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

Summer 2015
EDSE 502 A01: Classroom Management and Applied Behavior Analysis
CRN: 41095, 3 - Credits

Instructor: Dr. Kristy Park	**Meeting Dates:** 5/18/2015 - 6/20/2015
Phone: 703 993 5251	**Meeting Day(s):** Mondays, Wednedays, Fridays
E-Mail: kparkc@gmu.edu	**Meeting Time(s):** 7:00 pm-10:00 pm
Office Hours: Wednesdays from 6-7 and by appointment	**Meeting Location:** Fairfax KH 14

> **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) 993-3670 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 is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: http://cehd.gmu.edu/teacher/internships-field-experience.The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this: http://cehd.gmu.edu/teacher/clinical-practice/field-experience-tutorial.pptx.
2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

o I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
o I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
o I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
o I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
o I will arrange my own placement for my field experiences (including observations and/or case studies because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of "I will arrange my own…" you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- o I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2015). *Positive behavioral supports for the classroom.* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

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 RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-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, and remain in class for the duration of each session. During class, students are expected to demonstrate professional and respectful behaviors to the professor and colleagues. In all classes, students will participate in class activities which will contribute to the participation portion of the final grade. Participation points can only be earned if the student is in attendance and completes the class activity. **Two or more unexcused absences may impede successful completion of the course.**

Late Work.

Assignments are due at the start of class on the date indicated on the syllabus. Work will be accepted before the assigned due date but for late submissions, points will be deducted after the assignment has been graded. Late assignment will be accepted in the following manner:

- 5% point deduction – up to 1 class late
- 10% point deduction – up to 2 classes late
- 25% point deduction – up to 3 classes late
- 50% point deduction – more than 3+ classes late

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, <u>*Applied Behavior Analysis K-12 Impact Project and Functional Behavior Assessment and Behavior Intervention Plan*</u> 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
80-83% = B-	70-79% = C
<69% = F	

Course Requirements and Evaluation		Due Date
Class Participation and Activities	10 points	Weekly 2 points/week
Classroom Management Plan	15 points	5/29/15
Behavior Tactic Presentation	10 points	6/17/15 and 6/18/15
Functional Behavior Assessment (**Taskstream Assignment**)	20 points	6/5/15
Behavior Intervention Plan (**Taskstream Assignment**)	20 points	6/12/15
Applied Behavior Analysis Project (**Taskstream Assignment**)	25 points	6/19/15
Total	100 points	

Assignments

Performance-based Assessment (TaskStream submission required).
There are 3 assignments that are NCATE assignments for this course (FBA, BIP, and ABA). The FBA and BIP assignments are linked to the ABA project. 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. If possible, select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). If you cannot find this type of individual over the summer, you can work with anyone that you know who has a target or "problem" behavior, on which they would like to work.

After the first class session, please complete the Online Field Placement request at http://cehd.gmu.edu/endorse/ferf to indicate if you have a placement or if placement is needed.

Functional Behavior Assessment (FBA)
You will conduct a functional behavior assessment by using indirect and direct assessment procedures. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior.

Behavior Intervention Plan (BIP)
You will use the FBA information collected 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.

Applied Behavior Analysis Project
Develop an applied behavior analysis project for an individual (PreK-12 student) with whom frequent contact is available during this course. This would be the same person

from your FBA/BIP. 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.

Performance-based Common Assignments (No TaskStream submission required).
There are no common assignments in this course.

Other Assignments.
Attendance and Participation (Weekly 2 pts per class, total of 10 points)
Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. **Two or more unexcused absences may impede successful completion of the course.**

Classroom Management Plan
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 4-6 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.

Behavior Change Tactics Presentation
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.

Schedule

		Monday	Wednesday	Friday
Week 1		**5/18/15**	**5/20/15**	**5/22/15**
	Concepts	Theoretical models to explain challenging behavior	Tiered Systems of Support: School-wide Positive Behavior Supports	Online Module: - Applied behavior analysis
	To Do	Watch course videos: - course requirements - online field experiences S&H chpt 2	Read Before Class: S&H Chpt 3 Class Activity: PBS teams and Behavior Matrix	Read: A&T chpt 1 Bear, Wolf, & Risely (1968) Class Activity: Complete Module Quiz
Week 2		**5/25/15**	**5/27/15**	**5/29/15**
	Concepts	Classroom Management Preventing Challenging Behavior: Rules and Routines; Continuum of consequences	Classroom Management Preventing Challenging Behavior: Academic engagement, classroom organization	FBA Overview
	To Do	Read Before Class: S&H Chpt 4 Class Activity:	Read Before Class: S&H Chpt 5&6 Class Activity:	Read Before Class: A&T chpt 3 Park (2005) Assignment Due:

		Classroom Self-Assessment	Continuum of consequences	**Classroom Management Plan**
Week 3 Concepts		**6/1/15**	**6/3/15**	**6/5/15**
		Individualized Support FBA: Indirect Assessments	Individualized Support FBA: Direct Assessments	Function-based Supports Competing pathways
	To Do	Read: S&H chpt 8 Class Activity: Structured Interview/ Functional Assessment Checklist for Teachers and Staff (FACTS)	Read: A&T chpt 7 Class Activity: Direct Observation practice activities	**FBA Paper Due** Class Activity: BSP practice
Week 4 Concepts		**6/8/15**	**6/10/15**	**6/12/15**
		Individualized Support Increasing Desired Behavior Schedules of reinforcement	Decreasing undesired behavior and Differential Reinforcement	Graphing Behavior Single Subject Designs
	To Do	Read: S&H chpt 11 A&T chpt 8	Read: S&H chpt 12 A&T chpt 9, 10	Read: A&T Chpt 5 &6 Assignment Due: **BSP Paper Due**
Week 5 Concepts		**6/15/15**	**6/17/15**	**6/19/15**
		Social Skills Instruction	Behavior Tactic Presentation	Behavior Tactic Presentation
	To Do	Read: S&H chpt 9 Class Activity: Social Skills Lesson Plan		Course Evaluations **ABA Paper Due**