

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

Syllabus for EDSE 502: Classroom Management and Applied Behavior Analysis (3 credits)

Semester and Year: Spring 2010

Course day/time: Wednesdays, 5:00 pm – 7:30 pm

Course location: Room 301, Original Building, Arlington Campus

Professor:

Dr. Theodore A. Hoch

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Office hours: By Appointment

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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.

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavior assessments / behavioral plans. These EBPs are indicated with an asterisk in this syllabus. Evidence for the selected research-based practices is informed by meta-analyses, literature reviews/syntheses, the technical assistance networks which provide web-based resources, and the national organizations whose mission it 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.

Prerequisites

None.

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
- 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, 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 competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Standard 5 - Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

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

Required Texts

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Blackboard

Check Blackboard weekly for additional course materials at <http://blackboard.gmu.edu>

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream via <https://www.taskstream.com>. Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting 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/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN). See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

Student Responsibilities

George Mason University Email: <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account as important university correspondence will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.

George Mason Blackboard: <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

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

Graduate School of Education Dispositions Criteria: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

George Mason University Honor Code: http://www.gmu.edu/catalog/apolicies/#TOC_H12 This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

Responsible Use of Computing: <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on the Responsible Use of Computing link found at the bottom of the screen.

IMPORTANT NOTES:

- For a satisfactory grade in the course, students are expected to **attend all classes, arrive on time**, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When **absence** from class is unavoidable, **students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.**
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.

Overview of Assignments

Participation Activities. Students are expected to attend class and actively participate in all assignments, group activities, class discussions, and online activities. Active participation includes asking questions and presenting one's own understanding of the topics addressed, as well as interactive discussion and participation in activities with other class members. Active participation also includes listening to and respectfully considering others' comments and questions. This will require all students to complete the required readings, activities, and assignments for that specific class meeting in advance. Additionally, during each class meeting there will be the opportunity to earn point(s) for successful completion of graded in-class activities (e.g. case analysis, reflection activities, small group activities, etc.). If students are not in attendance, thus not able to

participate and contribute to class when these activities occur, these points cannot be earned. One point may be earned per session (for sessions 2 – 16; none for Week 13, which is Spring Break), for a total of 14 points possible for participation activities.

Signature Assignment - Applied Behavior Analysis Project (required for portfolio*). Develop an applied behavior analysis project for an individual with whom frequent contact is available during this course. You may involve a PreK-12 student, a family member, a friend, or as a last resort, yourself. You will need to select your participant prior to the fourth class session. This project is broken down into 6 sub-projects, which you will complete and submit by the class sessions listed below. Point values associated with each submission are listed below. Next, you will combine all six sub-projects, making edits recommended on your returned sub-projects, and submit this master document as your Signature Assignment – Applied Behavior Analysis Project. Given this, should you make an error on a sub-project, you do have opportunity to correct it prior to resubmitting that sub-project as part of your Signature Assignment. Follow these instructions:

