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

Spring 2021
EDSE 251: Classroom Management and Positive Behavior Supports
Section: DL1; CRN: 23982
3 – Credits

Instructor: Jennifer Sassano	**Meeting Dates: 1/25/21 – 5/10/21**
Phone: 703-586-7695 (cell)	**Meeting Day(s): Wednesday**
E-Mail: jcolemah@gmu.edu	**Meeting Time(s): 7:20 pm – 10 pm**
Office Hours: by appointment	**Meeting Location: N/A; Online**
Office Location: home office	**Other Phone: N/A**

> *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 describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. Explores classroom and behavior management including technology, social skills, and effective teaching behaviors. Emphasizes developing school and classroom behavior management plans. Field experience required.

Course Overview
EDSE 251 focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. In this course, classroom and behavior management including technology, social skills, and effective

teaching behaviors are explored. The emphasis is on developing school and classroom behavior management plans. There is a field experience required with this course.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or **speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).**

Advising Tip

Do you know what tests might be required for your program? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

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

This course will be delivered online (76% or more) using a synchronous and an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 20, 2020

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
> **To participate in this course, students will need to satisfy the following technical requirements:**

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: **Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support# supported-browsers)**

To get a list of supported operation systems on different devices see: [Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (**https://get.adobe.com/reader/**)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (**https://support.microsoft.com/en-us/help/14209/get-windows-media-player**)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (**www.apple.com/quicktime/download/**)

Expectations
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

> **Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.**

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. **Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.**

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, students will be able to:

1. Describe components of the SchoolWide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Compare school plans for establishing and maintaining safe and orderly schoolwide and classroom environments with SW-PBIS, and provide recommendations to align the school plan with SW-PBIS.
3. Design age-appropriate, safe, diverse, and orderly learning environments (e.g., classroom organization and set-up) that support and enhance instruction within the context of culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.
4. Describe how to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, and values diversity, including the diversity of individuals with disabilities.
5. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, and routines) to prevent and manage undesired behaviors based on research-based and professionally appropriate practices.
6. Describe research-based strategies for promoting self-management and self-discipline for individuals with disabilities.
7. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom management methods.
8. Describe how to identify and teach social skills needed for educational and other environments.
9. Describe ethical and practical considerations when selecting behavior management

methods, including a rationale for selecting positive reinforcement procedures over other procedures,

10. Describe how effective teaching influences individuals' behaviors.
11. Identify school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).
12. Identify and describe the crisis cycle, methods for crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
13. Identify qualifications of and training needed for school personnel obtaining certification for crisis intervention programs.

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3).

Required Texts
  Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). **https://doi.org/10.1037/0000165-000**

Required Resources

Students will need access to a computer, Internet, and web-based resources (e.g., Blackboard, online readings). Computer use may be required in class for in-class activities (with advanced instructor notice).

Additional Readings

Additional readings will be posted on Blackboard and can be assigned throughout the semester at the instructor's discretion. Students are responsible for all assigned readings, on syllabus and otherwise announced and posted on Blackboard by the instructor. Students will also access recent peer-reviewed research articles throughout the semester, which students will acquire through Mason's online library.

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

VIA Performance-Based Assessment Submission Requirement
For EDSE 251, the required performance-based assessment (PBA) is Classroom Management Plan (see description below). There is no required upload to VIA for the PBA in this course.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required)

N/A

College Wide Common Assessment
(VIA submission required)
N/A

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).

Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; **you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own).** Check your Mason email regularly for important information regarding your field experience.

Other Assignments
 1. **Project based learning: There will be three project based learning experiences designed to facilitate the application of the objectives of this course. (33% of overall grade)**

   1.a. Development of a Schoolwide Discipline/Behavior Plan (35 points): The purpose of this assignment is to apply the concepts of School-Wide Positive Behavior Intervention Supports (SW-PBIS) framework. During allotted time in class, each group member will analyze a SWPBIS/discipline plan from a target 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 website. Avoid accessing the school system's handbook.

   Discussion groups will be formed by the instructor. During the designated class

session, group members will identify components of the SW-PBIS model and commonalities among the group's plans compared to the SW-PBIS model. Each group will briefly report their findings to the class.

