

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION**

EDSE 502 5S1: Classroom Management and Applied Behavior Analysis (3 credits)

Fall 2011

Course day/time: Tuesday, 4:30 pm – 7:10 pm

Course location: Annex (KA 102)

Instructor:

Dr. Vicky G. Spencer

Office phone: 703-993-5598

Office location: Finley, 208

Office hours: By Appointment

E-mail: vspencer@gmu.edu

Course Description

Explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. This course explores theories of classroom management and various approaches to management including use of technological advances. Course instruction emphasizes developing classroom and individual behavior-management plans.

Prerequisites*

There are no required prerequisites for this course, but each Program in Special Education strongly recommends a specific sequence. Please refer to your Program of Studies to determine where this course fits within your overall program.

*Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

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 assessment/behavioral plans. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature review/synthesis, the technical assistance networks, which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Student Outcomes

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

- Design learning environments including use of technological advances that support and enhance instruction*;
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior*;
- Identify critical components of IDEA (2004) related to student behavior;
- Demonstrate knowledge of various classroom management programs*;
- Demonstrate how to create a safe, positive, supporting environment that values diversity*;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors*;
- Demonstrate an awareness of strategies to use for crisis prevention/intervention*.
- Define behavior change terminology and principles of applied behavior analysis*;
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors*;
- Describe, understand, and apply single subject research designs*;
- Develop and implement a behavior change program*;
- Describe strategies for promoting self-management*;
- Develop a lesson to teach pro-social skills; and
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model*.

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environment
- Basic classroom management theories and strategies for individuals with exceptional learning needs
- Effective management of teaching and learning
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.

- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.
- Advantages and disadvantages of placement options for individuals with emotional/behavior disorders.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of para-educators, volunteers, and tutors.
- Use universal precautions.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Required Texts

Alberto, P. A., & Troutman, A. C. (2008). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

(This text has a companion website at <http://www.prenhall.com/alberto>)

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall.

(This text has a companion website at <http://www.prenhall.com/scheurmann>)

Recommended

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Style: The standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information.

Other Required Resources

Blackboard

Check Blackboard weekly for additional course materials.

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Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and

counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Other Course Expectations

Attendance

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 in a timely manner. **Three or more absences will result in no credit for this course.** 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. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities will NOT be made up.**

Computers, Cell Phones, Blackberries, and Recording Devices

Computers may only be used for accessing e-books (if you purchased your book online). You will not need your computers to take notes since powerpoint/handouts will be shown during class and posted on Blackboard prior to class. **You will need to bring a hard copy of the powerpoints/handouts each week.** Please keep your phones off or on vibrate during the class. **Texting is prohibited during class.**

Placement for Field Experience/Case Study

If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e. inform GMU of the school where you are working, the grade level of the student, and the approximate number of hours you anticipate working with the student) after targeting the student with whom this Case Study will be completed.

Signature Assignment

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream. In addition students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, student will need to retain electronic copies of all course products to document their program through the GSE Special Education program. In addition to the signature assignment

products from this class can become part of your individual program portfolio used in your portfolio classes the documents your satisfactory progress through the GSE program and the CEC performance based standards.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Overview of Assignments

1. Classroom Attendance & Participation (10 points)

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. **Three or more absences will result in no credit for this course.** Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during each class meeting there will be opportunities to earn points for successful completion of in-class activities. **If you are not in attendance and thus not able to participate when these activities occur, assigned points cannot be earned and cannot be made up.**

2. Quizzes (15 points)

Several short quizzes will be given during the course of the semester to assess students' attainment of critical knowledge about the fields of classroom management and applied behavior analysis. A combination of announced and unannounced quizzes may be utilized. Such announcements may be posted to Blackboard or via email. Each quiz will cover information from lecture and the assigned readings from the previous classes or the readings for that evening's class session. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essay.

3. Comparison of School Discipline/Behavior Plans (to be completed in class) (10 points)

Obtain and examine the behavioral plan at the school where you work. Compare and contrast your schools' plans to the Positive Behavior Intervention and Support (PBIS) model. You will report your findings to the large group.

