



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

Spring 2017

EDSE 502 630: Classroom Management and Applied Behavior Analysis

CRN: 21071, 3 – Credits

Instructor: Dr. Kelly Henderson	Meeting Dates: 03/16/17 – 05/18/17
Phone: 703 282 3408 (textable, identify yourself in message)	Meeting Day(s): Thursday
E-Mail: khender8@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: Before and after class and by appointment	Meeting Location: Off-campus, Fairfax HS
Office Location: 4031 University Dr. Suite 100, Fairfax (by appointment)	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of teacher candidates/students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in teacher candidates/students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual teacher candidates/students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical

- arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
 14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
 15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
 16. Describe parsimonious and comprehensive classroom management methods.
 17. Describe how to identify and teach social skills needed for educational and other environments.
 18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
 19. Identify and describe the crisis cycle and methods for crisis prevention.
 20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (Interactive 9th ed.). Upper Saddle River, NJ: Pearson.

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

Recommended Textbooks

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

Required Resources

Students will be expected to have access to a computer and bring and use it in class, for some specific lessons and activities. The ability to access the internet and web-based resources is also required.

Additional Readings

Additional assigned readings are noted in the schedule below. Additional readings may be assigned by Dr. Henderson at any point through the course.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 502, the required PBA is *Functional Behavior Assessment and Behavior Intervention Plan*. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Functional Behavioral Assessment and Behavior Intervention Plan: (50 points)

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

- a. **Functional Behavioral Assessment:** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his or her behavior. More information about this portion of the assignment can be found on Blackboard.
- b. **Behavior Intervention Plan:** Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s); you will write a Behavior Intervention Plan. More information about this portion of the assignment can be found on Blackboard.

A grading rubric can be found on Blackboard and should be consulted before beginning the FBA/BIP assignment.

College Wide Common Assessment (Tk20 submission required)

The FBA/BIP described above is a college-wide common assessment. Tk20 submission is required.

Performance-based Common Assignments (No Tk20 submission required.)

1. Classroom Management Plan (18 points):

- a. **Part One:** For this assignment, you will report on your own classroom management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. **Pick one room and one class period** (especially critical for secondary teachers) and include:
 - i. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
 - ii. A sample daily schedule of the classroom teacher
 - iii. A description of behavior management techniques/system used in the classroom and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
 - iv. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)
- b. **Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes.

Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the Scheuermann and Hall text. A grading rubric is available on Blackboard for this assignment. Consult this rubric before beginning the assignment.

2. Comparison of Schoolwide Discipline Plans (6 points) group project, in class

Examine the behavioral plan at a 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.

Other Assignments

1. Article/Resource Critiques (3 at 4 points each = 12 points): As a teacher, you should be able to read and apply research in your field. As part of class activities, you will complete three research reviews of articles or other evidence-based resources assigned by the instructor. Students will select between two or more instructor-provided studies/resources for each review. More information on this assignment can be found on Blackboard.

2. Textbook Quizzes (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.

3. Attendance and Participation (8 points)

Consistent with the Attendance/Participation expectations stated below, attend and participate fully in all classes.

Course Policies and Expectations

Attendance/Participation

- 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. Points are awarded for attendance and participation in class.

- 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, tablets, 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. 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.

- 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 alert the instructor prior to class of impending late arrival, early exit from class, or absence. Please do not request permission to miss a class. All students are granted one absence, though all work still is due according to the course calendar (please email assignment and bring printed copies to class the next week). If there are extreme extenuating circumstances resulting in more than one absence, consult with the instructor, including notifying her 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.

- A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor by 5 PM 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.

