

George Mason University
College of Education and Human Development
Program: Special Education

Course title: EDSE 502: Classroom Management and Applied Behavior Analysis (3 credit hours), Section 5S1

Spring 2011, January 26- May 4

Instructor: Kelly Henderson, Ph.D., Adjunct Faculty
Class meeting times: Wednesdays, 4:30-7:10pm

Class location: Keller Annex, 3807 University Dr., 102
Phone/fax: (703) 282-3408 (no later than 9:30 pm please)
Office Hours: before class and by appointment
Email: khender8@gmu.edu

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.

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. 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 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 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 (2004) 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 prosocial 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. 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.

Links to the CEC Standards can be found at the following web site:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards>

CEC standards that will be addressed in this class include some of the disability-specific standards for EBD, LD and DD (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.
- 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.

The College of Education and Human Development (CEHD) expects that all students abide by the following:

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/> or call 703-993-2474 to access the ODS. 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 with the instructor as soon as possible.
- 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. See gse.gmu.edu for a listing of these dispositions.

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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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.

Nature of Course Delivery:

Learning activities include the following:

- Class lectures, power point handouts, discussions, activities & active participation
- Study and independent library research
- Videos & other relevant media presentations
- Application activities
- Presentation of papers and projects

Course Companion Websites, Student Responsibilities and Other Information:

George Mason University Email: <https://mail.gmu.edu>

From this link, follow the directions for activating an email account. Every student 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.

Blackboard:

A Blackboard site for this EDSE 502 course is available as an Organization thorough mymason at gmU.edu. This is the primary source of information about the course and links to readings, documents and announcements can be found. Plan to access the Bb site regularly, at least weekly. Please let me know immediately (before the 2nd class) if you are not able to access the site.

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.

APA Formatting Guidelines: <http://www.apastyle.org/>

This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

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 that 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.

Other information:

- Computers may be used to take notes during class, but they may not be used for internet exploration, e-mail work, or other non-class activities during class time.
- Routine access (several times each week) to electronic mail and Blackboard for communication and assignment updates is crucial to participation in this class. For each in-class hour devoted to this course content, students are expected to spend 3 hours outside of class on course related assignments, which is a typical in-class to out-of-class ratio for a graduate level course.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Required Texts:

Alberto, P. A. & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall Publishing Company.

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

Recommended Texts:

American Psychological Association. (2010). *Publication manual* (6th Ed.). Washington DC: Author.

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 the instructor as soon as possible.**

Evaluation (100 possible points)

1. Class Attendance, Participation and Textbook Quizzes (15 points- 9 for attendance and participation; 6 points for quizzes)
2. School Discipline Plan (8 points)
3. Social Skills Lesson (12 points)
4. Classroom Management Plan (15 points)
5. Behavior Assessment Project (20 points)
6. Applied Behavior Analysis Project (30 points)

Points will be deducted for work submitted late. Generally, points equivalent to one letter grade will be deducted for each week past due.

Electronic Portfolios: It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education 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. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically. The ABA project is a mandatory component of the portfolio for certification.

Grading criteria for 502

95 –100% = A

90 - 94% = A-

85 – 89% = B

80 – 84% = B-

70 – 79% = C
< 70% = F

ASSIGNMENTS

Textbook Quizzes (individual assignment)

Students are to read the assigned text chapter(s) as required reading before the class session. Brief multiple-choice unannounced quizzes will be given in class three or four times throughout the semester. Students are encouraged to check their understanding of the Alberto and Troutman text by reviewing the online multiple choice assessments available at the text's companion website- www.prenhall.com/alberto. The Scheuermann and Hall companion website (www.prenhall.com/scheuermann) does not offer practice assessments, but quiz questions will be drawn directly from the text content. No make-ups will be available for textbook quizzes; students who are absent from the class the day of the unannounced quiz will receive a 0 for the quiz.

NOTES: All written assignments are to be completed consistent with 6th edition of the American Psychological Association Style manual (see recommended text).

Attach a paper copy of a clean grading rubric to EVERY assignment submitted. Grading rubrics are available on the Bb site and should be used to guide preparation of every assignment.

