



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

Spring 2014

EDSE 502 687: Classroom Management and Applied Behavior Analysis
CRN: 17934, 3 - Credits

Instructor: Dr. Paula Travers	Meeting Dates: 03/19/14 - 05/21/14
Phone: 301-633-5364	Meeting Day(s): Wednesday
E-Mail: ptravers@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours:	Meeting Location: OCL OCL

***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

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: Merrill Prentice Hall.

(This text has a companion website at <http://www.prenhall.com/alberto>)

Scheuermann, B. K., & Hall, J. A. (2012). *Positive behavioral supports for the classroom* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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.

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Will be provided in class and on Blackboard

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.

Attendance at all class sessions is expected. Absences: Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. **During some sessions, students will participate in 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.** It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Late Work.

Two points will be deducted each day beyond the due date for work submitted late.

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
90%-94%	A-
85%-89%	B
80%-89%	B-
70%-79%	C
BELOW 70	F

Assignments

Performance-based Assessment (TaskStream submission required).

THERE ARE THREE (3) SIGNATURE ASSIGNMENTS IN THIS COURSE THAT HAVE TO BE SUBMITTED TO TASKSTREAM...THEY ARE THE: 1) FUNCTIONAL BEHAVIOR ASSESSMENT, 2) THE BEHAVIOR INTERVENTION PLAN AND 3) THE APPLIED BEHAVIOR ANALYSIS. THESE ASSIGNMENTS ARE DESCRIBED BELOW

Functional Behavior Plan Report (FBA)

Due, 4:30 pm May 7, 2014 (15 points)

Using data gathered from field observations a Functional Behavior Plan report will be written that describes the behavior challenges of the study subject. The report will be written according to Taskstream standards and will follow all APA formatting standards.

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Functional Behavior Intervention Plan Report

Evaluation Standard	Required Components	Point(s)
Report Formatting	APA formatting is present to include a properly formatted Title Page Reference Page and References (at least 3 references) In text citations Confidentiality of subjects is present and maintained throughout the report	1
Taskstream Standard #1	Candidate discusses the demographic and background information related to the target student inclusive of the educational impact of student's mild to moderate exceptional condition, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life and learning. Candidate clearly documents the context of the student behavior and provides a direct justification for the need for behavior change.	2
Taskstream Standard #2	Candidate analyzes setting context in relation to basic classroom management theories and strategies for learners with mild to moderate exceptional learning needs. Candidate evaluates the environmental context focused on how well the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations to determine whether or not optimal	2

	learning opportunities are being provided.	
Taskstream Standard #3	Candidate collaborates with and interviews family and professionals who have knowledge of the learner. Based on the interview, the candidate collects data on context of the behavior (setting events, antecedents, consequences) as well as learner reinforcement preferences, and realistic expectations of the family and professionals. Candidate also collects data on the perceived impact of the mild to moderate exceptionality on the behavior as well as any cultural influences that could contribute to an understanding of the behavior. Family input and concerns are documented. The interview data consistently support the direct assessment of the learner behavior	2
Taskstream Standard #4	Candidate implements evidence-based procedures for assessing and reporting both appropriate and problematic social behavior of the learner with mild to moderate exceptional learning needs through anecdotal recording and other various data collection procedures (ABC Data collection, scatterplots, or other forms discussed in class). As needed, the candidate appropriately selects, adapts, and modifies data collection procedures to accommodate the unique abilities and needs of the learner with	4
Taskstream Standard #5	Candidate identifies and provides a clear operational definition of the problem behavior and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration. Candidate also considers how the student's exceptional condition interacts with the domains of human development and uses this knowledge to respond to the varying abilities and behaviors of the individual with mild to moderate exceptional learning needs.	2
Taskstream Standard #6	Candidate examines and utilizes the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, levels of active engagement, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural variation from all data sources to establish an accurate function and purpose of behavior (i.e., escape, accessing tangibles, attention, sensory).	2
Total Points		15

Behavior Intervention Plan Report (BIP) 15 points

Due, 4:30 pm, May 7, 2014

Using data gathered from field observations, a Behavior Intervention Plan report will be written for the student study subject. The plan will contain the components outlined in Taskstream, and will follow all APA standards.