After the designated class session, each group member will use this background knowledge to craft their own School-wide Positive Behavior Plan, given a choice of several scenarios crafted by the instructor.

Detailed directions and a grading rubric for this assignment will be shared in class and posted on Blackboard. Please review the rubric and assignment resources carefully before beginning the assignment.

1.b. Description Research-Based Method (35 points): The purpose of this assignment is to demonstrate knowledge of how to implement one research-based method. *The method, corresponding research based practitioner article, and format must be approved by the instructor via a proposal submitted by the date specified in the course schedule. There will be class time devoted to guided practice of this activity prior to the scheduled due date.*

For this assignment, select one classroom management technique to explore in depth. Using at least 1 practitioner article from recent (past five years) from an approved list of journals, (a) describe the technique, (b) identify behaviors for which the technique would be an appropriate match, (c) specify how the technique is culturally responsive to individuals with diverse learning needs, (d) provide a description of the technique, and (e) explain how teachers implement and students learn the technique. Students have the option to submit this assignment during a multi-week period of time; *it must be completed by the due date identified in the course schedule***.** *It is suggested to initiate the independent completion of this project following the guided practice during class.*

Students may use varied formats to demonstrate this knowledge (e.g., develop a video, provide a brief class presentation, or write a paper) and may elect to present this assignment to the class (e.g., show the video or do the presentation). Regardless of format used, points are earned based on each criterion noted on the grading rubric. More information about this assignment (e.g., detailed grading rubric) can be found on Blackboard.

1.c. Classroom Management Plan (70 points)

Note: Due to the COVID-19 pandemic and related school closures, the field experience typically included in this course and assignment have been cancelled for the spring of 2021. As an alternative, a case study will be provided by the instructor for you to develop your classroom management plan from

The purpose of this project is to develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse and culturally responsive

classroom. Components of the classroom management plan include classroom set-up, organization, expectations/rules, management, opportunities for student engagement, continuum of consequences, and behavior management methods. Using data and detail**s** from the **case study provided by the instructor**, develop an action plan that details a predictable classroom structure using evidence-based practices and a continuum of strategies to respond to behaviors. Identify classroom rules and describe how to teach classroom rules to students. State your emerging philosophy of classroom management based on theories of behavior and evidence-based practices; connect these to the Council for Exceptional Children Professional Ethical Principles. More information about this assignment (e.g., detailed grading rubric) can be found on Blackboard.

2. Content Mastery Assessments: Formative (2, 35 points each) and Summative (1, 70 points) Assessments (Total of 140 points): The purpose of each content mastery assessment is to demonstrate knowledge of each of two major topics in this course. Formative Assessment 1 will focus on Schoolwide Positive Behavior Interventions and Supports (SW-PBIS). Formative Assessment 2 will focus on Classroom Management. The summative assessment will revisit each topic, and comprehensively encompass the entire course content. Each assessment will be open on Blackboard for a multi week period of time and *must be completed by the due date identified in the course schedule*. **Assessment content includes multiple choice, true/false, and matching responses.**

3. Professional Engagement & Participation (145 points): Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 2 Professionalism checks for the following expectations:

  A) Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.

  B) Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

  At the end of the course, the total Professionalism checks earned will be summed and divided by all possible checks (i.e., 2 checks for each class session held). This proportion will be multiplied by 20 (the total possible Professionalism points) and used to calculate the student's course grade.

  Class Discussion Board
  For each chapter of the assigned textbook, class members will be required to participate in class discussion threads by individually responding to prompts posed in this forum and by commenting on at least two classmates' posts, prior to the following class period in which that chapter will be covered. Each prompt response is worth three points, and each of the two

comments to classmates is worth one point. This is a total of five points per prompt. Throughout the entire course there are 20 prompts posted, for a total of 100 possible points.

Topics of discussion will align with the assigned readings for that week. In order to receive participation credit, responses must demonstrate that the author of the post and/or comment has read and synthesized the information within the assigned chapters while formulating their response. Comments on the posts of classmates should include specific and supportive feedback, based on that classmate's response. It is suggested to mark your calendar to get in a routine for completion. Generally, your original post to each prompt/thread is due on Sunday by 10:00 pm and your (2) comments to classmates (per prompt) are due Tuesdays by 10:00 pm.

