



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

Spring 2018

EDSE 402 001: Classroom Management and Applied Behavior Analysis

CRN: 10221, 3 – Credits

Instructor: Dr. Christine Barthold	Meeting Dates: 01/22/18 – 05/16/18
Phone: 703-993-5450	Meeting Day(s): Wednesday
E-Mail: choffner@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax, Finley 114
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*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

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.

MUST be the 9th edition (which has two years: 2013 and 2017).

*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.*

Recommended Textbooks

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

Additional Readings

Students may be assigned additional readings at the discretion of the instructor throughout the semester. All students are responsible for any additional readings.

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)

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.

Functional Behavior 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.

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.*

College Wide Common Assessment (TK20 submission required)

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.

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.

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.**

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

Activity Feedback Forms

This assignment will allow you to have hands-on access to the reading materials as well as insure progress with the course. Each week, you will be given an activity that will extend your knowledge of the readings as well as lecture. You will also receive guided notes to help you follow along with key points in the lecture. Your

guided notes, readings, and activities will be the basis for your unit quizzes and final project. You are required to turn in an activity feedback form that delineates questions you may have, at least two things you learned in your own words, and suggestions for the improvement of the activity (**2 points per assignment**).

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class meetings. It is the student's responsibility to make up all missed work if they are absent for any reason. Presentations on course materials are available on Blackboard for those who either missed class or need additional time with the materials, but additional material may be presented in class. Those who do miss class are expected to complete any assignments within the week of the missed class, unless arrangements are made in advance with the instructor. Assignments will not be graded after one week unless arrangements are made in advance with the instructor. Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work **ONLY**. **Due to the interactive nature of the course, activity points CANNOT BE MADE UP.**

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Drafts of assignments must be completed within the Google template provided by the instructor.
- Emailed and hard copies of assignments **will not be graded** unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

Late Work

Work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. No revisions will be accepted for any assignment once a grade has been submitted. No work will be accepted after the final examination has been submitted.

Other Requirements

Communication with the Instructor

The best way to communicate with the instructor is via email. The instructor will return emails within 48 hours during the week, but there is no guarantee of a prompt response on weekends or during University holidays. It is critical that you activate your GMU email as this is the official method of communication in this course. Please use appropriate business email etiquette when emailing the instructor, as unprofessional communication will be returned to the student for edits. Be sure to check the syllabus,

presentations, and consult with your classmates before emailing a question to the instructor. If a meeting is necessary, an appointment can be made. Meetings can be held in-person, through Blackboard Collaborate, by Phone, or by Google Hangout.

Grading Scale

Students can expect feedback on assignments by the next class period. Any delays in grading will be announced via Blackboard or in class. Immediate grading of assignments turned in early is not guaranteed. Due to the large number of points allocated to various assignments, no extra credit is available in this course.

Assignment	Point Allocation
Functional Behavior Assessment	24
Behavior Intervention Plan	28
Review of Schoolwide Discipline Plan	7
Classroom Management Plan	24
Activity Feedback Forms	26
Total Points	109

Grading Scale: 93-100% = A 90-92% = A- 87-89% = B+ 83-86% = B 80-82% = B- 70-79% = C 60-69% = D < 59% = 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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

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Session	Date	Topic	Readings	Assignments Due
1	1/24	Introduction to Behavior Management	A&T: Ch 1, 2 S&H: Ch 1, 2	

		Theoretical Models to Explain Challenging Behavior Roots of Applied Behavior Analysis Responsible Use of Applied Behavior Analysis		
2	1/31	Universal-Level Supports and Interventions Rules and Procedures	S&H: Ch 3, 4	
3	2/7	Preventing Challenging Behaviors	S&H: Ch.5, 6	
4	2/14	Crisis Intervention Social Skills Instruction 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	2/21	Behavioral Objectives Data Collection Techniques	S&H: Ch 7 A&T: Ch 3, 4	
6	2/28	Operational Definition of Problem Behavior and indirect assessment		Classroom Management Plan
7	3/7	ABC and Scatterplot Assessment	S&H, Ch 8 A&T, Ch 7, 10	Part I and II Draft of FBA Project Due
8	3/21	Graphing Data Single-Subject Designs	A&T: Ch. 5, 6	Indirect Assessment Draft
9	3/28	Connecting all content so far together into a coherent FBA, then a cohesive BIP		Direct Observation Draft
10	4/4	How content from EBPs connect to BIPs		Hypothesis of Function Draft
11	4/11	Developing the responsive Behavior Intervention Plan	A&T Ch. 8, 9	Behavioral Objective and Reinforcer Assessment Draft
12	4/18	Maintenance and Generalization Self-Management		
13	4/25	Ensuring a cohesive BIP	A&T Ch. 11, 12	BIP Intervention

				and Evaluation Draft Due
14	5/2	Reflection + Goal Setting Course Evaluations		Reflection Draft Due
15	5/9			BIP Revisions Due on TK20

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s)

All assessment rubrics are available on Blackboard.