Late Work

Work is considered on time if it is submitted at the beginning of class on the date due, per syllabus. *Ten percent of the available points* for the assignment will be deducted each week for late submissions. **After one week from the due date, assignments will not be accepted.** Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

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

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Reading Due	Topics	Assignments Due/ <i>Activities in class</i>
Thursday, March 16		Introduction; principles of classroom management, theoretical models/explanations of behavior; Legal issues involving discipline of special needs students & IDEA. Behavioral goals & objectives; Creating positive interpersonal relationships in the classroom.	
Thursday, March 23	Alberto & Troutman (A & T), Ch.1 and 3, and pp. 181-183 and 330-331 Scheuermann & Hall (S & H) Skim Ch.1, Read Ch. 2, 3 & 9; Social Skills reading – choose one: Anderson (2008); Bellini (2009); CITED ;	Teaching social skills; Research tools. Begin classroom management.	<i>Social skills lesson activity.</i>
Thursday, March 30	S & H Ch. 4 & 5; Review APA manual. IRIS Star Sheets on Classroom Rules and Norms pgs. 9-18 (in IRIS case study at http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf);	Schoolwide context for Positive Behavior Interventions and Supports (PBIS). Classroom management; Behavior management systems. Universal prevention approaches. Physical classroom arrangement. Importance of effective instruction; adapting instruction.	<i>Library Lesson @ 7:15 with Anne Driscoll (bring laptop or other device).</i> Bring APA manual to class. Article Critique 1 due.

Date	Reading Due	Topics	Assignments Due/ <i>Activities in class</i>
Thursday, April 6	S & H Ch. 6; IRIS module Addressing Disruptive Behaviors (Pt 1) http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm ; Secondary-level & intensive interventions article - choose one: Fairbanks et al. (2008); Sebag (2010); Wehby & Kern (2014); Dawson (2010)	Addressing behaviors of at individual level. Development and implementation of systematic behavior management plans; Cultural context; Finding evidence-based interventions. Using problem solving to resolve behavior problems.	<i>Dr. Kathleen McQuillan, Education Specialist, PBIS, Fairfax County Public Schools, guest speaker.</i> Bring in copy of schoolwide written behavior plan (check in student handbook). Comparison of Schoolwide Discipline Plans due-Completed in class
Thursday, April 13 FCPS spring break NO in-person class session	Guardino & Fullerton (2010) NCII Chart http://www.intensiveintervention.org/chart/behavioral-intervention-chart	Addressing behaviors at a group level. Classroom management/ large group interventions	<i>Read and do embedded activities in IRIS modules Classroom Management (Parts 1 and 2) at http://iris.peabody.vanderbilt.edu/module/beh1/ and http://iris.peabody.vanderbilt.edu/module/beh2/</i>
Thursday, April 20	S & H Ch 7 & 8; IRIS module on Addressing Disruptive Behaviors (Pt 2) http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content	Functional Behavioral Assessment	Classroom Management Plan due. Article Critique 2 due. <i>IRIS module on Functional Behavioral Assessment- http://iris.peabody.vanderbilt.edu/module/fba/ NCII intervention activity</i>
Thursday, April 27	A & T Ch 5 Kern & Wehby (2014)	Collecting and Recording Data; Finish Functional Behavioral Assessment	

Date	Reading Due	Topics	Assignments Due/ <i>Activities in class</i>
Thursday, May 4	A & T Ch. 6; IRIS Star Sheets 6-23 on Choice Making, Praise and other interventions (in IRIS case study at http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf)	Behavior change/ Behavior Intervention Plans; Single subject research design; reversal, changing criterion, multiple baseline and other designs	Functional Behavior Assessment portion of FBA/BIP project due
Thursday, May 11	A & T Ch. 7 & 8; S & H Ch 10 & 11 (except pp. 260-264); Gongola & Daddario (2010) A & T Ch. 9, 10 S & H Ch. 12	Arranging consequences that increase existing behaviors; Schedules of reinforcement; Reinforcement applications Arranging consequences that decrease behavior; Differential reinforcement: stimulus control and shaping.	Article Critique 3 due
Thursday, May 18	A & T Ch.11, 12 S & H pp. 260-264	Teaching students to manage their own behavior; Providing for generalization of behavior change; Crisis Management. Presentations	Behavior Intervention Plan portion of FBA/BIP project due <i>Share FBA/BIP Projects with each other</i>

Assessment Rubric(s)

Assessment rubrics for the FBA/BIP, classroom management plan and other assignments are available on the Blackboard Course site.