



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

Summer 2015

EDSE 502 C02: Classroom Management and Applied Behavior Analysis  
CRN: 42786, 3 - Credits

<b>Instructor:</b> Dr. Kelly Henderson	<b>Meeting Dates:</b> 6/29/2015 - 8/1/2015
<b>Phone:</b> 703-282-3408	<b>Meeting Day(s):</b> Mondays, Wednesdays, Fridays
<b>E-Mail:</b> khender8@gmu.edu	<b>Meeting Time(s):</b> 3:45 pm-6:45 pm
<b>Office Hours:</b> Immediately before or after class, by appointment	<b>Meeting Location:</b> Fairfax ENT 275

***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.

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Please indicate how your placement will be arranged.\*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- 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.
- 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).
- 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.

- 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](mailto: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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Scheuermann, B. K., & Hall, J. A. (2016). *Positive behavioral supports for the classroom* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

*NOTE: Current editions are NEEDED for each required text!!!*

### **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.

### **Recommended Textbooks**

None

### **Required Resources**

None

## **Additional Readings**

As assigned, per schedule below and by instructor during session.

## **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/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.*

- Attendance at and being prepared for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. Also, students are expected to complete all weekly assignments prior to the relevant class session as in class activities are dependent on the foundation laid by the readings and outside of class activities. See “preparedness” in the 3<sup>rd</sup> bullet. Attendance and active, meaningful participation will be worth 9 points of the total semester grade (see below, under Assignments).
- Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered “in attendance” for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: completed and of sufficient quality; submitted on time), participation, and professional disposition are required in each class session to be eligible to earn points for that class session. The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone,

place your cell phone on vibrate and mute the ring tone to avoid class disruption.

- Please alert the instructor prior to class of impending late arrival, early exit from class, or absence.
- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class. All students are granted one absence, though all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week). If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the instructor, including notifying the instructor by email prior to the start time of a missed class session.
- Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
- A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor prior to EOB the day before the last class session. The instructor will require that the student discuss with the instructor, then sign the GMU Incomplete Grade Contract as per terms the instructor outlines.
- In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.
- If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for completing the course under agreed upon conditions or for withdrawing.

#### *Late Work.*

Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding 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.

Points will be deducted for assignments not submitted on time (the beginning of the class meeting time on the due date). Generally, points equal to half of a letter grade are deducted for each class session past due.

## Other Considerations:

### Communication.

- **Written Language:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.
- **Oral Language:** Use “person-first language” in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” rather than a “disabled student”.
- Please send outgoing email messages *only* through your GMU email account when related to this course and GMU business. Student email is accessed at <http://masonlive.gmu.edu>. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, **send any reply/outgoing message to the instructor via your GMU email account.** (To forward email: Go to <http://mail.gmu.edu>. Click on the “Options” tab at the top of the page. Click on “Settings” link on the left of the page. In the box labeled “Mail Forwarding” type in your most-checked email account.)
- Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your GMU email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response. **ALL** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.
- Communications from the instructor as well as university announcements are sent to your GMU email address. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>.
- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

### 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

100 – 93	= A
92 – 90	= A -
89 – 83	= B
82 - 80	= B -
79 -70	= C
Below 70	= F

The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

### Assignments

#### **Performance-based Assessment (TaskStream submission required).**

**Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP)** (individual project) 25 points

This project requires you to select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a Functional Behavior Assessment (FBA) and then use that FBA to develop a Behavior Intervention Plan. You may use a student, family member, or friend. A child or young adult subject is preferable to an adult but an adult can be used as a last resort.

**Applied Behavior Project (ABA project)** (individual project) 30 points

Using the functional behavior assessment and other data collected in the Functional Behavior Assessment and Behavior Intervention Plan, develop and implement a behavior change program. The purpose of this project is to plan and implement an intervention based on the concepts of applied behavior analysis to support an individual learner with whom you have frequent contact. You will collect baseline and intervention data, evaluate the results, and reflect on the data.

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

**Comparison of School Discipline Plans** (group project, in class) 8 points

Examine the behavioral plan at the school with which you are familiar. Within your group, compare and contrast your schools' plans to the Positive Behavior Interventions and Support (PBIS) approach (this may be part of the school's Response to Intervention approach). Report to the large group.