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<u>Evaluation</u>	Criteria	<u>Point(s)</u>
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Standard		
APA Formatting	<p>APA formatting is present to include a properly formatted Title Page Reference Page and References (at least 3 references) In text citations Confidentiality of subjects is present and maintained throughout the report</p>	<u>1</u>
Taskstream Standard #1	<p>Candidate provides a clear statement of the desired replacement or alternative behavior which demonstrates an explicit consideration given to the educational implications of characteristics of various exceptionalities and the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p>	<u>3</u>
Taskstream Standard #2	<p>Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:</p> <ul style="list-style-type: none"> o learner's chronological age (CA), o school rules as applicable, o peer/friend practices, o parent/teacher/friend's opinions, and/or o medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes). <ul style="list-style-type: none"> • Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner. • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs. 	<u>3</u>
Taskstream Standard #3	<p>Candidate designs a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to problem behavior prevention and intervention.</p> <ul style="list-style-type: none"> • Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs. • The candidate provides the steps for teaching appropriate replacement behaviors. • The candidate designs a schedule of reinforcement that is in alignment with learner needs. • The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. • The candidate uses technology to design and /or support their intervention plan. 	<u>3</u>

Taskstream Standard #4	<p>Candidate provides a data collection plan to measure the behavior specific in the behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working.</p> <ul style="list-style-type: none"> • Candidate includes a procedure for data review so that changes can be made if the intervention plan is not working. • Candidate reflects on the intervention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan integrates appropriate adaptations and technology as needed. • The intervention plan includes directions to the candidate's colleagues such as guidance and direction for para-educators and general education colleagues in order to help integrate individuals with mild to moderate exceptional learning needs. 	<u>3</u>
Taskstream Standard #5	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 2, 3, 5, 7, 8, 9, and 10.	<u>2</u>
Total Points		<u>15</u>

Applied Behavior Analysis Report (ABA) 35 points

Due, 4:30 pm, May 21, 2014

Using information from a functional behavior assessment, a behavior analysis report will be written describing and analyzing a behavior intervention used on a student who presents with challenging classroom behaviors. The report will be written according to Taskstream standards and will follow all APA formatting standards.

Evaluation Standards	Required Components	Point(s)
Report Formatting	<p>APA formatting is present to include a properly formatted Title Page Reference Page and References (at least 4 references) In text citations Graph MUST BE computer-generated and black and white Confidentiality of subjects is present and maintained throughout the report</p>	5
Taskstream Standard #1	Candidate describes classroom and school setting in relation to basic classroom management theories and strategies for learners with mild to moderate exceptional learning needs. Candidate evaluates the environmental context focused on how well the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations to determine whether or not optimal learning opportunities are being provided. Candidate establishes the problem	5

	behavior and summarizes their perspectives and philosophy regarding behavior/discipline	
Taskstream Standard #2	Candidate discusses the demographic and background information as well as the FBA and BIP related to the target student inclusive of the educational impact of the student's mild to moderate exceptionalities, psychological and social-emotional characteristics, sensory exceptional learning needs (as applicable) and the effect these conditions can have on the student's life and educational experience. Candidate is sensitive to the many aspects of diversity as evidenced through their discussion of the characteristics and effects of the cultural and environmental milieu of the student with mild to moderate exceptional learning needs and the family. Candidate describes the educational impact of the student's mild to moderate exceptionalities, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life. Candidate clearly documents the context of the student behavior and provides a direct justification for the need for behavior change.	5
Taskstream Standard #3	Candidate designs and implements a comprehensive behavior change plan. Within the plan the candidate integrates a variety of non-aversive techniques and least intensive behavior management strategies to intervene with and control the targeted behavior of the student with mild to moderate exceptional learning needs (who may or may not be in crisis) and details ways in which to modify the learning environments in order to create a safe, equitable, positive, and supportive learning environment in which diversities are valued. Specifically, the candidate describes the replacement behavior, behavioral objective, reinforcement schedule and data collection procedures. The candidate designs and implements schedules for reinforcement that are in alignment with learner needs. The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.	5
Taskstream Standard #4	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.).	5
Taskstream Standard #5	Candidate uses learner data to reflect on the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate details areas to focus on for future behavior change experiences.	5
Taskstream Standard #6	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 2, 4, 5, 8, and 9.	5
Total Points		35

