

George Mason University
Graduate School of Education
Program: Special Education

Course title: EDSE 502: Classroom Management and Applied Behavior Analysis

Spring 2004

Instructor:	Dr. Suzanne Tochterman	Class meeting times: Thursday 4:30-7:10
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Email:	stochter@gmu.edu	Dates of course: 1/22/03-4/29/03

Course Description

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized.

Prerequisites: none.

Student Outcomes

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

- Design learning environments including use of technological advances which 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 (1997) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment which values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors which 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
- 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, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for learning environments and social interactions.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR, (Standard 5: Learning Environments and Social Interactions). The class will also address some of the following core standards:

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- 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.

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 paraeducators, volunteers, and tutors.
- Use universal precautions.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion.
2. Application activities using assessment instruments
3. Small group activities and assignments
4. Blackboard to supplement the instructional delivery blackboard.gmu.edu

Required Text

Alberto, P. A. & Troutman, A. C. (2003). *Applied Behavior Analysis for Teachers* (Sixth Ed.). New York: Macmillan Publishing Company.

Danforth, S. & Boyle, J. (2000). *Cases in Behavior Management*. Columbus, OH: Prentice Hall.

Martella, R. C., Nelson, R. J., & Martella, N. E. (2003). *Managing disruptive behaviors in the schools*. Boston, MA: Pearson Education, Inc.

NOTE:

This syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

Evaluation

1. Class Attendance and Participation (30 points)
2. Behavior Management System Paper (10 points)
3. Comparison of School Discipline Plans (10 points)
4. Classroom Management Plan (40 points)
5. Behavior Management Program (50 points)
6. Applied Behavior Analysis Project (60 points)
7. Social Skills Lessons (25 points)
8. School Discipline Plan (25 points)

Points will be deducted for work submitted late.

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

This class will adhere to the George Mason University Honor Code. This can be accessed at: <http://www.gmu.edu/facstaff/handbook/aD.html>

Grading criteria

- 95 – 100% = A
90 – 94% = A-
80 – 89% = B
70 – 79% = C
< 70% = F

ASSIGNMENTS

Classroom Management Plan (individual project)

Design a classroom management plan which includes (a) a detailed drawing of your classroom including where centers, desks, etc. are located and your rationale for this particular arrangement; (b) a sample daily schedule; (c) behavior management techniques and your rationale for your choice(s); (d) your philosophy of classroom management with references to models discussed in class and the texts.

Behavior Management System Paper (individual paper)

Read the text explanation of various behavior management systems. First choose three of the following models for review: Logical consequences, Glasser, Love and Logic, Kounin, Jones, & Ginott. Second, compare and contrast the three models. Outline at least six commonalities/differences. Then evaluate the effectiveness of each model by forming a personal judgment tying together theory and practice.

Behavior Management Program (individual project)

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method for evaluating program effectiveness.

Applied Behavior Analysis Project (individual project)

Develop and implement an applied behavior analysis report on an individual with whom frequent contact is available during this course.

Social Skills Lessons (small group project)

Design a lesson to promote a prosocial skill. Incorporate components of direct instruction (di) into your lesson.

Comparison of School Discipline Plans (small group project)

Examine the behavioral plan at the school where you work. Within your group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. Report to the large group.

COURSE TOPICS

Date	Reading Due	Concepts	Assignments/Quizzes Due
1/22		Introduction; principles of classroom management, physical environment, theoretical models of behavior	
1/29	Danforth & Boyle Ch.1; Martella Ch. 2; Articles on blackboard	Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA.	Quiz on assigned readings
2/5	Martella, Ch. 1	Behavior management systems	
2/12	Martella Ch. 3, 4; Danforth & Boyle cases 25, 30;	Development and implementation of systematic behavior management plans, individualization	Comparison of School Discipline Plans – Completed in class
2/19	Martella, Ch. 6; Danforth & Boyle case 3	Creating positive interpersonal relationships in the classroom, teaching social skills, rules, and routines – Guest presenter	Social Skills Lesson – Completed in class
2/26	Danforth & Boyle cases 14, 23	Using problem solving to resolve behavior problems	Classroom Management Plan Due
March 4	Alberto Ch. 6; Danforth & Boyle cases 17, 24	Functional assessment of behavior, adapting instruction	Use functional assessment to develop a student profile – Completed in class (for Behavior Management Project)
3/18	Alberto Ch. 2	Preparing behavioral objectives; selection of target behaviors; defining behaviors	

3/25	Alberto Ch. 3, 4;	Procedures for collecting data; graphing data, selecting an observation system; methods of recording data	Behavior Management Project
4/1	Alberto Ch. 5	Single subject research design; reversal, changing criterion, multiple baseline and other designs	
4/8	Alberto Ch. 7 & 8; Martella Ch. 11 & 12; Danforth & Boyle case 1	Arranging consequences that increase & decrease existing behaviors	Quiz on assigned readings
4/15	Alberto Ch. 9	Pairs or small group review of ABA project using format Differential reinforcement: stimulus control and shaping – Notes on Blackboard	
4/22	Alberto Ch. 11	Teaching students to manage their own behavior	Copy of completed peer review form handed in
4/29	Alberto Ch. 10	Providing for generalization of behavior change Wrap Up & Evaluate	Applied Behavior Analysis Project