College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2013
EDSE 502 679: Classroom Management and Applied Behavior Analysis
CRN: 20346, 3 - Credit(s)

Instructor: Dr. Kristy Park	**Meeting Dates:** 01/10/13 - 03/07/13
Phone: 703.993.5251	**Meeting Day(s):** Thursdays
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Office Hours: By appointment	**Meeting Location:** Chantilly High School, 4201 Stringfellow Road Chantilly, VA 20151
	Room 244

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

Course Description
Explores how to identify, record, evaluate, and change 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.

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 students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

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
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

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 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.

Learner Outcomes

Upon completion of this course, students will be able to
• Design learning environments including use of innovative technology 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 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 informed by a Functional Behavior Assessment
• Describe strategies for promoting self-management
• Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.

Required Textbooks
Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th 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.

Text Companion Websites
http://www.prenhall.com/alberto
http://www.prenhall.com/scheuermann

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

Additional Readings
Additional readings will include peer-reviewed articles, which will be posted on Blackboard. 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:

Beyond Behavior   *Assessment for Effective Intervention*
Teaching Exceptional Children   *Journal for Emotional and Behavioral Disorders*
Intervention School and Clinic   *Journal of Applied Behavioral Analysis*
Exceptional Children   *Journal of Positive Behavior Interventions*
Behavioral Disorders   *Behavior Analyst*

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. The CEC Standards are listed on the following website:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStanda
rds/. The CEC standards that will be addressed in this class include Standard 2: Characteristics of
Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies,
Standard 5: Learning Environments and Social Interactions, Standard 7: Instructional Planning,
Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10:
Collaboration.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See
http://academicintegrity.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See
http://universitypolicy.gmu.edu/1301gen.html].

c. 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.

d. 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/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall
be turned off during class unless otherwise authorized by the instructor.

g. 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/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

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

Course Policies & Expectations
     Attendance.
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 and in a timely manner. Each night students will participate in class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities will NOT be made up**. When absence from class is unavoidable, students may be asked to complete additional assignments such as a written task that relates professional responsibilities to the Board's Guidelines for Responsible Conduct.

     Late Work.
All assignments should be typed (submitted as hard copy and to Blackboard please) and are due at 4:30 p.m. on the dates indicated. 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.

TaskStream Submission
For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).
Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE 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/. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale
95-100% = A
90-94% = A-
85-89% = B
80-84% = B-

70-79% = C
<70% =   F

Course Requirements and Evaluation	
Applied Behavior Analysis Project (**Taskstream Assignment**)	30 points
Classroom Management Plan	15 points
Functional Behavior Assessment & Behavior Intervention Plan	20 points
Evidence-Based Practice Presentation	10 points
Class attendance and participation	10 points
PBS Team Projects (Rules matrix, Social skills lesson)	15 points
Total	100 points

Assignments

NCATE/TaskStream Assignments.

Applied Behavior Analysis Project (required for portfolio*)   30 Points
The ABA project includes functional assessments related to the need for behavioral interventions (i.e., preference assessments, functional behavior assessments). This information will be used to design implementation and systematic monitoring of a skill acquisition and behavior-reduction program. You will define behavioral measures and describe the methodology to determine functional control through the use of a single subject research design.

Using APA, 6th edition style formatting, you will produce a paper that is 5-8 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include data depicted in an equal interval graph and at least 2 different references. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline.

Common Assignments.

Classroom Management Plan   15 Points
The purpose of this project is develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan includes a self assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You will report on your own classroom management features or observe an inclusive classroom if you are not currently teaching in a school setting. You should produce a paper that is 3-5 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition.

1. Provide a detailed drawing of the classroom environment and rationale

for this particular arrangement. If you are able to observe in the classroom, indicate frequency and types of problem behavior by location.

2. Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.

3. Complete a self assessment (provided by instructor) of classroom management features. Using assessment results, complete an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.

4. Provide a description of behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.

5. State your emerging philosophy of classroom management based on theories of behavior.

Functional Behavior Assessment & Behavior Intervention Plan   20 points

You will conduct a functional behavior assessment and use that information to develop the behavior intervention plan. Assessment methods will include indirect and direct data measures. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior.

Use the FBA information to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior.

Other Assignments.

Behavior Change Tactics Presentation   10 points

You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

PBS Team Projects (Rules matrix, Social skills lesson)   15 points

Working as a PBS team, groups will be assigned to complete two tasks, the rules matrix and social skills lesson. The PBS team will collaborate with team members to define expectations across routines and settings and reflect on the multicultural and contextual values of the group. Anchored to these expectations, PBS teams will develop a social skills lesson plan to teach a replacement behavior through a direct instruction approach.

Class attendance and participation   10 points

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for**

this course. 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.). Only students in class will be able to earn participation points, which cannot be made up.

