



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

Spring 2014

EDSE 502 686: Classroom Management and Applied Behavior Analysis
CRN: 17967, 3 - Credits

Instructor: Dr. Cornelia Izen	Meeting Dates: 01/09/14 - 03/13/14
Phone: 703-993-5736	Meeting Day: Mondays
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Office Location: 203A Finley Building, Fairfax Campus Office Hours: by appointment (can meet in person, via phone, Skype, FaceTime (for Mac users), or Blackboard Collaborate Web Conference)	Meeting Location: Room 240, Chantilly High School, 4201 Springfellow Road, Chantilly, VA 20151

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-requisites: 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

• Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson. (ISBN 9780132655972)

Schuermann, B.K. & Hall, J.A. (2012) *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Pearson. (ISBN 9780132147835)

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN 9781433805615)

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Note: Any additional readings will be posted on Blackboard under Readings.

Course Relationships 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 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 RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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, and demonstrate professional behavior in the classroom. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Most handouts will be on Blackboard and all power point slides will be on Blackboard for each class session. In all classes, 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 **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Students who miss 2 classes will lose 1/2 of participation points (80 points). Students who miss 3 or more classes will lose all participation points (160 points). At the end of each class, students will evaluate their participation in class. The instructor will consider participation of students on a case-by-case basis.

Late Work.

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Additional Course Policies

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for

each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>
- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.
- We will use person-first language in our class discussion and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing About People With Disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Applied Behavior Analysis K-12 Impact Project and Functional Behavior Assessment and Behavior Intervention Plan* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

95-100% = A
92-94% = A-
89-91% = B+
85-88% = B
80-84% = B-
70-79% = C
<70% = F

Due dates below are subject to change based on needs of the class.

Assignment	Due Date	Point Value
Attendance/Participation (10 classes @ 20 points per class)	Weekly	200
Student Introduction and Photo	1/16	NA
FBA Proposal	1/16	NA
FBA	1/30	100
Article Critique 1 (small group in class)	2/6	25
Article Critique 3 Proposal (.pdf of single subject design, peer-reviewed article)	2/13	NA
BIP	2/13	100
Article Critique 2 (small group in class)	2/20	25
Article Critique 3 (individual/student selected single subject design, peer reviewed article)	2/27	25
Comparison of Schoolwide Discipline/Behavior Plan (small group in class)	2/27	50
Classroom Management Plan	3/6	75
ABA Project	3/13	300
Reading Check 1	TBA	20
Reading Check 2	TBA	20
Reading Check 3	TBA	20
Reading Check 4	TBA	20
Reading Check 5	TBA	20
TaskStream Submission: FBA	3/13 (or earlier)	NA (will receive incomplete for course if not submitted)
TaskStream Submission: BIP	3/13 (or earlier)	NA (will receive incomplete for course if not submitted)
TaskStream Submission: ABA Project	3/13	NA (will receive incomplete for

		course if not submitted)
Total Points		1000

Assignments

Performance-based Assessment (TaskStream submission required).

There are three assignments that are NCATE assignments for this course (#1, #2, #3). Students will be required to submit each of them to Blackboard AND submit them to TaskStream as part of the requirements for a grade for this course.

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will develop a Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) for this student.

*Note: the FBA and BIP are linked to the Applied Behavior Analysis Project #3.

- 1. Functional Behavioral Assessment:** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and their behavior. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.
- 2. Behavior Intervention Plan:** Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.
- 3. Applied Behavior Analysis Project:** The purpose of this project is to implement an intervention based on concepts of applied behavior analysis to support the individual learner for whom you have conducted the FBA and written the BIP in the assignments above. You will implement a behavior change program, collect data, evaluate the results, and reflect on the data. Further information on this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment.

Performance-based Common Assignments (No TaskStream submission required).

- 4. Comparison of Schoolwide Discipline/Behavior Plans (completed in class):** Each group member will obtain a schoolwide discipline or behavior plan from a school. This can be a student handbook of rules and procedures or it can include other discipline or behavior plans that are schoolwide for a school. If there are several people in your group

who will be obtaining this information from the same school system, you will each need to obtain different schoolwide discipline or behavior plans (i.e. all cannot bring in the Fairfax County Public Schools Student Handbook). Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model, summarize your findings, and bring these findings to the large group. More information about this assignment will be given in class and on Blackboard. A grading rubric can be found on Blackboard and should be consulted before beginning the assignment. **Group summary of Comparison of Schoolwide Discipline/Behavior Plans due at the end of class on date scheduled.**

5. Classroom Management Plan:

Part One: For this assignment, you will report on your own classroom management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. **Pick one room and one class period** (especially critical for secondary teachers) and include:

1. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
2. A sample daily schedule of the classroom teacher
3. A description of behavior management techniques/system used in the classroom and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
4. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)

Part Two: After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the Scheuermann and Hall text.