Comparison of School Discipline Plans (group project, in class)

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

Classroom Management Plan (individual project)

Observe a classroom or report on your own classroom management plan (If absolutely necessary, develop an ideal fictional classroom). Pick one room and period (especially critical for secondary teachers) and include: (a) a detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations where appropriate); (b) a sample daily schedule for the classroom teacher; (c) behavior management techniques and rationale for choice(s) (include citations where appropriate); (d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in class and the texts.

Social Skills Lesson (small group project or individual)

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

Behavior Assessment Project (individual project)

Complete a functional behavior assessment, develop a functional assessment hypothesis and create a plan for collecting data on the target behavior(s). You may use a student, family member, friend, or as a last resort, a scenario from *Cases in Behavior Management* (you would need to supplement the text information with fictional information).

Applied Behavior Analysis Project * (individual project)

Using the functional behavior assessment and other data collected in Behavior Assessment Project, develop and implement a behavior change program. This program must incorporate aspects of ABA discussed in class. Identify a method for evaluating program effectiveness. Share your results with the class.

*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 its 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 TaskStream (a web-based portfolio system) for a faculty member in the Special Education program to score on a 3-point rubric.

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, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.

COURSE TOPICS

Note: The schedule is subject to change according to class needs and pace of content coverage.

Date	Reading Due	Concepts	Assignments Due/ Activities in class
January 26		Introduction; principles of classroom management, physical environment, theoretical models of behavior.	
February 2	Alberto & Troutman, Ch.1; Scheuermann & Hall, Ch.1,2 and pp. 393-401; PEATC IDEA behavior fact sheet	Classroom management; legal issues involving discipline of special needs students & IDEA.	
February 9	S & H Ch. 12; IRIS module http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm	Guest Speaker: Dr. Kathleen McQuillan, Program Specialist for PBS, Fairfax Co. Public Schools. Schoolwide context for Positive Behavioral Supports; Behavior management systems	Bring in copy of schoolwide written behavior plan (check in student handbook).

February 16	S & H Ch. 5 and 6; IRIS Star Sheets 15-16 on Effective Rules (in IRIS case study at http://iris.peabody.vanderbilt.edu/case_studies/ICS-005.pdf); Secondary-level interventions article (choose 1)	Universal prevention approaches; Development and implementation of systematic behavior management plans; Cultural context; Physical classroom arrangement.	Comparison of School Discipline Plans- Completed in class; IRIS modules <i>Who's in Charge?</i> and <i>You're in Charge! Developing Your Own Comprehensive Behavior Mangmt Plan</i>
February 23	S & H Ch. 7; Social Skills reading (choose 1)	Teaching social skills; Creating positive interpersonal relationships in the classroom	
March 2	S & H Ch 8; IRIS Star Sheets 13-14 on Choice Making (in IRIS case study);	Using problem solving to resolve behavior problems, Importance of effective instruction; adapting instruction	Classroom Management Project Due; IRIS module on Functional Behavioral Assessment
March 9	A & T Ch 2, 3, 12	Behavioral Objectives; Collecting and Recording Data; Functional Behavioral Assessment	Social Skills Lesson Due
March 16-	GMU Spring Break- no class		
March 23	A & T Ch. 5; S & H Ch 3 & 4	Behavior change/ Behavior Intervention Plans; Single subject research design; reversal, changing criterion, multiple baseline and other designs	Work on Behavior Assessment Project
March 30	A & T Ch. 7; S & H Ch 9	Arranging consequences that increase existing behaviors; Schedules of reinforcement	Behavior Assessment Project Due
April 6	A & T Ch. 8, 9; S & H Ch. 10 (except pp. 372-380), 11; IRIS module http://iris.peabody.vanderbilt.edu/bi2/chalcycle.htm	Arranging consequences that decrease behavior; Differential reinforcement: stimulus control and shaping	

April 13	A & T Ch. 10, 11 S & H pp. 372-380; Self-monitoring article by Menzies et al.	Teaching students to manage their own behavior; Providing for generalization of behavior change; Crisis Management	
April 20- FCPS Spring Break		Catch up on topics above	Work on ABA Project
April 27		Presentations	Share ABA Projects with each other
May 4		Presentations	Applied Behavior Analysis Project Due