Session	DUE DATE	Assignment	Points	Submit To:
ALL	All Sessions	Attendance and Participation	10	As Indicated Below
1	3/20	Session Assignment #1 (SA1) APA Citation/Reference Creation Exercise	2	Blackboard Midnight
2	3/26	Session Assignment #2 (SA2) Subject Description or Subject Search Update	2	Blackboard/4:30 pm
3	4/2	Journal Article Critique #1 (Can Be Completed In Class)	5	Blackboard/ Midnight
4	4/9	Session Assignment #3 (SA3) Operational Definition	3	Blackboard/ 4:30 pm
5	4/16	Journal Article Critique #2 (Can Be Completed in Class)	5	Blackboard/ Midnight
6	4/23	Session Assignment # #4 (SA4) Group Assignment Data Collection Report	3	
7	4/30	Session Assignment #5 (SA5) Graphing Data Exercise	2	Blackboard/ 4:30 pm
8	5/7	Functional Behavior Assessment (FBA) NOTE: IN ORDER TO RECEIVE A SCORE IN TASKSTREAM AND A GRADE IN BLACKBOARD, THIS ASSIGNMENT MUST BE UPLOADED TO BOTH TASKSTREAM AND BLACKBOARD	15	UPLOAD TO BLACKBOARD AND SUBMIT TO TASKSTREAM
8	5/7	Behavior Intervention Plan (BIP) NOTE: IN ORDER TO RECEIVE A SCORE IN TASKSTREAM AND A GRADE IN BLACKBOARD, THIS ASSIGNMENT MUST BE UPLOADED TO BOTH BLACKBOARD AND TASKSTREAM	15	UPLOAD TO BLACKBOARD AND SUBMIT TO TASKSTREAM
9	5/14	Session Assignment #6 (SA6) PBIS Extension of School Discipline Plan	3	Blackboard/ Midnight
10	5/21	Applied Behavior Analysis (ABA) Project NOTE: IN ORDER TO RECEIVE A SCORE IN TASKSTREAM AND A GRADE IN BLACKBOARD, THIS ASSIGNMENT MUST BE UPLOADED TO BOTH TASKSTREAM AND BLACKBOARD	35	BLACKBOARD AND TASKSTREAM
TOTAL POINTS			100	

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

Other Assignments.

Session Assignment #1 (SA1) APA Citation and Reference Writing Exercise (2 points) **Due in Blackboard March 20, 2014 by Midnight.**

You will be given several original documents to include text, research articles...etc.
You are to write an in text citation and create a reference as it would appear in a reference page for each document. It is strongly suggested that you use reliable APA sources to complete this exercise.

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APA Citation and Reference Writing Exercise (SA1) 2 points

Evaluation Standard	Required Component	Point(s)
An intext citation is evident for all resources.	The in text citation is written according to APA formatting conventions.	1
	Each resource reference is written according to APA format conventions.	1
Total Points		2

Session Assignment #2 (SA2) Subject Description or Subject Search Update (2 points) **Due in Blackboard March 26, 2014 by 4:30 pm.**

Give a brief description of your study student to include:

1. Age, grade, gender, ethnicity, socioeconomic status, familial status and/or situation.
2. Disability classification, and special education services received,
3. Challenging Behavior description to include the following:
 - a) When/where does the behavior occur,
 - b) Specific student actions or communication,
 - c) How does this behavior impact learning,
4. Family involvement,
5. School/family relationship and communication.