> **Example: Week 1, Question 2***
> - Student writes an original response under the thread to the prompt (3 points)
> - Student comments on a classmate's response (1 point)
> - Student comment on a second classmate's response (1 point)
>   *Therefore, in this example, the student earns 5 total points for the prompt labeled "Week 1, Question 2"*

*Note that there will be more than one prompt (thread) per week, and each prompt (thread) is worth 5 potential points. For example, if there were three prompts in a given week, the discussion board is worth 15 points for the whole week. Prompts are clearly labeled by week and due date/time. To reiterate the information above, there are 20 prompts spread throughout the entire semester long course, for a total of 100 possible points for the assignment of "Class Discussion Board".

Course Policies and Expectations
Attendance/Participation

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

Students earn attendance and participation points each class (i.e., Professionalism described in the Assignments section above); these points can <u>*only*</u> be earned if the student is in attendance and actively participates in class

activities. Please notify me *in advance* by email or phone if you will not be able to attend class. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, *as long as the instructor is notified before the class session*. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. *Professionalism points missed for more than one absence or any absence without instructor contact before class cannot be made up.*

Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be *fully* present and engaged in class.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute to synchronous and asynchronous online discussions and activities as well as genuinely listen to peers as they do the same. In addition, you are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to:

- Contributions to whole group and small group discussions
- Interactive Slide Responses (NearPod, Peardeck, Menti and/or Google, etc.)
- Exit tickets

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the Instructor. On all assignments, full credit is available for those submitted on time. **For every 24- hour period that an assignment is late, a 5% point deduction will occur**. After one week from the due date (or until the last class

session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the Instructor *in advance* if there is a problem with submitting your work on time.

Other Requirements

Communication.

The best way to contact me is through email, which is listed on the first page of the syllabus. Please note that your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at http://masonlive.gmu.edu. All communications are sent to students via their Mason email accounts, and students are held responsible for this information.

Grading Scale

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your successful performance in completing assignments, not the level of effort you put into them.

Assignment	Points Earned	Points Possible
Professional Engagement & Participation (34%)		
Class Discussion Boards		**100**
Engagement & Participation in Class Sessions		**45**
Content Mastery Assessments (33%)		
Formative Assessment 1 (SW-PBIS)		**35**
Formative Assessment 2 (Classroom Management)		**35**
Summative Assessment		**70**

Project-based Learning Experiences (33%)		
Analysis of Schoolwide Discipline/Behavior Plan		**35**
Description Research-based Method		**35**
Classroom Management Plan		**70**
Total Points		425

*Note: The George Mason University Honor Code will be strictly enforced. See **Academic Integrity Site** (**https://oai.gmu.edu/)** and **Honor Code and System** (**https://catalog.gmu.edu/policies/honor-code-system/**). 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

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

Week	Date	Topics	Readings Due	Assignments Due

1	1/27/21	● **Introductions** ● **Expectations, Norms & Working Agreements** ● **Course Overview** ● **Goal Setting** ● **Chapter 1**		**Class discussion 1 (in class)** **Ensure you have** **access to Bb and the textbook**
2	2/3/21	● **Vision/Mission development** **Chapter 2** ● **Introduce behavior management and positive behavior management and supports** ● **Describe theoretical models to explain challenging behaviors**	**Ch. 1 & 2**	**Class discussion 2**
3	2/10/21	**Chapter 3** ● **Introduction to school wide positive behavior interventions and supports (SW-PBIS)** ● **Discuss ways to shift schools toward implementing SW-PBIS with fidelity**	**Ch. 3** **Explore the Pbis.org website. Read the PBIS pages on** **Getting Started,** **Tiered Framework, and Tier 1**	**Class discussion 3** *Formative Assessment 1 (SW-PBIS) opens in Bb, under Assessment tab*