1. Complete **ABA Project Part 1** and submit at the beginning of the fifth class session. There are 4 points possible for this part of the project. Use this format:
 - *Participant:* Write a description of the participant in your project. Do not include name or identifying information, but do describe gender, age, relevant medical or other diagnoses, school or vocational placement, and why this person was selected. (1 point possible)
 - *Target Problem Behavior:* write a behavioral definition of the behavior that you have selected to reduce. (1 point possible)
 - *Terminal Criterion:* This is the state of the behavior you are targeting, when the intervention has been successfully completed. You need to know where you're going if you're going to get there! Conduct a normative rate study, or otherwise determine the terminal criterion for the behavior you are targeting. Write a description of how you determined the normative rate or the criterion, and state what that rate or criterion is. (1 point possible)
 - *Behavioral Objective:* Write a behavioral objective, using the format provided in class, for the behavior you are targeting for change. (1 point possible)
2. Complete **ABA Project Part 2** and submit at the beginning of the sixth class session. There are 6 points possible for this part of the Project. Use this format:
 - *Data collection method and rationale.* State which data collection method you have selected for this project, and explain why you chose that one (e.g., why, of all of the measures available, this is the one most appropriate for this circumstance). (1 point possible).
 - *Data collection procedures.* Write step-by-step instructions on how to collect the data, as though you were writing them for another person to follow. Ensure that the procedures are linear and clearly (and simply) stated. (3 points possible – 1 for thoroughness of instructions, 1 for linearity, and 1 for clarity)
 - *Recording form.* Make a recording form that will be used with your procedures. (2 points possible – 1 for thoroughness of form, and 1 for clarity)
3. Complete **ABA Project Part 3** and submit at the beginning of the eighth session. There are 9 possible points for this part of the Project. Use this format:
 - *Functional assessment procedures and rationale.* Identify at least two functional assessment procedures that you selected, and your rationale for selecting these procedures (e.g., why, of all procedures available, these are the most appropriate for this circumstance). (1 point possible)
 - *Functional assessment data.* Conduct the functional assessment, and submit your data (e.g., filled in interview, scatterplot, ABC forms, etc.) (2 points possible – 1 for correctly conducting each of two assessment methods, and 1 for submitting data for

- each of the two chosen methods)
- *Functional assessment summary.* Complete the functional assessment summary form, based on the data you're submitting. Next, write summary statements for possible contingencies maintaining the behavior you're targeting. (2 points possible – 1 for completing the functional assessment summary form correctly, and one for completing the summary statements correctly)
 - *Competing behavior model.* Complete the competing behavior model form, using the information from the functional assessment data and summary. You will need to identify one Alternative / Replacement behavior that already occurs sometimes (instead of the problem behavior) and is likely maintained by the same consequences maintaining the problem behavior – and one Desired behavior – this will be one that the participant doesn't already do, but can be taught to do instead of the problem behavior. You'll need to select a reinforcer for this behavior. (2 points possible – one for completing upper portion correctly, one for completing lower portion correctly)
 - *Behavioral definition for Alternative / Replacement behavior.* Write this. (1 point possible)
 - *Behavioral definition for Desired behavior.* Write this. (1 point possible)
4. Complete **ABA Project Part 4** and submit at the beginning of the tenth session. There are 4 points possible for this part of the Project. Use this format:
- *Preventive Procedures.* Based on your functional assessment data (from Project Part 3), and based on what we covered in class and what was covered in your texts regarding preventing problem behaviors:
 - Select two variables that are likely contributing to the problem behavior, and
 - State what these variables are, and why you chose to address these variables (as opposed to others possible), (1 point possible – 1/2 for selection, 1/2 for rationale) then
 - Write step-by-step procedures on how to address these variables to prevent the problem behavior. (3 points possible – 1 for thoroughness of instructions, 1 for linearity, and 1 for clarity)
5. Complete **ABA Project Part 5** and submit at the beginning of the fourteenth session. There are 7 points possible for this part of the Project. Use this format:
- *Instructional Procedures.*
 - *Target behavior and rationale.* Select either the Alternative / Replacement behavior or the Desired behavior you identified in Part 3 as the behavior you'll use to replace the problem behavior, and explain why you chose this. (1 point possible)
 - *Procedures.* Based on the instructional (increasing behaviors) we discussed in class and that were included in your texts, write step by step instructions on how you will teach the person to do / get the person to do more often (in the circumstances when the problem currently occurs) the targeted alternative / replacement or desired behavior. (3 points possible – 1 for thoroughness of instructions, 1 for linearity, and 1 for clarity)
 - *Reductive Procedures.* Provide step-by-step instructions, based on the reductive procedures discussed in class and described in your text, on how you will reduce frequency of the targeted problem behavior. (3 points possible – 1 for thoroughness of instructions, 1 for linearity, and 1 for clarity)
6. Complete **ABA Project Part 6** and submit at the beginning of the sixteenth session. There are 9 points possible for this part of the Project. Use this format:
- *Evaluation Procedures.*
 - *Experimental Design.* State which design you have selected to determine procedural efficacy, and your rationale for choosing that design (e.g., why, of

