), a school plan is needed.

Groups will be formed by the Instructor. *Before* the designated class session, you will independently compare/contrast your school's plans to the SW-PBIS model. *During* the designated class session, you will share your findings with your assigned group and identify commonalities among the group members' major findings. A spokesperson for each group will briefly report the commonalities to the class. A grading rubric will be posted on Blackboard; please read this rubric *prior to* the assignment.

- D. Classroom Management Plan (40 points):** The purpose of this project is to 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. For this assignment, you will report on your own classroom management features or observe a classroom that include students with mild-moderate exceptional needs (i.e., must be a classroom where students with disabilities are educated) if you are not

currently teaching in a school setting. You will complete assessments (provided by the Instructor) of classroom management features and use those results to develop your plan. Your classroom management plan will include a description and analysis of the current classroom arrangement, a summary of the daily/session schedule, and a description and analysis of what the teacher currently uses for behavior management. You will also provide substantive improvements for identified areas of need and describe your emerging philosophy of classroom management. Throughout the classroom management plan, you will make connections to the data from your completed self-assessment, textbook content, recent research articles, and CEC's Professional Ethical Principles. Detailed directions and a grading rubric for this assignment will be posted on Blackboard. Please review the directions/rubric carefully *before* beginning the assignment.

Other Assignments.

- E. **Evidence-Based Practice (EBP) Review and Skill Presentation (15 points):** Throughout the semester, you will be learning about EBPs and techniques (e.g., data collection). For this assignment, you will select a behavior strategy or topic (which must be approved ahead of time by the Instructor, no later than October 12). You will identify one peer-reviewed research article about your chosen strategy/topic. Using the research article(s) (and other resources as needed, such as our textbooks), you will create a 1-page handout following a provided template. You will sign up to present your skill to the class, as if presenting the information at a faculty meeting. You will have 5 minutes to make your presentation and 2 minutes to answer questions. After your handout has been reviewed by the Instructor, it will be shared on Blackboard as a resource for the class. Presentations will occur during class on Weeks 7, 8, and 9. The handout template and grading rubric will be posted on Blackboard, and more information on the assignment will be provided prior to the assignment.
- F. **FBA/BIP Presentation (10 points):** On the last class session, each student will give a brief presentation of their FBA/BIP project as if speaking to an IEP team. More detailed directions and a grading rubric will be provided and posted on Blackboard. Please read these directions/rubrics carefully *before* beginning the assignment.
- G. **Professionalism (40 points):** Students earn Professionalism points during each class session (up to 4 points/session; total of 40 points). These points consist of the following expectations:
1. **Attendance:** Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy on p. 6-7 of this syllabus for detailed expectations. Please note that some sessions include in-class activities in which students earn points toward the final grade. Points missed due to absences during class activities cannot be made up.

2. Preparation: For each class session's readings, a corresponding Discussion Guide (DG) is completed. The DGs are one way students prepare to engage in discussions about content read for that class session. The format and purpose of the DG will be required for Class 1 readings. More description and a rationale for the DG will be provided during Class 1. Additionally, various in-class activities throughout the semester will require students to bring drafts of upcoming assignments and/or prepared materials.
3. Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner.

Points will be calculated as follows: 1 point for attendance in class sessions (9 points total), 2 points for preparation for class sessions (i.e., DG, drafts, prepared materials required for that class; 18 points total), 1 point for participation/professional behavior in each class session (9 points total), 4 points for preparation/participation/professional behavior for the online class in Week 5 (10/13).

Schedule

Week	Date	Topic	Readings	Assignments Due
1	9/15	-Introductions -Course overview & syllabus review -Theoretical Models to Explain Challenging Behavior -Roots of ABA	S&H: Chapters 1 & 2 A&T: Chapter 1 Complete Discussion Guide (DG)	DG
2	9/22	-Universal supports & interventions -Rules & procedures	S&H: Chapters 3 & 4 Complete DG	DG
3	9/29	-Preventing challenging behaviors -Classroom management strategies -Comparison of school discipline/behavior plans	S&H: Chapters 5 & 6 Complete DG Bring a school's handbook or behavior plan	DG Comparison of School Discipline/Behavior Plans Due (in class)
4	10/6	-Behavioral Objectives -Data collection techniques	S&H: Chapter 7 A&T: Chapters 3 & 4 Complete DG	DG

Week	Date	Topic	Readings	Assignments Due
5	10/13	**Online class -Social Skills Instruction -Crisis Intervention	S&H: Chapter 9 Blackboard: Crisis intervention readings DG Optional	*EBP Approval Due by October 12
6	10/20	-FBA -BIP	S&H: Chapter 8 A&T: Chapter 7 Complete DG	DG Classroom Management Plan Due
7	10/27	-BIP (continued) -Antecedent & Consequence Strategies	A&T: Chapters 8, 9, & 10 Complete DG	DG EBP Presentations
8	11/3	-Graphing data -Single-subject designs -Peer review of FBA draft	A&T: Chapters 5 & 6 Complete DG	DG EBP Presentations Bring FBA Draft
9	11/10	-Maintenance and generalization -Self-management -Peer review of BIP draft	A&T: Chapters 11 & 12 Complete DG	DG EBP Presentations Bring BIP Draft
10	11/17	-Course wrap-up -FBA/BIP Presentations		FBA/BIP Project Due FBA/BIP Presentations