



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

Fall 2017

EDSE 402 001: Classroom Management and Applied Behavior Analysis
CRN: 71437, 3 – Credits

Instructor: Ms. Casey Quigley	Meeting Dates: 08/28/17 – 12/20/17
Phone: 703-606-0128	Meeting Day(s): Tuesday
E-Mail: cquigle1@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: Available upon request	Meeting Location: Fairfax, KH14
Office Location: Krug Hall 14	Other Phone: 703-606-0128

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

Prerequisite(s) None

Co-requisite(s) None

Course Description

Focuses on identifying, recording, evaluating, and changing 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. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know Mason has an Accelerated Masters program in Special Education that allows students to count coursework taken as an undergraduate for graduate credit? For more information, meet with an advisor: <http://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

The class will meet face-to-face once a week. 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

Learner Outcomes

Upon completion of this course, teacher candidates/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).

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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. 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 teacher candidates/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.

Required Textbooks

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.

Recommended Textbooks

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 402, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Functional Behavior Assessment/Behavior Intervention Plan (36 points) Students will conduct a FBA and develop a technically adequate and contextually appropriate BIP based on the FBA findings. A rubric will be provided outlining criteria.

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

Applied Behavior Analysis Self-Management Project (15 points)

Students will design a skill acquisition and behavior reduction program. The final product will be a poster project that will outline a rationale for intervention, assessment summary, behavior change procedures and method, and summary of results. A rubric will be provided outlining criteria.

Classroom Management Plan (15 points)

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.

Comparison of School Wide Discipline Plan (10 points)

Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. If you are not currently working at a school, discuss options with the instructor. During class, students will compare and contrast their schools' plan with those of

others and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric will be provided outlining criteria.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
3. **Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience

placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. **Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Attendance and Class 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.

Weekly Reflections (13 points)

Students will write a reflection at the end of class based on materials presented in class and required class meetings. Students will be assessed on content and depth of the reflection.

Discussion Questions (13 points)

Students will bring two typed discussion questions for class based on the readings for class each week. These questions will be used to guide our discussions about the reading material. Questions will be turned in at the end of each class for credit.

Course Policies and Expectations

Attendance/Participation

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. Please notify the instructor in advance of any absences.

Late Work

All assignments are due at the beginning of class in hard copy or submitted on Blackboard electronically, unless otherwise noted. In fairness to students who make the effort to submit work on time, two points will be deducted each day beyond the due date for work submitted late.

Grading Scale

95 – 100% = A

90 – 94% = A-

- 87 – 89% = B+
- 84 – 86% = B
- 80 – 83% = B-
- 70 – 79% = C
- 60 – 69% = D
- < 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic(s)	Readings Due	Due by start of class
Week 1 8/29	<ul style="list-style-type: none"> • Welcome & Course Overview • Roots of ABA & PBIS • Introduction to ABA and PBIS • Pretest (ungraded) 	None	None
Week 2 9/5	<ul style="list-style-type: none"> • Foundations • Defining Characteristics of ABA • Introduction to basic principles of behavior 	S&H: Ch. 1 A&T: pp. 10-16	Complete online field experience form Reflection 1
Week 3 9/12	<ul style="list-style-type: none"> • Basic principles of behavior cont. • Responsible Use of ABA • Preparing Behavioral Objectives 	S&H: Ch. 2 A&T: pp. 26-33, 40-56, 62-64	Reflection 2
Week 4 9/19	<ul style="list-style-type: none"> • Preventing Problem Behavior • Prevention of challenging behavior through planning, organization, and high-quality instruction 	S&H: pp. 89-123	Reflection 3
Week 5 9/26	<ul style="list-style-type: none"> • SWPBIS • School Rules & Procedures <p>Comparison of School Wide Discipline Plan (complete in class)</p>	S&H: Ch. 3, 4	Bring in school-wide discipline plan from your school Reflection 4

Week 6 10/3	<ul style="list-style-type: none"> • Effective instructional practices • Social Skills Instruction 	S&H: pp. 123-138, Ch. 9	Reflection 5 Identify subject for your FBA/BIP & ABA projects
Week 7 10/10	<ul style="list-style-type: none"> • Behavioral Monitoring • Procedures for collection data • Graphing 	S&H: Ch. 7 A&T Ch.4	Reflection 6
Week 8 10/17	<ul style="list-style-type: none"> • Function of Behavior Through FBA • Guest Speaker 	S&H: pp. 159-177 (rest of the chapter recommended) A&T: pp. 172-191, 206-208	Reflection 7 Classroom Management Plan due
Week 9 10/24	<ul style="list-style-type: none"> • FBA Con't • Behavior Support (Intervention) Plan (BSP/BIP) 	A&T: pp. 125-131, 160-161, 166-168,	Reflection 8
Week 10 10/31	Work at home- focus on FBA and BIP		
Week 11 11/7	<ul style="list-style-type: none"> • Procedures to increase appropriate behavior • Self-Management 	S&H: Ch. 10,11 A&T: pp. 212-225	FBA Due Reflection 9
Week 12 11/14	<ul style="list-style-type: none"> • Procedures to decrease undesirable behavior 	S&H: pp.269-280 A&T: Ch. 9	Reflection 10
Week 13 11/21	<ul style="list-style-type: none"> • Antecedent Control, shaping, prompting, modeling, fading, chaining 	A&T: Ch. 10	BIP due Reflection 11
Week 14 11/28	<ul style="list-style-type: none"> • Maintenance, fluency and generalization of skills 	A&T Ch. 11	Reflection 12
Week 15 12/5	<ul style="list-style-type: none"> • ABA Impact Project Presentations • Posttest (ungraded) • Course evaluations 		ABA Self-Management Project and Presentation Reflection 13

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see

<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Appendix
Assessment Rubric(s)

Rubrics will be posted on Blackboard for each individual assignment.