

California State University San Marcos
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES
SCHOOL OF EDUCATION
Spring 2013 EDMX 633
Monday Section CRN # 26880
Markstein Hall 210

COURSE: EDMX 633 (3 credit units)
Community Access through Supported Environments

CLASSROOM: University Hall 373

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I. COURSE DESCRIPTION and COLLEGE MISSION

Courses Description

Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans, and interventions that support students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

School of Education Mission Statement

The mission of the School of Education community is to collaboratively transform education.
We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

II. STUDENT LEARNING OUTCOMES

Candidates demonstrate knowledge and skills in:

1.0 Practices to Promote Community, Self-Discipline, and Positive Behavior Supports

- 1.1 the use of formal and informal cooperative group learning structures and class meetings to create a caring and cooperative classroom climate
- 1.2 the use of a "pyramid" hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility
- 1.3 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior

- 1.4 laws regulations, and ethics governing behavioral support of students with special needs (e.g., the Hughes Bill) from diverse cultural, linguistic, and socioeconomic background
- 1.5 the use of peer tutoring, partner learning, and peer mediation curriculum to promote natural peer supports and peer mediated instruction, support, and problem solving
- 1.6 student, family, and teacher involvement in IEP, ITP, and age of majority rights activities at the secondary level

2.0 Social Relationships

- 2.1 methods for creating a positive school climate, developing a community of learners, and facilitating social behavior in diverse educational settings based upon the Circle of Courage
- 2.2 the integration of social skills and social skill curricula into the general education curriculum and cooperative group learning and partner learning structures
- 2.3 methods for teaching interpersonal skills, including conflict resolution
- 2.4 the use of Circles of Friends and natural peer support methods to build social networks
- 2.5 the use of assessment methods such as MAPS to identify IEP goals and objectives that address valued life outcomes, including social relationships
- 2.6 the preparation of students to be self advocates, using principles of self determination
- 2.7 assisting students and their families and friends in the development of students' positive self-image and interpersonal relationships

3.0 Effective Communication and Self Determination

- 3.1 student empowerment and the development of communication to promote choice making, independence, and self-advocacy
- 3.2 accurate interpretation of the communicative intent of student behavior
- 3.3 self-determination as a concept and practice in schooling
- 3.4 the identification of communication supports for students with communication challenges

4.0 Inclusion in General Education Curriculum and Community

- 4.1 the use of creative problem solving to formulate supports for students who present behavioral challenges or who have disabilities so they can meaningfully participate in shared activities in general education and community environments
- 4.2 the use of ecological analysis, functional analysis of behavior, and principles of positive behavioral supports to facilitate participation in inclusive settings
- 4.3 the use of person-centered approaches (e.g., MAPs, Multiple Intelligences) to assess and develop instruction, IEP goals, and Individualized Transition Plan goals and activities for school-age and post-secondary employment, living, and continuing education opportunities

Education Specialist Standards Primarily Addressed in EDMX 633

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 11: Typical and Atypical Development

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

Program Standard 13: Curriculum and Instruction of Students with Disabilities

Program Standard 14: Creating Health Learning Environment

Mild/Mod. Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

Mild/Mod. Standard 4: Positive Behavior Support

Mod./Severe Standard 3: Developing Social Interaction Skills and Facilitating Social Context

Mod./Severe Standard 4: Assessment, Program Planning, and Instruction

Mod./Severe Standard 6: Positive Behavior Support

III. SCHOLASTIC REQUIREMENTS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses, all students are expected to attend and actively participate in all classes. Students must attend at least 80% of class and online session time in order to receive a passing grade for the course (at the discretion of the instructor). Should there be extenuating circumstances, notify the instructor immediately.

(Adopted by the Governance Community, December, 1997).

Grading Scale (in percentages):

A: 93-100 A-: 90-92 B+: 78-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

IV. BOOKS, WEB SITES, AND MATERIALS NEEDED FOR CLASS

Texts and Text Abbreviations

Gallaher, B. & Hinkleman, K. (2012). *Intentional teaming: Shifting organizational culture*. Toronto, ON: Inclusion Press. (Text purchased in EDMX 631 for \$17.50)

Kagan, S., Kyle, P., & Scott, S. (2004). *Win-win discipline: Strategies for all discipline problem*. San Clemente, CA: Kagan Publishing. (KKS) (Order directly from Kagan Publishing.)

