



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

Fall 2016

EDSE 502 628: Classroom Management and Applied Behavior Analysis  
CRN: 82182, 3 - Credits

<b>Instructor:</b> Dr. Kristy Park	<b>Meeting Dates:</b> 09/14/16 - 11/16/16
<b>Phone:</b> 703 993 5251	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kparkc@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm - 9:00 pm
<b>Office Hours:</b> Email to schedule an appointment	<b>Meeting Location:</b> Off-campus/Other

***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.

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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](mailto: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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

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

### **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, and remain in class for the duration of each session. During class students are expected to demonstrate professional behavior in the classroom. Participation points can only be earned if the student is in attendance and completes the class activity. One class absence may result in an additional activity related to the importance of professionalism. Multiple unexcused absences may result in no credit for this course.

### *Late Work.*

Assignments are due at the start of class on the date indicated on the syllabus. 10% of the available points for the assignment will be deducted each week for late submissions. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

## **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	92-94% = A-
89-91% = B+	85-88% = B
80-83% = B-	70-79% = C
<69% = F	

Course Requirements and Evaluation		Due Date
Class Participation and Activities	10 points	Week 1-10
PBS Team Project 1: Rules matrix	10 points	Week 2
PBS Team Project 2: Comparison of School-wide Discipline Plan	6 points	Week 3
Classroom Management Plan	24 points	Week 6
Functional Behavior Assessment ( <b>GMU Online Assessment System – TK20</b> )	22 points	Week 7
Behavior Support Plan ( <b>GMU Online Assessment System – TK20</b> )	28 points	Week 9
Behavior change tactic presentation	10 points	Week 10
	Total	110 points

## Assignments

### **Performance-based Assessment (Tk20 submission required).**

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 the FBA to develop a behavior intervention plan (BIP).

### **1. Functional Behavioral Assessment (22 points) (CAEP assignment: Required)**

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 and conduct a functional behavior assessment by using indirect and direct assessment procedures to determine patterns in the occurrence and nonoccurrence of problematic behavior. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem 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. Follow directions provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category.

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

### **2. Behavior Intervention Plan (BIP) (28 points) (CAEP assignment: Required)**

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. You will use the FBA information collected to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior.

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

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

The Comparison of School Discipline/Behavior Plan and the School-wide Matrix will be completed in groups established in class.

### **3. PBIS Team Project 1: School-wide Rules Matrix**

Working as a PBS team, groups will be assigned to a school profile and complete two tasks, the rules matrix and social skills lesson. Given the culture of the school, the PBS team will define expectations across routines and settings and reflect on the multicultural and contextual values of the group.

### **4. PBIS Team Project 2: Comparison of School Discipline/Behavior Plans (completed during a class session) (6 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. You will be comparing a school’s procedures to the School-wide Positive Behavior Intervention Supports, a school plan is needed. Within your group, you will compare and contrast each school’s plan to the Positive Intervention and Support (PBIS) model and report your findings using an action planning template.

### **5. Classroom Management Plan**

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 an inclusive classroom if you are not currently teaching in a school setting. You should produce a paper that is 4-6 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition formatting.

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 a self-assessment (provided by instructor) of classroom management features. Using assessment results, complete 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 behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.
5. State your emerging philosophy of classroom management based on theories of behavior.

### **Other Assignments.**

#### **6. Class attendance and participation**

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. During class time, there will be participation activities (e.g. case analysis, reflection activities, small group activities, etc.) and completion of these activities are worth 1 point per week. Only students in class will be able to earn participation points, which cannot be made up.