Other Assignments.

6. **Introduction/Photo:** Students will respond to a list of questions provided by the instructor to both introduce themselves to the instructor and to help the instructor design class activities based on student interests and level of experience. Included in this assignment is submission of a photograph (**in .jpg format only**). If you have a photo in your Blackboard profile, it is not necessary to submit a photo separately. Your will be used by the instructor to associate your name with your face. Please be sure this is a current photo. No Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. Your instructor needs a simple picture of you to use for

identification purposes. These photos will not be shared with others. More information on this assignment will be given in class.

7. Article Critiques (two in class in small group, one individually): As a teacher, you should be able to read and apply research in your field. As part of in-class activities, you will complete two research reviews in groups. Following this, you will complete a research review individually on an article of your choice. All three research studies reviewed will consist of single subject peer reviewed research. The instructor will provide the first two studies to be reviewed. You must receive approval from your instructor before starting your Article Critique 3.

More information on this assignment will be given in class and a grading rubric can be found on Blackboard. This should be consulted before beginning the assignment.

8. Reading Checks (in class, open book): It is important to read assigned materials prior to the class for which they have been assigned. In order to encourage this behavior, 5 unannounced quizzes will be given in class. These will be open book quizzes on assigned readings for that class session.

Schedule

Note: schedule may be changed based on needs of students.

Session	Date	Topic/Lecture	Readings (Note: readings should be completed by date listed. Readings other than those in textbooks will be provided on Blackboard.)	Assignments Due
1	1/9	-Course Overview -Introduction to Positive Behavioral Supports -Introduction to Applied Behavior Analysis (ABA) -Ethics and Responsible Use of ABA	No readings	No assignments due
2	1/16	Functional Behavioral Assessment (FBA)	-Russell (2008) -Horner et al. (2011) (p. 257-281)	-Student Intro/Photo (.jpeg format or post Blackboard profile picture) -FBA proposal
3	1/23	Functional Behavioral Assessment (FBA)	O'Neill et al. (1997) (skim)	No assignments due ☺
4	1/30	-Implementation of	-Horner et al. (2011)	-Functional Behavioral

		Behavior Intervention Plan (BIP) -Preparing Behavioral Objectives	(p. 281-299) -Alberto & Troutman Text (A & T): Chapter 3	Assessment (FBA)
5	2/6	-Data Collection -Single Subject Design -Article Critique 1 (in class small group activity)	-A & T: Chapters 4 & 6 -Lee, Vostal, Lylo & Hua (2011) -Reading TBA	-Article Critique 1 Summary (small group in class)
6	2/13	-Introduction to Reinforcement -Using Reinforcement to Reduce Challenging Behavior -Teaching Generalization of Learned Behavior -Article Critique 2 (in class small group activity)	-Scheuermann & Hall Text (S & H): Chapters 10, 11 -A & T: Chapter 11	- Behavior Intervention Plan (BIP) -Article Critique 3 Proposal(.pdf of article) - Midterm Evaluation
7	2/20	-Self-Management of Behavior -Social Skill Instruction -Managing Challenging Behavior By Using Behavior Reduction Techniques	-A & T: Chapter 12 -S & H: Chapters 9,12 - Reading TBA	-Article Critique 2 Summary (small group in class)
8	2/27	-Graphing --Schoolwide Positive Behavioral Support (SWPBS) -Comparison of Schoolwide Discipline/Behavior Plans (in class small group activity)	A & T: Chapter 5 S & H: Chapters 5, 6, 7	-Article Critique 3 (individual/student selected article) -Comparison of Schoolwide Discipline/Behavior Plan (small group in class)
9	3/6	-SWPBS -Article Critique 3 Research Review (in class small group activity)	S & H: Chapter 8	-Classroom Management Plan
10	3/13	-Applied Behavior Analysis Project		-ABA Project -FBA to TaskStream

		Presentations -Final thoughts on ABA and Classroom Management		-BIP to TaskStream -ABA Project to TaskStream
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