![George Mason University logo]

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

Spring 2022
EDSE 251 001: Classroom Management and Positive Behavior Supports
CRN: 21703, 3 – Credits

Instructor: Dr. Kristen O'Brien	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: 703-993-3917	**Meeting Day(s):** Monday/Wednesday
E-Mail: kmerril2@gmu.edu	**Meeting Time(s):** 3 pm – 4:15 pm
Office Hours: By appointment	**Meeting Location:** Fairfax; HORIZN 4012
Office Location: Finley 208-B	**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.**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. Explores classroom and behavior management including technology, social skills, and effective teaching behaviors. Emphasizes developing school and classroom behavior management plans. Field experience required.

Course Overview
EDSE 251 focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. In this course, classroom and behavior management including technology, social skills, and effective teaching behaviors are explored. The emphasis is on developing school and classroom behavior management plans. There is a field experience required with this course.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Do you know what tests might be required for your program? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

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, students will be able to:
1. Describe components of the SchoolWide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Compare school plans for establishing and maintaining safe and orderly schoolwide and classroom environments with SW-PBIS, and provide recommendations to align the school plan with SW-PBIS.
3. Design age-appropriate, safe, diverse, and orderly learning environments (e.g., classroom organization and set-up) that support and enhance instruction within the context of culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.
4. Describe how to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, and values diversity, including the diversity of individuals with disabilities.
5. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, and routines) to prevent and manage undesired behaviors based on research-based and professionally appropriate practices.
6. Describe research-based strategies for promoting self-management and self-discipline for individuals with disabilities.
7. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom

management methods.
8. Describe how to identify and teach social skills needed for educational and other environments.
9. Describe ethical and practical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures,
10. Describe how effective teaching influences individuals' behaviors.
11. Identify school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).
12. Identify and describe the crisis cycle, methods for crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
13. Identify qualifications of and training needed for school personnel obtaining certification for crisis intervention programs.

Professional Standards
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3).

Required Texts
Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Students will need access to a computer, Internet, and web-based resources (e.g., Blackboard, online readings). Computer use may be required in class for in-class activities.

Additional Readings
Additional readings will be posted on Blackboard and can be assigned throughout the semester at the instructor's discretion. Students are responsible for all assigned readings, on syllabus and otherwise announced and posted on Blackboard by the instructor.

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

VIA Performance-Based Assessment Submission Requirement
For EDSE 251, the required performance-based assessment (PBA) is Classroom Management Plan (see description below). There is no required upload to VIA for the PBA in this course.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)
N/A

College Wide Common Assessment
(VIA submission required)
N/A

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1.   Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

•   If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

•   If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2.   View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3.   Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies

to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4.   Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5.   Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments
1. Classroom Management Plan (80 points)
Note: The Field Experience component of EDSE 251 is required for this assignment.
The purpose of this project is to describe and analyze a comprehensive classroom management plan of a diverse K-12 classroom that includes students with disabilities. Students will observe their assigned field experience classroom at least twice and interview the special education teacher to gather information on the classroom management techniques used. Using the observational and interview data, students will complete a classroom management assessment to analyze the strengths and areas of need for the classroom. This analysis will include the physical arrangement, schedule, behavior management, and cultural responsiveness of the current classroom. After analysis, students will identify strengths, areas of need, and related suggestions for improvements for the classroom. Students will also develop a classroom rules matrix for the given classroom. Students will write an APA style paper to report on the current classroom management, effectiveness of the current classroom management, cultural responsiveness of current classroom management, and suggestions for growth. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

2. Schoolwide Behavior Plan Analysis (50 points)
The purpose of this assignment is to determine similarities and differences between a target school's discipline plan and components of the Schoolwide Positive Behavior Intervention Supports (SW-PBIS) framework. In Part 1 of this assignment, students will work in small groups (formed by the instructor) during a designated class session to analyze a provided schoolwide behavior plan by comparing and contrasting it to the SW-PBIS framework. In Part 2 of this assignment, students will complete an independent analysis of a selected schoolwide behavior plan. Part 2 will be an APA style paper where students will compare and contrast their selected schoolwide behavior plan to the SW-PBIS framework and offer suggestions for growth. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

3 & 4. Reading Checks (30 points each, for a total of 60 points)
The purpose of each Reading Check is to demonstrate knowledge of each of two major topics in this course. Reading Check 1 will focus on Schoolwide Positive Behavior Interventions and

Supports (SW-PBIS). Reading Check 2 will focus on Classroom Management. Reading Check content includes multiple choice, true/false, and matching responses.

5. Behavior Management Infographic (30 points)
The purpose of this assignment is to demonstrate knowledge of how to implement a selected research-based behavior management practice or intervention. Students will select one research-based behavior management practice or intervention that can be implemented at Tier 1 or Tier 2. Students will gather information about this practice or intervention through websites, a practitioner-based journal article, the textbook, and other informational sources. Students will create an infographic using the Piktochart website to provide information about the selected practice or intervention. More information about this assignment (e.g., detailed directions, rubric) and assignment resources can be found on Blackboard and will be discussed in class.

6. Attendance and Participation (60 points)
Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each class session, students will earn up to 2 A&P checks for the following expectations:

A) Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.

B) Participation: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

If a student is absent for a class session, 0 A&P checks will be earned. If a student attends a class session but does not earn the full 2 A&P checks for any reason, they will be notified.

At the end of the course, the total A&P checks earned will be summed and divided by all possible checks (i.e., 2 checks for each class session held). This proportion will be multiplied by 60 (the total possible Attendance and Participation points) to determine the total points earned.