**Classroom Management Plan** (individual project) 10 points

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

**Other Assignments.**

**Textbook Quizzes** (individual assignment) 6 points

Students are to read the assigned text chapter(s) as required reading before the class session. Brief multiple-choice unannounced quizzes will be given in class three times throughout the semester. Quiz questions will be drawn directly from the text content and from additional assigned readings/activities. No make-ups will be available for textbook quizzes; students who are absent from the class the day of the unannounced quiz will receive a 0 for the quiz.

**Social Skills Lesson** (small group project or individual) 12 points

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

**Attendance and Participation**

9 points

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

**It is highly recommended that students attend closely to the grading rubrics, available for all written assignments. Attach a paper copy of a clean grading rubric to EVERY assignment submitted. Hard copies of all assignments, including those submitted to TaskStream, are due on dates noted in schedule.** Grading rubrics are available on the Bb site and should be used to guide preparation of every assignment.

**Schedule**

**COURSE TOPICS**

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

Date	Reading Due	Topics	Assignments Due/ <i>Activities in class</i>
Monday June 29		Introduction; principles of classroom management,, theoretical models/explanations of behavior; Legal issues involving discipline of special needs students & IDEA.	
Wednesday July 1	Alberto & Troutman, Ch.1; Scheuermann & Hall, Skim Ch.1, Read Ch. 2 and 3; IDEA behavior/discipline fact sheet	Research tools; Schoolwide context for Positive Behavior Interventions and Supports	<i>Possible guest speaker. Bring in copy of schoolwide written behavior plan (check in student handbook). Comparison of School Discipline Plans- Completed in class;</i>
Monday July 6	S & H Ch. 4; IRIS module <a href="http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm">http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm</a>	Classroom management; Behavior management systems. Universal prevention approaches.	IRIS modules <i>Who's in Charge?</i> and <i>You're in Charge! Developing Your Own Comprehensive Behavior Management Plan</i>

Wednesday July 8	S & H Ch. 5 and 6; IRIS Star Sheets 15-16 on Effective Rules (in IRIS case study at <a href="http://iris.peabody.vanderbilt.edu/case_studies/ICS-005.pdf">http://iris.peabody.vanderbilt.edu/case_studies/ICS-005.pdf</a> ); Secondary-level & intensive interventions article (choose 1)	Development and implementation of systematic behavior management plans; Cultural context; Physical classroom arrangement. Importance of effective instruction; adapting instruction. Finding evidence-based interventions.	<i>5:30 pm- Library Lesson with Anne Driscoll (bring laptop or other device)</i>
Friday June 10	S & H Ch. 9; Social Skills reading (choose 1)	Teaching social skills; Creating positive interpersonal relationships in the classroom	Classroom Management Project Due
Monday July 13	S & H Ch 7 & 8; A & T Ch. 6 IRIS Star Sheets 13-14 on Choice Making (in IRIS case study);	Using problem solving to resolve behavior problems; Start Functional Behavioral Assessment and Behavioral Objectives.	<i>IRIS module on Functional Behavioral Assessment</i>
Wednesday July 15	A & T Ch 2, 3, 12	Collecting and Recording Data; Finish Functional Behavioral Assessment	Social Skills Lesson Due
Friday July 17			<i>Work on Functional Behavior Assessment/ Intervention Plan</i>
Monday July 20	A & T Ch. 5; S & H Ch 10	Behavior change/ Behavior Intervention Plans; Single subject research design; reversal, changing criterion, multiple baseline and other designs	
Wednesday July 22	A & T Ch. 7; S & H Ch 10 & 11	Arranging consequences that increase existing behaviors; Schedules of reinforcement; Reinforcement applications	FBA/BIP Project Due
Friday July 24	A & T Ch. 8, 9; S & H Ch. 12; IRIS module <a href="http://iris.peabody.vanderbilt.edu/bi2/chalcycle.htm">http://iris.peabody.vanderbilt.edu/bi2/chalcycle.htm</a>	Arranging consequences that decrease behavior; Differential reinforcement: stimulus control and shaping	
Monday	A & T Ch. 10, 11	Teaching students to	

July 27	S & H pp. 260-264; Self-monitoring article	manage their own behavior; Providing for generalization of behavior change; Crisis Management	
Wednesday July 29		Presentations	ABA Project Due; <i>Share ABA Projects with each other</i>
Friday, July 31		Optional feedback session	

**Appendix**