- all designs available to you, this is the one best suited to the problem and the circumstances). (1 point possible)
- o *Design Procedures and Decision Rules.* Explain, step-by-step, how you will implement that design. Be sure to include decision rules (based on behavioral measures) for changing conditions. (3 points possible – 1 for thoroughness of instructions, 1 for linearity, and 1 for clarity)
 - o *Sample graph of hypothetical data.* Construct and submit a sample graph of hypothetical data. Be sure to calibrate and enumerate both axes correctly (1 point possible), provide axis titles for both axes (1 point possible), label your conditions correctly (using names of interventions you are using) (1 point possible), use correct phase dividers (1 point possible), and plot sample data and connect the points correctly (for both your targeted problem behavior and the behavior you're targeting to replace it) (1 point possible). Both behaviors' data may be plotted on the same axes, or you may prepare and submit two separate graphs. (5 points possible)
7. Make all edits recommended on each of the previously submitted project parts. Use Signature Assignment – Applied Behavior Analysis Project as your project title. Then, put the sub-projects together in one cohesive, coherent document, using the following outline:
- *Participant.*
 - *Target Problem Behavior.*
 - *Terminal Criterion.*
 - *Behavioral Objective.*
 - *Data Collection Method and Rationale.*
 - *Data Collection Procedures.*
 - *Recording Form.*
 - *Functional Assessment Procedures and Rationale.*
 - *Functional Assessment Data.*
 - *Functional Assessment Summary.*
 - *Competing Behavior Model.*
 - *Behavioral Definition for Alternative / Replacement Behavior.*
 - *Behavioral Definition for Desired Behavior.*
 - *Preventive Procedures.*
 - *Variables Addressed and Rationale.*
 - *Procedures.*
 - *Instructional Procedures.*
 - *Target Behavior and Rationale.*
 - *Procedures.*
 - *Reductive Procedures.*
 - *Evaluation Procedures.*
 - *Experimental Design and Rationale.*
 - *Design Procedures and Decision Rules.*
 - *Sample graph of hypothetical data.*

A total of 39 points is possible for this assignment. The score for your signature assignment (submitted via Taskstream by 5:00 on 4.28.2010, will be based on the product you submit on that day. As this project is being submitted on the date of the final exam, it may not be edited and resubmitted.

*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 the course outline. Additional information on this process will be provided via the class Blackboard site.

Quizzes. Students will complete seven 10-item, multiple-choice quizzes through Blackboard prior to class on the dates listed in the Course Schedule below. Quizzes will cover material covered in class up (and including during) the last class session before the quiz is due. (For example, Quiz 1 will cover material from weeks 1 and 2; Quiz 2 will cover material from weeks 1 – 3; Quiz 3 will cover material from weeks 1 – 6, etc.). As these quizzes are given as much to assess student mastery of the material as they are as an instructional tool, students will have two opportunities to take the quizzes and answer all questions correctly prior to the class session for which they are due. Then, material pertinent to the items missed most frequently will be covered again in the class session for which the quiz’s completion was assigned. Afterward, the quiz will be unlocked so that students may retake it as many times as needed to answer each question correctly. The highest score will be counted as the student’s final score for the quiz.

Final Exam. On the last evening of class, students will complete a 50-item, multiple-choice final exam.

