George Mason University
Graduate School of Education
Program: Special Education

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

Professor: Suzanne M. Jimenez, Ed. D.   **E-mail:** sjimene4@gmu.edu
Office Hours: By appointment   **Phone:** 703.431.6736
Credit Hours: 3
Class Time: Wednesdays, January 6 – March 10, 4:30 PM to 8:30 PM (10 sessions)
Class Location: Stone Bridge High School, Loudoun County, VA Room 514

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 discussed. Developing classroom and individual behavior management plans will be emphasized. Prerequisites: none.

Course Objectives: 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 prosocial 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 others' 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. Presentation
> 5. Projects
> 6. Readings
> 7. Videos

Required Textbooks:

Alberto, P. A. & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (8th ed.). Upper Sadle River,

> NJ: Merrill Prentice Hall (A & T)

American Psychological Association (2001). *Publication manual (5th ed.).* Washington, DC: Author. (APA)

Suggested Materials (as needed)
- Any guide to writing mechanics that may enhance accuracy of style as needed.
- When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals for current data. Some suggestions include:

Behavioral Disorders	Journal of Special Education	Journal of Emotional and Behavior Disorders
Beyond Behavior	Behavior Analyst	Journal of Applied Behavior Analysis
Exceptional Children	Behavior Therapy	Intervention for School and Clinic
Learning Disabilities	LD Quarterly	Teaching Exceptional Children

Classroom Accommodations for Students with Disabilities: If you need course adaptations or accommodations because of a documented disability or if you have emergency medical information to share with the instructor or need special arrangements, please call or make an appointment to relay this information as soon as possible.

Student Responsibilities & Course Companion Websites:

Alberto & Troutman Textbook URL: http://www.prenhall.com/alberto This website provides learning objectives, chapter outlines, application exercises, and additional web sites.

George Mason University Email: http://www.gmu.edu/ From this link, follow the directions for activating an email account. Every student enrolled in a Graduate School of Education course is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard: http://blackboard.gmu.edu From this link, follow the directions to get into this semester's research class. On this 590: Research Method course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, etc.

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

G*eorge Mason University Honor Code*: http://mason.gmu.edu/~montecin/plagiarism.htm   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. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin,* a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DCR) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703.993.2474 to access the DRC.

Responsible Use of Computing: http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on Responsible Use of Computing link found at the bottom of the screen.

Advising Contact Information: Access academic advisement on a regular basis to be informed of your status and progress as you progress through your graduate study program. You may wish to contact Amie Fulcher, GMU Special Education Advisor, at afulcher@gmu.edu or 703.993.2387 for this purpose. When contacting her, be sure to be able to provide your G number.

In Class and During Class Expectations: 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 make certain the devices are turned off before class.

Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend a schedule class session. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Please be sure to notify the classmate in sufficient time for them to be of assistance for you. *There is no need to notify the instructor of your absence*. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Be aware any points earned for in class activities during a time of absence can not be earned nor made up.

Other Information:
 Attendance and Participation: You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned.

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. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class may result in a zero on that assignment and a report of the incident to the registrar.

APA Style is 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 (5th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

Electronic Updates: Students should check Blackboard frequently at http://blackboard.gmu.edu for announcements related to class. The instructor will use this site to post supplemental materials, assignments, inclement weather updates/activities, etc. *Students are responsible* for any information shared via Blackboard. Additionally, students should check their GMU e-mail regularly or set that address to automatically forward to your preferred address.

Flexibility: 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.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* in FAQ booklet), and complete all assignments with professional quality in a timely manner.

A typical in class to out of class ratio work load for a graduate level class is as follows: For each hour spent learning in class, students should spend up to 3 hours outside of class on course related assignments, readings, research, and other class related activities. For a 4 hour class meeting, a student should schedule 12 hours outside of class to complete readings, learning activities and work on their research project. Setting aside this time in your weekly schedule will assist you with a successful course learning experience.

It is strongly recommended that students retain electronic copies of all graded course products to document their progress through out the GSE ED/LD program of study. Products from this class should 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. Graded assignments marked with an * are highly probable entries for a portfolio. As the GSE program moves toward electronic portfolios, it will be even more essential to have electronic access to all of your course products.

Points will be deducted for work submitted late. This includes any items that are not submitted upon request due to class absence or tardiness.

Students submitting exemplary work may be asked to give permission to share the work with future students.

Application Activities & Course Requirements:

Participation & In Class Activities: Students are expected to attend each class on time, having read the required assignments in advance. If unable to attend, please arrange to obtain notes and handouts from another student. Active participation includes the asking of questions and the presentation of one's own views with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. (11 points)

Teacher Tip of the Day: Each student will present one teacher tip. A teaching tip is another name for a time saver. This teaching tip can be an idea, strategy, quick fix, etc. that has helped with the management and/or organization of a classroom. It can be something you have discovered or devised, modified from another classroom, or observed another teacher implementing. (3 points)

Applied Behavior Analysis Project (required for portfolio): Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or as a last resort, yourself. It is recommended that you apply some of the application activities done in-class or online to this final project. Therefore, it is helpful to select your subject early in the course. (25 points)

Comprehensive Classroom Management System: A comprehensive classroom management plan, complete with a mission statement, rules, routines, procedures, consequences, crisis plan, strategies for parental involvement and an action plan for implementing the plan is a required project. Guidelines for completing this project will be discussed in class. In addition to the essential components listed above, include a section on your philosophy of classroom management with reference to the models discussed in the texts and lectures. (15 points)

Comparison of School Discipline Plans: Obtain and 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. You will report your findings to the large group. (3 points)