Assignment Summary

Classroom Management Plan	80
Schoolwide Behavior Plan Analysis	50
Reading Check 1 (SW-PBIS)	30
Reading Check 2 (Classroom Management)	30
Behavior Management Infographic	30
Attendance & Participation	60
Total Points:	280

Course Policies and Expectations

Attendance/Participation

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Participation during class sessions includes being fully present and using computers and devices responsibly. Computers and other devices may be used during class for note-taking, class activities, or any other class-related tasks; they may not be used for internet exploration, texting, sending or receiving emails, or any other non-class activities.

Students earn attendance and participation points each class (see Attendance and Participation described in the Assignments section above); these points can only be earned if the student is in attendance and actively participates in class activities. Please notify me **in advance** by email if you will not be able to attend class. In the rare event of an emergency, each student is given **1 "grace" absence without a point penalty**, *as long as the instructor is notified before the class session*. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. Attendance and Participation points missed for more than one absence or any absence without instructor contact before class cannot be made up.

If class attendance is impacted by COVID (e.g., you have tested positive for COVID, you are in quarantine), **please notify me as soon as possible**. If you must miss a class session because of COVID quarantine requirements, all class materials will be posted to Blackboard for your access, and if I am notified in advance of the class session, you will be allowed to join the class via Zoom to observe only OR I will audio record the class and post it to Blackboard. If I am notified at least 24-hours in advance of a class session that at least 25% of our class will have to miss the session due to COVID quarantine requirements, we will hold class asynchronously via Zoom. Please be sure to check your Mason email regularly, as any communication from me will be sent to your Mason email.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, **a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted.** Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule

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

Week	Date	Topics	Readings Due	Assignments Due
1	M 1/24	Course Overview Syllabus review Field experience overview	None	Ensure you have access to Bb and the textbook Submit EDSE Field Experience Placement Form
	W 1/26	Introduction to behavior management and positive behavior supports		
2	M 1/31	Theoretical models to explain behavior Foundations of behaviorism	Ch. 1 & 2	
	W 2/2	Foundations of behaviorism (cont.)		
3	M 2/7	Introduction to SW-PBIS	Ch. 3 Explore the Pbis.org website. Read the PBIS pages on Getting Started, Tiered Framework, and Tier 1	
	W 2/9	SW-PBIS (cont.)		
4	M 2/14	SW-PBIS and cultural responsiveness	SW-PBIS Cultural Responsiveness (p. 2-5 & 26-29) Flannery & Kato (2016)	Reading Check 1 (SW-PBIS) opens on Bb on 2/14
	W 2/16	Schoolwide Behavior Plan Analysis: Part 1		Schoolwide Behavior Plan Analysis: Part 1 completed in class on 2/16
5	M 2/21	Classroom rules and procedures	Ch. 5 (p. 97-105 only) & Ch. 6 Time Management PDF	**Reading Check 1 (SW-PBIS) due on 2/21**
	W 2/23	Classroom scheduling, climate, and organization		**Schoolwide Behavior Plan Analysis: Part 2 due on 2/23**
6	M 2/28	Academic instruction and behavior	Ch. 5 (p. 105-112)	

			HLP #7 video CAST UDL Tips for Learning Environments IRIS Center Cultural Influences on Behavior	
	W 3/2	Classroom environments Culturally responsive classroom management		
7	M 3/7	Responding to appropriate behaviors Ethical considerations for responding to behaviors	Ch. 7 CEC Professional Ethical Principles	
	W 3/9	Responding to appropriate behaviors (cont.)		Midterm feedback in class on 3/9
--	M 3/14	SPRING BREAK		
	W 3/16	SPRING BREAK		
8	M 3/21	Responding to inappropriate behaviors	Ch. 8	
	W 3/23	Responding to inappropriate behaviors (cont.)		
9	M 3/28	Pulling it all together: Classroom Management	Ch. 4 (p. 70-88 only) McIntosh, Sugai, & Simonsen (2020)	Reading Check 2 (Classroom Management) opens on Bb on 3/28 **Proposal for Behavior Management Infographic due on 3/30**
	W 3/30	Pulling it all together: Classroom Management		
10	M 4/4	Pulling it all together: Classroom Management	Readings on Blackboard	**Reading Check 2 (Classroom Management) due on 4/4**
	W 4/6	Pulling it all together: Classroom Management		
11	M 4/11	Introduction to Tier 2 & Tier 3	Ch. 9 & 10	Aim to have all field experience requirements/data

				collected by this week
	W 4/13	Tier 2 & 3		
12	M 4/18	Classroom Management Plan Section 2 & 3 planning guide: In-class activity		**Classroom Management Plan: Section 2 & 3 planning guide due**
	W 4/20	Social skills instruction	HLP #9 (Read about HLP9 from p. 5-7) Schoolwide Article PBIS World article	
13	M 4/25	Self-management	IRIS Module on Self-Management 1 of the following (to be assigned by instructor): Bruhn et al. (2017) Lastrapes & Mooney (2019)	**Behavior Management Infographic due on 4/25**
	W 4/27	Self-management (cont.)		
14	M 5/2	The crisis cycle Crisis management plans	IRIS: Crisis Plan Simonsen et al. (2019) Clarke et al. (2014)	
	W 5/4	Course wrap-up Course evaluations (completed in class)		**Classroom Management Plan due on 5/4**

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 [Disability Services](https://ds.gmu.edu/) (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-confidential Employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)
    N/A – All assignment rubrics will be posted on Blackboard and discussed in class.