The description must consist of at least two paragraphs. Please do not reveal the name of the student, school, neighborhood etc.; instead mask the name (ie. A.T) or change all names and indicate in text or via a footnote that pseudonyms are being used.

Alternate Post

If you do not have a student, describe in 2 paragraphs the type of student you would like to work with (age, grade, ethnicity, disability, etc.) and a challenging behavior you would like to address through analysis and intervention.

RUBRIC**Session Assignment #2 (SA2) 2 Points**

Evaluation Standard	Required Component(s)	Points
Student Description	Age, grade, gender, ethnicity, disability classification (ED, OHI...etc.). Confidentiality is maintained.	1
Challenging Behavior Description	A brief specific description of the student behavior that impacts learning.	1
Total Points		2

Session Assignment #3 (SA3) Operational Definition (3 Points)

Due in Blackboard, April 9, 2014, 4:30 pm.

In class, you will be given a student case study. Write an operational definition to describe the challenging behavior described in the case study. Your definition must contain a description of the following:

Taskstream Criteria:

1. Conditions,
2. Problem behavior, **(this description MUST BE observable and measurable),**
3. Criterion with consideration of the student's exceptionality,
4. Specific examples of the problem behavior related directly to the target behavior.

The following criteria is from your text...

5. A specific description of the consequences that follow the behavior.

NOTE: Your definition should be descriptive, but concise and easily understood.

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Session Assignment #3 (SA3)

Evaluation Standard	Required Component(s)	Points
Brief description of the Conditions under this the behavior occurs	A description of the setting and conditions in which the behavior occurs	1
Specific description of Problem Behavior	<ul style="list-style-type: none">• Specific description of behavior (ie. what the student says, does...).• The description is observable and measurable• This description does NOT contain opinions, analysis, or speculations of behavior function(s).	1
Specific, brief description of the consequences that	A description of the consequences which follow	1

follow the behavior occurrence	the behavior (ie. time out, warning...)	
Total Points		3

Session Assignment #4 Data Collection Report (3 points)

Group Assignment Due: Midnight, Blackboard April 23, 2014

In groups and in class, you will use a case study (either from a group member or your textbook) to write a data collection report.

Data Collection Procedure

1. Choose one of the study subjects from a person in your group.
The person with the study subject must be able to accurately describe the behavior they plan to observe. A look at the operational definition of the behavior should help.
2. Determine the data collection system you will use to collect data on the subject. (Timed sampling, permanent product, event recording...)
3. Create/make up some data for the study subject. Your data must contain at least 4 occurrences of the behavior. Make a simple data sheet. There are samples in your textbooks.
4. Put your data into a spreadsheet or create a table for the data in an electronic document and include the data in your report.

Your report will consist of the following:

1. Adherence to APA standards for title page, in text citations and references.
2. A short description of the student, including demographics,
3. Rationale for the data collection (citing a reference),
4. Rationale for the data collection system used citing a reference,
5. A table showing the data collected,
6. A paragraph analyzing the data,
7. A conclusion,
8. A reference page,
9. Upload the report to **Blackboard**.
5. At the beginning of our next session, each group will make a short, 5-minute presentation (this will be timed) of the data collection report. The presentation should include a short discussion of:
 - a) The study subject
 - b) The challenging behavior
 - c) Rationale for your data collection system choice.

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Session Assignment #4 (SA4) Data Collection Report

Evaluation Standard	Criteria	Point(s)
APA Formatting	Title Page, In text Citations Reference Page	1
	1. A short description of the student, including demographics, 2. Rationale for the data collection (citing a reference), 3. Rationale for the data collection system used citing a reference, 4. A table showing the data collected, 5. A paragraph analyzing the data, 6. A conclusion,	2
Total Points		3

Session Assignment #5 (SA5) Graphing Data Exercise (2 points)

Due in Blackboard, April 30, 2014 by Midnight

Create a data chart using data collected for an intervention analysis done using and AB design. You will be given data collected from a behavior analysis.