Individual Student Behavior Management Intervention: Develop a profile of a student who has behavioral problems, complete a functional behavior assessment (FBA) and write and write a behavior management program 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. Be sure to include alternative strategies if the initial suggestions prove not to be effective in dealing with the identified behavioral problems. (25 points)

Social Skill Lesson: Design a lesson to promote a pro-social skill. Be sure to incorporate components of direct instruction (DI) into your lesson. Components of this project include: (a) description of the student(s) for whom the lesson is being developed for, (b) social skill lesson components, (c) use of direct instruction strategies, and (d) programming for generalization and on going monitoring (15 points)

Quizzes: 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. Quizzes may be given in class or online as the material merits. See the course schedule for exact quiz dates. The quiz will cover information from lecture and the assigned readings from the previous classes. The format of the quiz may include (a) multiple choice (b) true/false and (c) short answer essay. (Earn maximum of 9 points)

Other Assignments: Additional assignments related to the application of the concepts of the course may be given in class as appropriate.

It is recommended that students retain copies of all grade course products to document their progress through out the GSE ED/LD program. Products from this class should 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..

Grading: The course letter grade will be determined by a point system in which the following thresholds will be used:

A	=	95-100 points
A-	=	90 - 94 points
B	=	85 - 89 points
B-	=	80 - 84 points
C	=	70 – 79 points
F	=	< than 70 points

Course Schedule

Class	Date	Big Topics	Readings/*Activities/***Assignments Due**
1.	1/6	- Introductions - Syllabus Overview - Course overview - How Do You Define Discipline? - Teacher Tips	- A&T- 1 *Application Activity 1: Views on Behavior* **Send Instructor from GMU email w/ GMU email address; Bb user name, & 1 alternative email address by 1/13** **Tour class Bb** (**will be available once GMU email has been sent**)
2.	1/13	- Teacher Tips: Group 2 - Discipline & Legal Issues - Classroom Organization - Quality Instruction - Behavior Management Theoretical Models - Behavioral Goals & Objectives to Initiate Change - Reinforcement & Punishment - APA Overview - Comprehensive Classroom Management Plan: Mission & Rules - Quiz 1 Highlights	- A&T- 2 *Application Activity One* - Supplemental Reading – Class Handout **Print & Bring to Class APA Format Guidelines Paper (on Bb)**
3.	1/20	- Quick Quiz 1 - Teacher Tips: Group 3 - School Wide Behavior Plan (In Class Activity & Follow Up Activity) - Overview of Major Projects: Management Plan, ABA, Individual Behavior Management Intervention, & Social Skills Lesson - Managing School & Class Environment - Promoting Positive Teacher/Student Relationships - Comprehensive Classroom Management Plan: Mission & Rules Feedback - Comprehensive Classroom Management Plan: Procedures, Positive & Negative Consequences - Operant Conditioning	- A&T- 3 - Supplemental Reading Link- http://www.naspcenter.org/factsheets/zt_fs.html *Application Activity 2: Bring in a copy of **school wide** written behavior plan. This may only be the student handbook.* **Draft of mission statement and rules (for peer feedback)**

4.	1/27	• Teacher Tips: Group 4 • Management System: Procedures & Consequences Feedback • Management System: Crisis Plan • Surface Management Strategies • Social Skills (common features, generalization, & lesson components) • FBA (terms. purpose, & application) • Generalizing Behavior Change: • Responsible Use of Applied Behavior Analysis (ABA) • Quick Quiz 2 Highlights	• A&T- 6, & 12 • Supplemental Reading via Bb Readings- • **Draft of at least 3 Procedures & Menu of Positive and Hierarchy of Negative consequences (for peer feedback)**

5.	2/03	• Quick Quiz 2 • Teacher Tips: Group 5 • Planning the Implementation of a Behavior Management System • Writing Behavioral Objectives • Using Consequences to Increase or Decrease Behavior • Selecting and Defining Target Behaviors • Data: Collection, Recording & Graphing • Observation Systems	• A&T- 4 & 5 • Supplemental Reading via Bb Readings- TBA • **Draft of Crisis Plan & Implementation Plan (for peer feedback)**
6.	2/10	• Teacher Tips: Group 6 • Interpreting the Data • Developing Hypothesis • Increasing Behavior • Identifying and Describing the Behavior • Behavior Contracts • Token Economy Systems • Quick Quiz 3 Highlights	• A&T- 7 & 8 • Supplemental Reading via Bb Readings- TBA • **Comprehensive Classroom Management Plan Due**
7.	2/17	• Quick Quiz 3 • Teacher Tips: Group 7 • Increasing & Decreasing Behavior • Least Restrictive & Intrusive Yet Highly Effective Ways to Manage Individual Behavior • Promoting Generalization of Behavior Change	• A&T- 10 • Supplemental Reading via Bb Readings- TBA • **Social Skills Lesson Due**

		• Quick Quiz 4 Highlights	
8.	2/24	• Quick Quiz 4 • Teacher Tips: Group 8 • Students Managing Their Own Behavior via • Goal Setting • Think Time • Beep Tapes • Self Management • Self Monitoring	• A&T - 11 • Supplemental Reading via Bb Readings-TBA • **Draft Version of ABA Project (Pairs or small group review of ABA project using provided format)** • **Individual Student Behavior Management Intervention Due**
9.	3/03	• Creating Safe Schools for All; Maintaining Supportive Environments • Specific Therapeutic Intervention Approaches	• A&T - none • Supplemental Reading via Bb Readings-TBA • **Final Version of ABA Project**
10.	3/10	• Wrap Up • Complete course requirements • Celebration	• **Final Version of ABA Project**

Students Notes: