



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

Spring 2019

EDSE 402 001: Classroom Management and Applied Behavior Analysis

CRN: 10187, 3 – Credits

<b>Instructor:</b> Dr. Margaret King-Sears	<b>Meeting Dates:</b> 1/22/2019 – 5/15/2019
<b>Phone:</b> 703.993.3916 <i>best method for communication is email</i>	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> <a href="mailto:mkingsea@gmu.edu">mkingsea@gmu.edu</a>	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> Wednesdays 4:00 to 6:00 <u>by appointment only</u> . <i>Please schedule 24 hours in advance. Flexibility for appointments exists–please ask!</i>	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> Finley 218	<b>Other Phone:</b> NA

**\*\*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.

**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, discussion (supplemented by students' completion of Discussion Guides), and small group activities
2. Demonstration and guided practice activities; independent proficiency demonstrated via completion of assignments
3. Access relevant and recent (2014 or more recent) research and articles from peer-reviewed special education journals (use Mason online library)
4. Individual presentations during class
5. Access materials provided on Blackboard site
6. Video, webinars, discussion groups on Blackboard, review of materials on specific web sites, and other resources relevant to course learning outcomes.

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

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

Council for Exceptional Children (CEC). (2010). *CEC professional ethical principles*. Retrieved from <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

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

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

### **Required Resources**

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

### **Additional Readings**

Students will need to access additional and recent (2014 or more recent) original research and practitioner articles from peer-reviewed special education journals during the semester. Distinctions between “original research” and “practitioner” articles will be described during class. The Mason online library should be used to acquire all readings (i.e., not “Google”).

### **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. 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 the end of this course*. More directions about when to submit the two assignments will be provided during the class.

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

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

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

### 1. Functional Behavioral Assessment (24 points) (CAEP assignment:

Required PBA): The purpose of this assignment is to identify the function of a behavior of concern for a particular student. Information will be gathered via an interview and observations. 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.
- Upload the scored version of the FBA to the corresponding section of the course Bb site for Tk20 within 7 days of the scored version's return.

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

The purpose of this assignment is to develop both parsimonious and comprehensive interventions for a student, based on the pre-identified function of the student's behavior of concern. Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), a Behavior Intervention Plan will be developed. 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 AND to the Tk20 site.
- The scored assignment will be returned to you via the course Bb site.

### College Wide Common Assessment (TK20 submission required)

None

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

#### 3. Comparison of School Discipline/Behavior Plans (10.5)

The purpose of this project is to determine similarities and differences between a school's discipline plan and components of the SchoolWide Positive Behavior Intervention Supports (SW-PBIS) program. For this assignment, you will obtain the discipline plan from a school. Consider the "plan" as the document provided to parents, students, teachers, and staff 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, student, faculty, and staff on the school's web site. Avoid accessing the school system's handbook.

Your task is to compare and contrast your selected school's plan to the SW-PBIS model and report your findings. Additionally, recommendations for aligning the school's plan with SW-PBIS are reported. More information about this assignment (including a detailed grading rubric and template) can be found on Blackboard and should be thoroughly reviewed prior to beginning the assignment.

#### 4. Classroom Management Plan (20 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 mild to moderate disabilities are educated) if you are not currently teaching in a school setting.

A detailed grading rubric and template 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 a 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 CEC's Professional Ethical Principles.

#### **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.

1. 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**

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

Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about



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

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

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

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

## 6. Classroom Attendance (7 points)

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

## 7. Preparation, Participation, Drafts (5.5 points)

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



**Draft Assignments:** At various points throughout the semester, students will bring drafts of upcoming assignments to acquire peer feedback and input. Two drafts @ 1.0 points = 2.0 points total. Full credit can be earned for substantial drafts (more detail on this during class and on the rubric).

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

## 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 and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

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

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

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

- a. The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class AND remove them from the table or within reach.
- b. Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.
- c. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.
- d. Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times. Anticipate when the Instructor becomes aware you

are on other sites during class time that full participation points for that session cannot be earned.