Grading Your final grade will be based on total number of points you accumulate across the semester. Given the distribution of assignments and associated point values, the scale for the final grade is as follows:

Assignment Type	Points Possible	Cumulative Points
Participation	1 point/ session (14 sessions)	14 points
Sub-Projects	39 points	53 points
Signature Assignment	39 points	92 points
Quizzes	10 points / quiz (7 quizzes)	162 points
Final Exam	50 points	212 points

A = 191 – 212 points B = 169 – 190 points C = 147 – 168 points F < 147 points

COURSE SCHEDULE

Date	Topic / Reading to be completed prior to class	Activities / Submissions
Week 1 1.6.2010	Introductions / No reading	
Week 2 1.13.2010	Roots of ABA and frameworks for considering student behavior / Read <u>A&T</u> Ch. 1 and <u>S&H</u> pp. 39-61	Lecture / Discussion on history of ABA / Practice identifying potential environmental determinants
Week 3 1.20.2010	General Terminology, Principles, and Procedures / Materials provided by instructor in class	Complete Quiz 1 prior to class Lecture / Discussion / Practice on general principles and procedures
Week 4 1.27.2010	Behavioral definitions, normative rates, norm and criterion referencing, and behavioral objectives / Read <u>A&T</u> Ch. 2	Complete Quiz 2 prior to class Discussion and Practice on writing definitions, determining normative rates or other criteria, and writing behavioral objectives

Date	Topic / Reading to be completed prior to class	Activities / Submissions
Week 5 2.3.2010	Collecting and using data / Read <u>A&T</u> Ch. 3, <u>S&H</u> pp. 141-161	Submit ABA Project Part 1 at beginning of class Discussion and practice on data collection and graphing procedures
Week 6 2.10.2010	Functional Assessment of Problem Behavior / Read <u>A&T</u> Ch. 6, <u>S&H</u> Ch. 3	Submit ABA Project Part 2 at beginning of class Discussion and practice on functional assessment methods
Week 7 2.17.2010	Functional Assessment Part 2 / Materials provided in class by instructor	Complete Quiz 3 prior to class Continued discussion and practice on functional assessment methods
Week 8 2.24.2010	Interventions – Prevention / Read <u>S&H</u> Ch. 5 and 6	Submit ABA Project Part 3 at beginning of class Discussion / Practice on Rules, Procedures, Organization, and Planning
Week 9 3.3.2010	Interventions – Prevention / Read <u>S&H</u> Ch. 7 and 8	Complete Quiz 4 prior to class Discussion / Practice on Relationships and Instructional Quality
Week 10 3.10.2010	Interventions – Increasing Behavior / Read <u>A&T</u> Ch. 7, <u>S&H</u> Ch. 9	Submit ABA Project Part 4 at beginning of class Discussion / Practice on procedures to increase academic, social, and appropriate behaviors
Week 11 3.17.2010	Interventions – Decreasing Behavior / Read <u>A&T</u> Ch. 8 and <u>S&H</u> Ch. 11	Complete Quiz 5 prior to class Discussion / Practice on procedures to decrease behavior
Week 3.24.2010	Interventions – Differential Reinforcement / Read <u>A&T</u> Ch. 9	Complete Quiz 6 prior to class Discussion / Practice on applying differential reinforcement procedures to academic, social, and appropriate behaviors
Week 13 3.31.2010	Spring Break!	
Week 14 4.7.2010	Interventions – Generalization and Self-Management / Read <u>A&T</u> Ch. 10 and 11	Submit ABA Project Part 5 at beginning of class Discussion on programming for generalization / Discussion and Practice on Self-Management Training
Week 15 4.14.2010	Did it work? Single subject designs / Read <u>A&T</u> Ch. 5	Complete Quiz 7 prior to class Lecture / Discussion / Practice on using single subject designs in schools
Week 16 4.21.2010	Ethics and School Wide PBS / Read <u>A&T</u> Ch. 12 and <u>S&H</u> Ch. 12	Discussion on Ethics and School Wide PBS Submit ABA Project Part 6 at beginning of class
Week 17 4.28.2010	Final Exam	Ensure that all quizzes have been corrected prior to 5:00 on this date. Complete Final Exam. Submit Signature Assignment (entire ABA Project) via Taskstream by 5:00 on this date.

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.