- 1) Using the data, create a data chart, in an electronic format using AB design.
- 2) Write one paragraph briefly describing, then analyzing the data.
- 3) Upload the chart and paragraph to Blackboard by the due date and time.

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Session Assignment #5 Data Graph

Evaluation Standard	Required Component	Point(s)
Data Graph	<u>Computer generated graph in Black and White ONLY</u> Accurate diction of behavior data	1
Data Analysis	An analysis of the data that extends to possible functions, and interventions	1
Total Points		2

Session Assignment #6 (SA6) Extending a School Discipline Plan to Include PBIS

Due, Midnight, May 14, 2014

Extending a School Discipline Plan to Include PBIS (to be completed in class; small group project) (3points)

You will group will obtain a discipline plan from a school. This can be a student handbook of rules and procedures or it can include other discipline plans from the school. **Student handbooks and codes of conduct are available online.**

YOU MUST BE ABLE TO ACCESS TECHNOLOGY DURING THIS CLASS PERIOD IN ORDER TO DISPLAY AND PRESENT YOUR PBIS EXTENSION TO THE CLASS.

Within your group, in class, you will use choose three inappropriate and/or challenging behaviors described in the plan and develop a positive intervention for the behavior. Your PBIS strategy must include the following:

1. Description of the problem behavior (ie: tardiness, poor academic performance).
2. Behavior strategy used to intervene on the behavior.
3. The incentive or reinforcement used to promote the appropriate behavior.
4. A description of how you will present our intervention strategy to the entire school staff.
5. Presentation is accessible by all class members.

During your presentation each group member is required to discuss some part of the PBIS development and/or extension.

Rubric

Extending a School Discipline Plan to Include PBIS

Evaluation Standard	Required Components	Point(s)
Introduction Plan Review	In introduction that includes the purpose of this PBIS extension Name of School Discipline Plan Reviewed NOTE: The School Plan modified must NOT be a PBIS plan	1
Challenging Behavior Description	Description of Inappropriate Behavior...as described in the school's plan	1
Intervention Strategy Incentive and/or Reinforcement	Description of the "positive" approach/intervention to change or modify the behavior Description of the incentive or reinforcement to be used	1
TOTAL POINTS		3

Journal Article Critiques (2 at 5 points each)

Can be completed in class.

Journal Article Critique #1 Due, Midnight, April 2, 2014

Journal Article Critique #2 Due, Midnight, April 16, 2014

You are to locate, **two peer-reviewed, research studies** pertaining to the behavior management of students with disabilities; **and in particular to the behaviors of presented in your study.** **Your research articles can be no older than 2008. Your paper MUST focus on your critical analysis of the research. Summaries should be kept at a minimum.**

You are to 1) Read the study then 2) write a critique. Critiques should be at least 2 pages in length and must include:

- 1) **A brief description** (briefly summarize the study) of the research study,

2) **A thoughtful, descriptive critique** (was the intervention worthy of study, was the intervention process clearly stated, were the results helpful (seemed accurate), how did the study lead to more thought on your part);

3) **A reflecting on the relevance** of the study to your case study student.