- e. With apologies for operationalizing the above specific behaviors; if these were not issues in previous classes, there would not be a need to be so clear here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

### **Academic Integrity**

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

Uploads to the course Blackboard site yield statistics about the originality of submissions; that method and any other method the Instructor deems appropriate or necessary (e.g., turnitin, safeassign, or similar plagiarism detection services) will be used to ensure integrity of assignments used for course assessments.

### **Late Work**

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

### **Grading Scale**

90 – 100% = A  
80 – 89.9% = B  
70 – 79.9% = C  
60 – 69.9% = D  
< 70% = F

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

<b>EDSE 402/502 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations</b>		
<b>Assignment</b>	<b>Points earned</b>	<b>Total points available</b>
a. Classroom Attendance		7 points
b. Preparation, Participation, Drafts		5.5 points
c. Comparison of School Discipline/Behavior Plans		10.5 points
d. Classroom Management Plan		20 points
e. Skill Presentation		5 points
f. Functional Behavioral Assessment (FBA)		24 points
g. Behavior Intervention Plan (BIP)		28 points
<b>TOTAL</b>	<b>Your total...</b>	<b>... / 100 points</b>
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.		

\*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/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See

<https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### Class Schedule

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

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

Session	Date	Topic	Readings	Assignments Due
1	1/23	Introduction to Behavior Management Theoretical Models to Explain Challenging Behavior Roots of Applied Behavior Analysis Responsible Use of Applied Behavior Analysis <i>Huh?!?</i> Course Overview <i>Let the Syllabus Guide You!</i>	A&T: Ch 1, 2 <b>OR</b> S&H: Ch 1, 2 <b>+DG</b> for the set of chapters you selected	Complete a <b>Discussion Guide (DG)</b> on the set of chapters you selected to read – throughout the semester, complete a DG for each <u>set</u> of readings  <b>NOTE: Skill Presentations occur throughout the semester</b>
2	1/30	Universal-Level Supports and Interventions Rules and Procedures Comparison of School Discipline/Behavior Plans	S&H: Ch 3, 4 <b>+DG</b>	
3	2/6	Preventing Challenging Behaviors Comparison of School Discipline/Behavior Plans	S&H: Ch.5, 6 + <b>DG</b>	
4	2/13	Crisis Intervention (article) Social Skills Instruction (article)	2 articles to be posted on Bb	<b>Comparison of SW-PBIS and School Plan due</b>
5	2/20	Behavioral Objectives Data Collection Techniques <i>How do we measure behaviors to document progress (or not)?</i>	S&H: Ch 7 A&T: Ch 3, 4 <b>+ DG</b>	

Session	Date	Topic	Readings	Assignments Due
6	2/27	Conducting a Functional Behavior Analysis <i>Why's this kid behaving that way?</i> <i>What's really going on?</i>	S&H, Ch 8 A&T, Ch 7, 10 + <b>DG</b>	
7	3/6	Review, Synthesize; Pulling it all together!		<b>Classroom Management Plan due</b>
<b>Spring Break ~ No Class Meeting</b>				
8	3/20	Graphing Data Single-Subject Designs	A&T: Ch. 5, 6 + <b>DG</b>	
9	3/27	Connecting all content so far together into a coherent FBA, then a cohesive BIP Peer review of FBA draft	Scenarios  <b>Bring FBA draft</b> for peer review	
10	4/3	How content from EBPs connect to BIPs		<b>FBA due</b>
11	4/10	Developing the responsive Behavior Intervention Plan <i>Given results learned from the FBA, describe all elements of a comprehensive BIP.</i>	A&T Ch. 8, 9 (content from previous sessions also applicable) + <b>DG</b>	
12	4/17	Ensuring a cohesive BIP ... Peer review of BIP draft	<b>Bring BIP draft</b> for peer review	
13	4/24	Maintenance and Generalization Self-Management	A&T Ch. 11, 12 + <b>DG</b>	
14	5/1	Reflection + Goal Setting Course Evaluations		<b>BIP due</b>