4	2/17/21	Chapter 4 ● **SW-PBIS (continued)** ● **Make Connections from SW-PBIS to Classwide PBIS** ● **Compare components of SW-PBIS to other school plans** ● **Addressing diversity & cultural responsiveness in classroom environment**	**Ch. 4** **SW-PBIS Cultural Responsiveness (p. 2-5 & 26-29)** **Flannery & Kato** **(2016)**	**No discussion board this week** *Locate, preview and bring a SW-PBIS plan for group discussion and in-class assignment.*
5	2/24/21	● **Describe how to develop, teach, and implement proactive classroom rules and procedures** ● **Describe effective use of scheduling, climate, and classroom planning and organization**	**Ch. 5** **Time Management PDF (see Weekly Course Content in Bb)**	**Class discussion 5** **Formative Assessment 1 (SW-PBIS) due in Bb, under Assessment tab**
6	3/3/21	● **Describe the impact of high-quality instruction on individuals' behaviors** ● **Analyze classroom environments scenarios to discuss effective and ineffective features**	**Ch. 6** High Leverage Practices #7 Video CAST UDL Tips for Learning Environments IRIS Center Cultural Influences on Behavior	**Class discussion 6** **SW-PBIS Plan due**

7	3/10/21	● Describe how reinforcement can be in used to increase desired behaviors ● Identify a continuum of positive proactive, non intrusive techniques ● Ethical considerations when responding to behavior	**Ch. 7** CEC Professional Ethical Principles	**Class discussion 7** **Anonymous Midterm Survey**
8	3/17/21	● Identify a continuum of strategies to respond to inappropriate behavior ● Describe how and when behavior reductive techniques can be used to reduce undesired behaviors ● Describe how to shift ineffective features to focus on proactive research-based methods and behavior supports	**Ch. 8**	**Class discussion 8**

9	3/24/21	● Discuss ways to shift classrooms toward implementation of effective and proactive organization and management techniques with fidelity ● Identify how adults' attitudes and behaviors need to shift to bring about desired changes in individuals' behaviors	Ch. 9	Class discussion 9 Draft of Classroom Management Plan due for in-class peer review Formative Assessment 2 (Classroom Management) opens in Bb, under assessment tab
10	3/31/21	● Identify social skills and corresponding instruction ● Explore the concept of "instructional match"	Ch. 10 HLP #9 (Read about HLP9 from p. 5-7) Schoolwide Article PBIS World Article	No discussion board this week Classroom Management Plan due (Submit to Assignments tab, in Classroom Management Plan folder) Asynchronous Class Guide (due by 6:59 pm on 3/31/21)

11	4/7/21	● **Introduction to Tier 2 & Tier 3** ● **Introduction to functional behavioral assessment (FBA)**	**Ch. 10 (continued)**	**Class discussion 10** **Proposal for** **Description** **Research-based** **Method due**
12	4/14/21	● **Self-management**	**IRIS Module on** **Self-Management** **1 of the following (to be assigned in class):** **Bruhn et al. (2017) OR** **Lastrapes & Mooney (2019)**	**No discussion board this week** **Formative Assessment 2 (Classroom Management) due**
13	4/21/21	● **Describe the crisis cycle and how adults should respond to individuals during crisis stages** ● **Describe components of school-wide crisis management plans**	IRIS Module: The Acting Out Cycle IRIS: Crisis Plan **Simonsen et al.** **(2014)** **Clarke et al. (2014)**	**No discussion board this week** **Summative (Comprehensive) opens**

14	4/28/21	● **Pulling it all together** ● **Course evaluations**	**Chapter 11**	**No discussion board this week** **Summative (Comprehensive) Due** **Description Research-Based** **Method last date to submit or present** **In-class activity: Planning & preventing a classroom management catastrophe (generating a scenario & preventative action plan)**

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: See **Core Values** (**http://cehd.gmu.edu/values/).**

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See **Honor Code and System** (**https://catalog.gmu.edu/policies/honor-code-system/**).

- Students must follow the university policy for Responsible Use of Computing. See **Responsible Use of Computing** (**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 **Disability Services** (**https://ds.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 either Tk20 or VIA should be directed to **https://cehd.gmu.edu/aero/assessments/**

- Questions or concerns regarding use of Blackboard should be directed to **Blackboard Instructional Technology Support for Students** (**https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/**).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the **Title IX Coordinator** (**titleix@gmu.edu**).

- **For information on student support resources on campus, see** Student Support Resources on Campus **(**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 **College of Education and Human Development** (**http://cehd.gmu.edu/**).