#### **7. Behavior Change Tactics Presentation**

You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

**Schedule**

<b>Date</b>	<b>Course Topics</b>	<b>Readings Due Before Class</b>	<b>Assignments Due</b> <i>Italics=class participation activity</i> <b>BOLDED = Graded assignment</b>
Week 1 9/14/16	<ul style="list-style-type: none"> <li>- Review course requirements</li> <li>- Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Course Syllabus on Blackboard</li> </ul>	<b>End of Class:</b> <ul style="list-style-type: none"> <li>- Online Field Experience</li> <li>- <i>Evaluating theories document</i></li> <li>- behavior change tactic sign up</li> <li>- complete team profile</li> </ul>
Week 2 9/21/16	<ul style="list-style-type: none"> <li>-ABA Characteristics</li> <li>- Operant behavior and the principles of ABA</li> <li>- Universal-level supports and interventions; Rules and Procedures</li> </ul>	Baer, Wolf, & Risley (1968)  Schuermann (S) Chapters. 1, 2, 3, 4 Alberto (A) Ch. 1	<b>Beginning of Class:</b> <ul style="list-style-type: none"> <li>-<i>ABA article review</i></li> </ul> <b>End of Class:</b> <ul style="list-style-type: none"> <li>- <b>Team project 1: Rules matrix due</b></li> </ul>
Week 3 9/28/16	<ul style="list-style-type: none"> <li>- Prevention through School-wide Positive Behavior support</li> <li>- Systems change, phases of implementation</li> </ul>	Schuermann (S) Chapters. 5,6,7	<b>Beginning of Class:</b> <ul style="list-style-type: none"> <li>- Bring a copy of your school discipline plan</li> </ul> <b>End of Class:</b> <ul style="list-style-type: none"> <li>- <b>Team project 2: Comparison of School-wide Discipline Plan</b></li> </ul>

<b>Date</b>	<b>Course Topics</b>	<b>Readings Due Before Class</b>	<b>Assignments Due</b> <i>Italics=class participation activity</i> <b>BOLDED = Graded assignment</b>
Week 4 10/5/16	Essential features of classroom management - Data Collection Procedures	-Schuermann (S) Ch.4 -Alberto (A) Ch. 4	<b>Beginning of Class:</b> <i>- drawing of classroom layout</i> <b>End of Class:</b> <i>-Classroom management work packet</i>
Week 5 10/12/16	Overview Functional Behavior Assessments Academic Monitoring	-Schuermann (S) Ch.3	<b>Beginning of Class:</b> <i>- None</i> <b>End of Class:</b> <i>- one direct observation measurement tool</i>
Week 6 10/19/16	<b>Online Class</b> Linking FBA to Behavior support plans Developing a hypothesis for behavior change;	Alberto (A) Ch. 7 Park (2007)	<b>Beginning of Class:</b> <i>- none</i> <b>-Classroom Management Plan Due</b> <b>End of Class:</b> <i>- DB post</i>
Week 7 10/26/16	Differential reinforcement, Behavior support planning	Alberto (A) Ch. 8, 9, 10	<b>Beginning of Class:</b> <i>- Functional Behavior Assessment due</i> <b>End of Class:</b> <i>- Competing pathways</i>
Week 8 11/2/16	- Arranging consequences to increase and decrease behavior -Single Subject Research Designs	Schuermann (S) Chapters. 9 Alberto (A) Ch. 12	<b>-Beginning of Class:</b> <i>- None</i> <b>End of Class:</b> <i>- None</i>

<b>Date</b>	<b>Course Topics</b>	<b>Readings Due Before Class</b>	<b>Assignments Due</b> <i>Italics=class participation activity</i> <b>BOLDED = Graded assignment</b>
Week 9 11/9/16	Effective Instruction Reinforcements for Generalization and Self-Monitoring, Social skills	Schuermann (S) Chapter 8,9,10	<b>Beginning of Class:</b> <b>- Behavior Support Plan due</b>  <b>End of Class:</b> <i>- Social skills lesson group work</i>
Week 10 11/16/16	Description, procedures, and ways to differentiate evidence-based practices	Behavior Change Tactic Presentation	<b>Beginning of Class:</b> <b>- Behavior change tactic presentation</b>  <b>End of Class:</b> <b>- Course evaluations</b>