Snell, M. E. & Brown F. (2011). *Instruction of students with severe disabilities*. Boston: Pearson. (S&B) [Also used in EDMX 622, 627, 631, 632, and 635]

Villa, R., Thousand, J., & Nevin, A. (2010). *Collaborating with students in instruction and decision making: The untapped resource*. Thousand Oaks, CA: Corwin Press. (VTN)

Select Web Sites

www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf	Health Education Content Standards
http://www.cde.ca.gov/ci/he/cf/	Health Frameworks for CA Public Schools
www.nichcy.org	National Dissemination Center for Children with Disabilities
www.pbis.org/PBISandlaw.htm	Positive Behavior Supports and the Law
www.pent.ca.gov	Positive Environment, Network of Trainers
www.studentledieps.org	Student Led IEPs
www.bookladymel.com/thinkingmaps.htm	Graphic Organizers
www.helensandersonassociates.co.uk/reading-room/how/person-centred-planning.aspx	MAPs

Moodle

Moodle site provides the syllabus, rubrics at assignment “drop boxes,” examples of assignments, and reading materials (as pdfs and word documents) not included in texts or websites.

V. CLASS SCHEDULE WITH READINGS AND ASSIGNMENTS DUE DATES

To the right of each topic are readings and assignments due for that class. Text names are abbreviated (e.g., KKS, S&B, VTN). Other documents are posted on Moodle. Please bring materials to class, as requested.

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1	1/28	Circle of Courage; H.S. IDEIA assignment; ABCDs of self-discipline	KKS 18	Purchase KKS & VTN texts
#2	2/4	Creating healthy learning environments; The discipline pyramid - prevention, quick recovery, class meetings	Reflection #1 prompt in syllabus Optional: KKS 6.4 - 6.27	Reflection #1 (5 points)
#3	2/11	Next steps recovery; Oral and written planning; The planning room; Students as co-teachers & leaders of their own IEPs	Reflection #2 prompt in syllabus Optional: KKS Chs. 14 & 15 Optional: VTN Chs. 3 & 4 - Students as Peer Tutors & Co-Teachers	Reflection #2 (5 points)
#4	2/18	Self-determination and intensive discovery Student-Led IEPs MAPs & MAPs assignment	Reflection #3 prompt in syllabus Study, have access to or print SLIEP materials in SLIPE folder Study 1) MAPs materials on Moodle; 2) VTN Ch. 7; 3) Person-centered planning in S&B on pp. 110-111, 262, 531-533, & 581-582; & 4) Intensive Discovery on pp. 59 – 65 in <i>Intentional Teaming</i>	Reflection #3 (5 points) Study MAPs; person-centered planning, & Intensive Discovery materials
	2/25	NO CLASS MEETING	H.S. IDEIA & MAPS Preparation; Reflection #4	
#5	3/04	Conflict mediation; Circles of Friends; The Hidden Curriculum; Social skills instruction Co-Teacher: <i>Stephen Hinkle</i>	See Reflection #4 prompt in syllabus Preview: S&B Chapter 11 and pp. 52 – 58 of <i>Intentional Teaming</i> for Credo of Support Assignment	Reflection #4 (4 points)
#6	3/11	Introduction to Credo of Support Final Exam assignment; Modeling of social skills lesson	Introduction to Credo of Support Final Exam assignment; Print or have access (on Moodle) to Social Skills Class Materials, Lesson Plan Template, & Sample Lessons	