Schedule Date	Concepts	Assignments/Readings Due
Week 1 1/10	Course Overview; philosophies of behavior management	-create PBS teams -PBS team activity
Week 2 1/17	Theories of behavior, dimension of behavior for ABA, foundational Theories of Positive Behavioral Support	Schuermann (S) Chapters. 1, 2, & 6; Alberto (A) Ch. 1 **-PBIS team project: Rules matrix**
Week 3 1/24	Understanding Operant Conditioning; Defining expectations, Using Behavioral Objectives to Initiate Change	Alberto (A) Ch. 2, S 6 -identify classroom for classroom management plan
Week 4 1/31	Classroom Environment; prevention through rules, routines, and procedures Classroom work packet	S 6,7 **Classroom Management Plan** **Bx Change Tactics**
Week 5 2/7	Data Collection Procedures, Functional Behavior Assessments	S 4; S 141-156; A 3;
Week 6 2/14	Linking FBA to Behavior support plans	S 3, A 6; BB readings **FBA & BIP**
Week 7 2/21	Creating Safe Schools for All: From Prevention to Action Bully Prevention Live Webinar	S 5; A p. 54-59; BB readings **Bx Change Tactics**
Week 8 2/28	Increasing desirable behaviors and decreasing undesirable behaviors, schedules of reinforcement, differential reinforcement	S 10; A 7; S 12; A 8-9; **ABA Project**
Week 9 3/7	Reinforcements for Generalization and Self-Monitoring, Social skills Single Subject Research Designs, Making Data Meaningful with Graphs	S 9, 10; A 10-11; S 4; A 4-5; **PBIS team project: Social Skills Lesson Plan**

Schedule

Evaluation Standards	Required Components	Points Earned
APA style	✓ Correct citations and references (1 pt.) ✓ Each paragraph has a clear topic (first sentence and the details of the paragraph relate specifically to the topic sentence (1 pt.)	/3
Assessment	✓ Context of problem behavior and impact on learning (1 pt.) ✓ Summary of own perspectives/philosophy about behavior (2 pts.) ✓ Summary of FBA, data collection procedures, and hypothesis statement (2 pts.)	/5
Methodology for changing the Behavior	✓ Operationalized dependent behavior (3 pts.) ✓ Operationalized independent variable (3 pts.) ✓ Description of data collection procedures, including interobserver reliability (2 pts.) ✓ Description of research design chosen and rational (2 pts.)	/10

Summary of Results	✓ Graph that depicts student responding during baseline and phases of intervention (3 pts.)
	✓ Summary of results describing functional control (3 pts.)
	✓ Evaluation of intervention (1 pt.)
	✓ Limitations or barriers during study procedures and recommendations for future research (3 pts.)
	  o Advantages and limitations of instructional strategies and practices used to teach student
	  o Strategies that could be used to facilitate maintenance and generalization across learning environments and across people
	  o Ways in which you can use the performance data and information from the behavior change program to make or suggest modifications in the learning environment of the student
		/10

Project Reflection	✓ Reflection on your own practice and professional growth through this project in order to improve your instruction and guide your future professional growth (2 pts.)	/2
Total Points		/30

Appendix B
FBA and BIP Rubric

Evaluation Standards	Required Components	Points Earned
Operationalize problem behavior	✓ Problem behavior is defined and described in observable and measurable terms (1 point)	/1
Complete FBA	✓ Conducts and analyzes 2 direct method assessments (i.e., event recording, ABC) (4 points) ✓ Analysis of assessments triangulated to determine function (1 points)	/5
Hypothesis	✓ Develops hypothesis that describes antecedent, behavior, and maintaining consequence (2 points)	/2
Behavior Management Program	✓ Replacement behavior meets dead man and fair pair rule. (2 points) ✓ Includes specific strategies to use to prevent, teach, and modify consequences to meet function. (4 points) ✓ Includes action plan increase fidelity of implementation (2 points)	/8
Evaluation	✓ Identify method for evaluating effectiveness of behavior management program. (4 points)	/4
	Total	/20

Appendix C
Classroom Management Plan

Evaluation Standards	Required Components	Points Earned
APA Style	✓ Correct citations and references	/1
Environmental Engineering *Classroom Arrangement*	✓ Clear drawing that includes location of centers, desks, etc. and rationale for arrangement ✓ Indicate frequency and types of problem behavior by location	/2
Schedule	✓ Provide schedule with percentages of allocated time and academic engagement time	/2
Classroom Self Assessment	✓ Completed self assessment including ratio of positive to negative statements	/3
Continuum of consequences	✓ Hierarchy of consequences are listed to manage problematic behavior	/5
Perspective	✓ Describes behavior management philosophy	/2
	Total	/ 15