Appendix
Assessment Rubric(s)

EDSE 251: Classroom Management Plan Grading Rubric

Name:

Part One: **For this assignment, you will be provided narrative and video scenarios of a classroom that includes students with disabilities. Select one classroom scenario and one time of day (e.g., one period, especially critical for secondary settings) to analyze. Use one of the assessment instruments (be sure to calculate data) and content from course readings. Rely primarily on the data calculated from the assessment instrument your selected.**

Part Two: **After analyzing aspects of the classroom per assessment instrument and calculating the corresponding data, prioritize strengths and areas of need to describe in each assignment section. In the corresponding section of the assignment, describe improvements based upon what you found as areas of need and content from the textbook chapters you have read and other resources.**

Evaluation Standards	Required Components	Points
	● **Avoid first person (i.e., using "I" or "We") throughout the entire assignment (except in last section on philosophy)** ● **Use excellent written language (per APA style) throughout** ● **Do not use any identifying information of people, schools, or school systems. Maintain confidentiality at all times.**	
Part One		
Classroom Arrangement	**Write a narrative summary that describes what the physical arrangement of the classroom looks like. Refer to the drawing of the classroom when appropriate.** ✓ **Insert a detailed drawing of the classroom including where centers, desks, etc. are located.** ✓ **Using information about the physical arrangement of the classroom, identify the corresponding type of instruction that can occur (e.g., small group, large group).** ✓ **Comment on the likelihood of smooth transitions for students to/from areas, teachers' capacity to circulate and see all students, and other aspects significant to this specific classroom arrangement.**	/8
Effectiveness of Current Classroom Arrangement	✓ **Strengths of the current classroom arrangement** ✓ **Areas of need for the current classroom arrangement.** **Use** data **you acquired from the assessment instrument to identify strengths and areas of need. Place the completed assessment instrument in the Appendix. You can also use content from the texts and other content sources to note strengths and areas of need.**	/5
Daily or Session Schedule	**Summarize what happens either across the day or across the session (e.g., math class; 3rd period science). In the summary, tell about the length of specific activities (you can only provide the information if it is clearly there) so it is clear what activities and how much time is set aside for each activity. Place the detailed schedule (if there is one) in the Appendix. Given what you know from this classroom's schedule, provide (at least) one substantive comment about the effectiveness of the scheduling, based on information you have from the assessment instrument (use data!), the textbook, or other content sources.**	/4

Behavior Management	**Write a narrative summary that describes what the teacher uses for behavior management. Use relevant content from the assessment instrument, textbook chapters, and other content sources. Some details include responses to the following questions, but this is not intended as an exhaustive listing of queries for this section.** **--What are the classroom rules, and how measurable or clear are they?** **--What is visible for a corresponding matrix for the classroom rules?** **--What is evident for how the classroom rules connect to the schoolwide rules? --What kinds of routines or procedures are used during the observation time? --What are the procedures for promoting appropriate behavior?** **--What are the procedures for responding to undesired behavior?** **==Related to the two above, what is the continuum of responses for appropriate or undesired behaviors?**	/15
Effectiveness of Current Behavior System	**--Strengths of the current behavior system.** **--Areas of need for the current behavior system.** **Use** data **you acquired from the assessment instrument to identify strengths and areas of need.** **You can also use content from the text and other content sources to note strengths and areas of need.**	/10

Part Two		
Ideal	**Based on what has been identified so far for areas of need, and areas that could be refined, improved, or developed, describe two substantive improvements on each of these (four improvements total):** **--physical arrangement of the classroom (create a second drawing and highlight changes) --behavior management (connect to text chapters and/or other content sources) Based on the classroom rules you saw (if no rules, you develop them) and the sequence of activities in the schedule (if no activities, then you develop them), develop a classroom rules matrix for the class (including at least 3 general phrases and 4 activities).**	/15
Philosophy	**Describe your personal emerging philosophy of classroom management, based on content you are learning in this course. Refer to sources as needed. Describe one of the Universal Design for Learning Tips for Learning Environments. Make an explicit connection to one of the Council for Exceptional Children Professional Ethical Principles.**	/5
APA Technical	✓ **APA citations within the plan and in References are accurate** ✓ **Clear, organized, and well written, per APA style**	/3
Total Points Earned		**/65**

Full earned credit for assignments turned in on time