



## **College of Education and Human Development**

### **Division of Special Education and disAbility Research**

Spring 2017

EDSE 402 001: Classroom Management and Applied Behavior Analysis  
CRN: 10351, 3 – Credits

<b>Instructor:</b> Ms. Casey Quigley	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703-606-0128	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> cquigle1@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> Available upon request	<b>Meeting Location:</b> Fairfax, Finley 114
<b>Office Location:</b> Fairfax, Finley 114	<b>Other Phone:</b> N/A

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

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#### **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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

#### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## **Advising Tip**

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

## **Course Delivery Method**

The class will meet face-to-face once a week. Learning activities include the following:

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

## **Learner Outcomes**

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

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of teacher candidates/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 teacher candidates/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 teacher candidates/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. 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. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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 teacher candidates/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 teacher candidates/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.

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

## **Recommended Textbooks**

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

## **Field Experience**

There is a required field experience with this course. Components of specific assignments require field experiences. You will receive an email when the semester begins with an online placement request form. Please complete this request form immediately (within one week). A description of the field experience follows; as the course evolves, the instructor will provide more information about what occurs during the field experience.

"The *field experience* assignment consists of a GMU candidate observing a school setting/classroom or community setting (e.g., home, job site, group homes, day care), preferably inclusive of students with disabilities. The purposes of the observations are to describe the setting and observe a student's mild behavior of concern (such as off-task behavior) in the context in which the behavior occurs. After conducting a structured interview with a student's teacher, the Mason candidate observes the student across multiple sessions (range is 4-8 sessions across multiple days; observation length varies) to determine patterns for the mild behavior of concern."

## **Course Performance Evaluation**

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

## **Tk20 Performance-Based Assessment Submission Requirement**

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

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

changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments**

### **Performance-based Assessment (Tk20 submission required)**

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

### **College Wide Common Assessment (Tk20 submission required)**

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

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

#### *Applied Behavior Analysis Self-Management Project (20 points)*

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

#### *Classroom Management Plan (20 points)*

Students will develop a comprehensive classroom management plan that includes preventative and instructional strategies to support the academic and behavioral needs of a diverse classroom. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. A rubric will be provided outlining criteria.

#### *Comparison of School Wide Discipline Plan (10 points)*

Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. If you are not currently working at a school, discuss options with the instructor. During class, students will compare and contrast their schools' plan with those of others and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric will be provided outlining criteria.

## **Other Assignments**

### *Attendance and Class Participation*

Students will have the opportunity to earn 1 point for each in-class session they attend. To earn full points, students must be present for the entire class session (arriving no more than 5 min late and leaving no more than 5 min early) and participate by engaging in class discussions, completing in-class activities, etc.

### *Weekly Reflections (13 points)*

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

## **Course Policies and Expectations**

### **Attendance/Participation**

Students are expected to attend all classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality by the assigned due date. Each class, students will participate in activities that contribute to the attendance and participation portion of the final grade. Points missed due to absence from class cannot be made up. However, if an absence from class is unavoidable, students may be permitted to complete additional assignments (e.g., written work or activities) to compensate for attendance points lost due to the absence from class. Please notify the instructor in advance of any absences.

### **Late Work**

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

### **Grading Scale**

95 – 100% = A

90 – 94% = A-

87 – 89% = B+

84 – 86% = B

80 – 83% = B-

70 – 79% = C

60 – 69% = D

< 69% = F

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

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## **Professional Dispositions**

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

## **Core Values Commitment**

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

## **GMU Policies and Resources for Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

## Class Schedule

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

Date	Topic(s)	Readings Due	Due by start of class
<b>Week 1</b> 1/25	<ul style="list-style-type: none"><li>• Welcome &amp; Course Overview</li><li>• Roots of ABA &amp; PBIS</li><li>• Introduction to ABA and PBIS</li><li>• Pretest (ungraded)</li></ul>	None	None
<b>Week 2</b> 2/1	<ul style="list-style-type: none"><li>• Foundations</li><li>• Defining Characteristics of ABA</li><li>• Introduction to basic principles of behavior</li></ul>	S&H: Ch. 1 A&T: pp. 10-16	Complete online field experience form Reflection 1
<b>Week 3</b> 2/8	<ul style="list-style-type: none"><li>• Basic principles of behavior cont.</li><li>• Responsible Use of ABA</li><li>• Preparing Behavioral Objectives</li></ul>	S&H: Ch. 2 A&T: pp. 26-33, 40-56, 62-64	Reflection 2
<b>Week 4</b> 2/15	<ul style="list-style-type: none"><li>• Preventing Problem Behavior</li><li>• Prevention of challenging behavior through planning, organization, and high-quality instruction</li></ul>	S&H: pp. 89-123	Reflection 3
<b>Week 5</b> 2/22	<ul style="list-style-type: none"><li>• SWPBIS</li><li>• School Rules &amp; Procedures</li></ul> <p><b>Comparison of School Wide Discipline Plan (complete in class)</b></p>	S&H: Ch. 3, 4	Bring in school-wide discipline plan from your school Reflection 4
<b>Week 6</b> 3/1	<ul style="list-style-type: none"><li>• Effective instructional practices</li><li>• Social Skills Instruction</li></ul>	S&H: pp. 123-138, Ch. 9	Reflection 5 Identify subject for your FBA/BIP & ABA projects
<b>Week 7</b> 3/8	<ul style="list-style-type: none"><li>• Behavioral Monitoring</li><li>• Procedures for collection data</li><li>• Graphing</li></ul>	S&H: Ch. 7 A&T Ch.4	Reflection 6
<b>No class</b>	SPRING BREAK		

<b>Week 8</b> 3/22	<ul style="list-style-type: none"> <li>• Function of Behavior Through FBA</li> <li>• Guest Speaker</li> </ul>	S&H: pp. 159-177 (rest of the chapter recommended) A&T: pp. 172-191, 206-208	Reflection 7 Classroom Management Plan due
<b>Week 9</b> 3/29	<ul style="list-style-type: none"> <li>• FBA Con't</li> <li>• Behavior Support (Intervention) Plan (BSP/BIP)</li> </ul>	A&T: pp. 125-131, 160-161, 166-168,	Reflection 8
<b>Week 10</b> 4/5	<ul style="list-style-type: none"> <li>• Procedures to increase appropriate behavior</li> <li>• Self-Management</li> </ul>	S&H: Ch. 10,11 A&T: pp. 212-225	FBA Due Reflection 9
<b>Week 11</b> 4/12	<ul style="list-style-type: none"> <li>• Procedures to decrease undesirable behavior</li> </ul>	S&H: pp.269-280 A&T: Ch. 9	Reflection 10
<b>Week 12</b> 4/19	<ul style="list-style-type: none"> <li>• Antecedent Control, shaping, prompting, modeling, fading, chaining</li> </ul>	A&T: Ch. 10	BIP due Reflection 11
<b>Week 13</b> 4/26	<ul style="list-style-type: none"> <li>• Maintenance, fluency and generalization of skills</li> </ul>	A&T Ch. 11	Reflection 12
<b>Week 14</b> 5/3	<ul style="list-style-type: none"> <li>• ABA Impact Project Presentations</li> <li>• Posttest (ungraded)</li> <li>• Course evaluations</li> </ul>		ABA Self-Management Project and Presentation Reflection 13

### Assessment Rubric(s)

Rubrics will be posted on Blackboard for each individual assignment.