### 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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)**

**EDSE 402/502: Functional Behavioral Assessment Grading Rubric**

<p><b>Evaluation Standards</b></p>	<p><b>Required Components</b></p> <ul style="list-style-type: none"> <li>• Avoid first person (i.e., using “I” or “We”) throughout the entire assignment.</li> <li>• Use excellent written language (per APA style) throughout.</li> <li>• Integrate findings from the study you analyzed for the Research Analyses in at least one section.</li> <li>• Cite each of your textbooks’ authors one time in this assignment.</li> <li>• Use the technical terms as identified in texts (e.g., “antecedent” “consequence” “function”) throughout the assignment v. synonyms.</li> <li>• Do not use any identifying information of people, schools, or school systems. Maintain confidentiality in written documents and in appendices in all EDSE 402/502 assignments.</li> </ul>	<p><b>Points</b></p>
<p>Student Description</p> <p>Length: ~ 2 paragraphs</p>	<p>Demographic and background information of student is provided with excellent writing</p> <ul style="list-style-type: none"> <li>✓ Student’s age, grade, disability category.</li> <li>✓ Description of similarities and differences between student and peers.</li> <li>✓ Discussion of educational impact of student’s exceptionality, attitude, interests, values, and behavioral issues, and the effect these conditions have on the student’s life (<i>tip: use content learned in previous courses</i>).</li> </ul>	<p>/ 1</p>
<p>Overview of Setting/Context</p> <p>Length: ~ 1 page</p>	<p>Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of</p> <ul style="list-style-type: none"> <li>✓ Identify setting/s (e.g., special education self-contained? General education co-taught setting?) in which the Indirect and Direct Assessments occurred.</li> <li>✓ Describe the general classroom layout (focus on upcoming content in this assignment, not to all class layouts).</li> <li>✓ Describe classroom rules, routines, expectations (demands of the learning environment), schedule, and the general classroom management techniques current being used in that setting (prioritize relevant information pertaining to upcoming content in this assignment).</li> <li>✓ Describe interventions or procedures that have previously been used to eliminate or minimize the behavior/s of the targeted student, such as what teacher/s have done and what classroom management techniques have been used. Be sure to include how effective these procedures were (confine this content to relevant information pertaining to upcoming content in this assignment).</li> </ul>	<p>/ 2</p>



Operational Definition of Behavior	Describe the problem behavior/s using clear observable language (avoid using any general terms <i>at any point in this assignment</i> to describe the behavior)  Length: ~ 1-3 sentences per behavior (~ 1-2 paragraphs)	/ 1
Indirect Assessment of Behavior  Length: ~ 2 pages	FACTS Interview Parts A and B (Part B was completed twice, but focus this section on the behavior from the Part B prioritized routine – leads to behavior targeted in BIP)  <ul style="list-style-type: none"> <li>✓ Identify time/s and date/s of interview(s)</li> <li>✓ Identify person interviewed (no real names or locations at any point in the 402/502 course)</li> <li>✓ Summarize major findings from FACTS Interview Parts A and B</li> </ul> <i>FACTS interview form is filled out completely (no blank sections, and Part B is completed twice for each of two routines) and included in appendix (precede by a title page)</i>	/ 9
Direct Assessment of Behavior  Length: ~ 2 pages	Observations and Corresponding ABC Information  <ul style="list-style-type: none"> <li>✓ Identify time and date of observations</li> <li>✓ Identify setting(s) for observations</li> <li>✓ Summarize major findings from the observations and ABC Data Recording Sheets</li> <li>✓ Describe several ABC sequences that are representative of behaviors from the prioritized routine</li> </ul> <i>Information is thorough and clear, and all is included in appendices (precede by title pages, such as one appendix for longhand notes and another appendix for the ABC recording sheets)</i>	/ 9
Summary and Hypothesis of Function	<ul style="list-style-type: none"> <li>✓ Provide a thorough and clear summary of results of assessments (indirect and direct assessments).</li> <li>✓ Summarize the prioritized antecedent/s-behavior-consequence/s</li> <li>✓ Identify a hypothesis of the function of the prioritized behavior</li> </ul> Length: 2 paragraphs	/ 1.5
Technical APA Style	✓ APA (6 <sup>th</sup> edition) style used to cite sources throughout paper and in reference list	/ .5
<b>Total Points Earned</b>		<b>/24</b>

*Full earned credit for assignments turned in on time.*