4. Social Skills Lesson (to be completed in class; small group project) (5 points)

Design a lesson to promote a pro-social skill. Be sure to incorporate components of direction (DI) and modeling into your lesson. Components of this project include: (a) description of the students(s) for whom the lesson is being developed, (b) social skill lesson components, (c) use of direction instruction strategies, and (d) programming for generalization and on going monitoring.

5. Classroom Management Plan (20 points)

The purpose of this project is to articulate the classroom management approach you use to enhance the learning for all students. Report on your own classroom management plan or observe a classroom during one class and period if you are a secondary teacher with multiple classroom settings. The paper will need to be 4-5 pages in length, double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page (APA), and a reference page. Please use the heading structure provided on the rubric. See Blackboard for rubric.

6. Behavior Management Plan (10 points)

Develop a profile of a student who has behavioral problems, complete a functional behavior assessment (FBA) and write a behavior intervention plan (BIP) with goals and objectives for that student. It is very possible the goals and objectives could become part of the student's IEP. Identify a method for evaluating the effectiveness of the program you design. See Blackboard for rubric.

**7. Applied Behavior Analysis Project (30 points)
(Signature Assignment required for portfolio*)**

Develop an applied behavior analysis project for an individual (PreK- 12 student) with whom frequent contact is available during this course. This project is broken down into sub-projects, which you will complete and submit by the due dates provided with the rubric. Next, you will combine all four sub-projects, making edits recommended on your returned sub-projects, and submit this master document as your Signature Assignment – Applied Behavior Analysis Project to Taskstream. See Blackboard for rubric.

*This assignment has been designated as the required performance based assessment for this course. The Special Education Program at GMU is required to evaluate student work in relation to meeting the CEC Content Standards as part of NCATE requirements. Therefore, students in this class will be expected to submit this designated assignment to Task Stream (a web-based portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric. Students are expected to post their assignment to Task Stream electronically by the due date as noted on Blackboard. Additional information on this process will be provided via the class Blackboard site.

Evaluation

1. Class attendance and participation (10 points)
2. Quizzes (15 points)
3. Comparison of School Discipline Plans (10 points)
4. Social Skills Lesson (5 points)
5. Classroom Management Plan (20)
6. Behavior Management Plan (10)
7. Applied behavior analysis project (30 points)

Two points will be deducted each day beyond the due date for work submitted late.

Grading criteria **

- 94 – 100% = A
- 90 – 93% = A-
- 87 – 89% = B+
- 80 – 86% = B
- 70 – 79% = C
- <70 = F

COURSE SCHEDULE

Date	Class Topics	Readings and Assignments Due
8/30	Course Overview	
9/6	Legal/ethical issues	S & H Chapter 1
9/13	Theories & PBS Dimension of behavior for ABA	S & H Chapter 2 A & T Chapter 1
9/20	Understanding operant conditioning Using behavioral objectives to initiate change	A & T Chapter 2
9/27	Assessment & monitoring Functional Behavior Assessments	S & H Chapter 3 A & T Chapter 6 DUE: Part 1 ABA project
10/4	Data collection & graphing	A & T Chapters 3 & 4
10/11	Single subject designs	A & T Chapter 5
10/18	Ethics & Schoolwide PBS	S & H Chapter 12 Complete in class: Comparison of school discipline plans
10/25	Arranging consequences that increase behavior	S & H Chapter 9 A & T Chapter 7 DUE: Part 2 ABA project DUE: Behavior Management Plan
11/1	Arranging consequences the decrease behavior	A & T Chapter 8
11/8	Creating a Positive Learning Environment	S & H Chapters 5 & 6 DUE: Classroom Management Plan
11/15	Reinforcements for generalization & self-monitoring	S & H Chapter 10 DUE: Part 3 ABA Project
11/22	Teaching Social Skills	Readings on Blackboard

		Complete in class: Social Skills Lesson Plans Presentations of ABA Projects
11/29	Application of ABA	Presentations of ABA Projects
12/6	Application of ABA	DUE: Applied Behavior Analysis Project Presentations of ABA Projects
12/13		Reflection & Analysis

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather cancellations will shift content to online delivery format and do not excuse students from completion of requirements.