RUBRIC
Journal Article Critiques 1 & 2

Evaluation Standard	Required Component	Points
Critique Format	APA Format In text citations Reference Page	1
Introduction	An introduction to your article including: Subject, topic(s) or intervention(s). State the problem and the relevance of the problem. (if possible to your study subject).	1
Brief Description/ Summary	Who were the study subjects? What was the setting? What was the intervention strategy used?	1
Critique	Worthiness of study Number of study subjects Time frame of study Quality of description of intervention process (methodology) Intervention relevance to subjects being studied Practicality of field application	1
Conclusion	Relevance to and reflection on your current ABA and FBA subject.	1
Total Points		5

Schedule

Session No.	Date	Topics	Readings Due (Read by date on which readings are listed)	ASSIGNMENTS DUE: DATES AND TIMES
1	3/19	<ul style="list-style-type: none"> • Welcome • Course Overview • Identifying Behaviors • Theoretical Models for Challenging Behavior • Foundations of Applied Behavior Analysis 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapter 1 • Alberto & Troutman Chapter 1 • APA Review/Exercise (Citing References) Finding Research Articles Group Formation 	1. Make sure you are signed up in Taskstream. 2. Begin to identify one (1) student for the FBA, BIP and ABA projects. 3. Register your Field Experience DUE: Blackboard, Midnight APA Exercise
2	3/26	<ul style="list-style-type: none"> • Identifying problem behaviors • Assessing behavior • Intro FBA/BIP 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapters 3 • Discussion of characteristics and behaviors of student identified for the FBA and ABA project. • Guidelines for student observations in a classroom setting. 	DUE: Blackboard, Midnight Session Assignment #2 (SA2) Student Description
3	4/2	Developing a Hypothesis for Behavior Change: Functional Assessment and Functional Analysis	Alberto & Troutman Chapter 3 Elements of an Operational Definition Elements of a Behavior Objective Developing Operational Definition (In class activity) Developing a Behavior Objective Complete Journal Article Critique	DUE: BLACKBOARD MIDNIGHT Session Assignment #3 Journal Article Critique
4	4/9	Measuring and Monitoring Behavior: <ul style="list-style-type: none"> • Data Collection • Data Analysis 	<ul style="list-style-type: none"> • Scheuermann & Hall Chapters 4 • Alberto & Troutman Chapters 4 Completing data sheets. (Event and interval recording practice) Complete Operational Definition	DUE: BLACKBOARD, 4:30, Session Assignment #4 Operational Definition
5	4/16	<ul style="list-style-type: none"> • Arranging Consequences that Increase Behavior 	Alberto & Troutman Chapters 8 http://www.naspcenter.org/factsheets/zt_fs.html	DUE: BLACKBOARD MIDNIGHT Session Assignment #3

				Journal Article Critique
6	4/23	<ul style="list-style-type: none"> • Arranging Consequences that Decrease Behavior • Self Monitoring 	Alberto & Troutman Chapter 9 Alberto & Troutman 12 Complete Data Collection Report	DUE: BLACKBOARD, MIDNIGHT Session Assignment #4 (SA4) Data Collection Report
7	4/30	<ul style="list-style-type: none"> • Single-Subject Design 	Alberto & Troutman 5 & 6 Discussion of FBA/BIP development progress. APA Review: Graphs Graphing Data Exercise Review of FBA/BIP drafts in groups.	DUE: BLACKBOARD, MIDNIGHT Session Assignment #5 Graphing Data Exercise
8	5/7	Preventing Challenging Behaviors Through Schoolwide Positive Behavior Interventions and Support (PBIS)	Scheuermann & Hall 5 & 6	DUE: SUBMITTED AND UPLOADED TO TASKSTREAM AND BLACKBOARD 1) FUNCTIONAL BEHAVIOR ASSESSMENT 2) BEHAVIOR INTERVENTION PLAN
9	5/14	Classroom PBIS <ul style="list-style-type: none"> • Rules and Procedures • Scheduling and Climate • Quality Instruction 	Scheuermann & Hall 7 & 8 Complete PBIS Extension Plan	DUE: BLACKBOARD, MIDNIGHT Session Assignment #6 PBIS Extension Plan
10	5/21	FINALIZE ABA REPORT		DUE: ABA REPORT UPLOADED AND SUBMITTED IN BLACKBOARD AND SUBMITTED IN TASKSTREAM.

Appendix