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#7	3/18	Introduction to Cooperative Group Learning & Goal Structures	Optional: KKS Ch. 19 (Cooperative Learning & MI)	
#8	3/25	Social Skills Plan Peer Review & Revision; “PIGS Face” elements of cooperative group learning; Introduction to CGL Jigsaw	Bring <i>Collaborating with Students</i> to class!	Social Skills Lesson Plan (Post in Draft drop box AND bring to class for peer review)
	4/1	NO CLASS MEETING: CESAR CHAVEZ DAY & SPRING BREAK	Final Social Skills Lesson Plan; CGL Jigsaw preparation; Credo of Support Final Exam preparation	Final Social Skills Lesson Plan (20 points)
#9	4/8	CGL Jigsaw Instruction (10 points); Quick Cooperative Structures	See CGL Jigsaw prompt in syllabus	CGL Jigsaw (10 points)
#10	4/15	Experience/deconstruct a formal CGL lesson; Introduction to PBS Expert Team Instruction assignment	Bring <i>Collaborating with Students</i> and <i>Intentional Teaming</i> to class!	
#11	4/22	Understanding Troubling Behavior via Process Communication –How do you respond to distress? How to get needs met!	Process Communication materials on Moodle – Bring hard copy to class	H.S. IDEIA (20 points)
#12	4/29	PBS Expert Team Instruction (10 points) Elements of an effective PBSP; Social stories and sensory integration Co-Teacher: <i>Kathy Montilluer</i>	See PBS Expert Team prompt in syllabus & S&B Ch. 7; Social stories & sensory integration pdfs on Moodle; Optional: KKS Chs. 10 – 12 Optional: www.pent.ca.gov (find PBS Desk Reference)	PBS Expert Team Instruction (10 points); Preview of Austin materials for PBSP in-class design
#13 & #14 5:15 – 9 pm	5/6	In-class design of PBSP Note: This is a “double” class from 5:15 to 9 p.m.; Pizza provided	Bring to class “Austin PBSP” pdf materials for in-class PBSP simulation (12 points) Optional: KSS Chs. 16 & 17 (FBA/BIP)	MAPS (25 points)
#15	5/13	Credo of Support Final Exam Construction; MAPs sharing; Evaluation & celebration	See Credo of Support prompt in syllabus. Bring notes and “construction” materials to class. Bring <i>Intentional Teaming</i> to class.	Credo of Support In-Class Construction (9 points)

VIII. ASSIGNMENTS

Face-to-Face Class Participation	(75 points)
Reading Reflections	(19 points)
Social Skills Lesson Plan	(20 points)
Jigsaw of CGL 14 Decisions	(10 points)
High School IDEIA Observation and Interview	(20 points)
PBS Expert Group	(10 points)
Positive Behavior Support Plan In-Class Design	(12 points)
MAPs Implementation	(25 points)
Credo of Support Final Exam	(09 points)
Total Maximum Points:	200 points

Face-to-Face Class Participation (5 points/class X 15 classes = 75 points maximum)

The purpose of this requirement is to ensure active participation during class sessions and opportunities to demonstrate collaborative teaming and cooperative group small group interpersonal skills. Because group activities and other active learning procedures are used to introduce and reinforce substantial amounts of material addressed in this course, regular attendance and participation is critical. If a candidate needs to miss part or all of a class, the instructor must be informed in advance. Candidates are responsible for requesting a makeup assignment for any absence. A candidate may not pass this class if 20% or more of class session time is missed (except in rare cases of extreme hardship when expected competences have been demonstrated.)

Reading Reflections (19 points maximum)

The purpose of the reading reflections is to provide candidates with regular opportunities to demonstrate their understanding of and ability to apply critical aspects of professional practice and standards. For full credit, each reflection must be word processed and submitted on or before the date due. Be prepared to discuss reflections in class in order to receive full credit.

Reflection #1	5 points maximum
Reflection #2	5 points maximum
Reflection #3	5 points maximum
Reflection #4	4 points maximum

Criteria for Written Products:

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed.
- The document is submitted on or before the date due.

Reflection Prompt Questions and Due Dates:

See prompt questions for reflections on subsequent pages. See class schedule for due dates.

Extra Credit Option (3 points maximum)

You may request the opportunity to earn an optional 3 extra credit points by
a) implementing your social skills lesson plan and preparing a reflection on your implementation or b) reading an unassigned chapter in the KKS or VTN text and preparing a comprehensive reflection on what you learned and how you will use the content. Other extra credit options may be negotiated with the instructor.

Reading Reflection #1 (5 points)

Read Chapters 1 and 9 of the Villa, Thousand, and Nevin (VTN) *Collaborating with students in instruction and decision making: The untapped resource* text. Which two of the rationale for collaborating with students in Chapter 1 are the most compelling for you? Why? Which of the strategies and tools presented in Chapter 9 are new to you? Which must you absolutely include in your OWN discipline pyramid? Be as comprehensive and inclusive as you can for this last question. (2 or more pages)

Reading Reflection #2 (5 points)

Watch these two introductory YouTube videos to become oriented to Win Win Discipline.
<http://www.youtube.com/watch?v=cAciWa6H4To>
http://www.youtube.com/watch?v=FU1A4GEgX0k&feature=youtube_gdata_player
Then read pages iii – xxi and Chapters 1, 2, 3, & 7 of the KKS text.

Part 1. Create a graphic organizer to help you remember the 4 types of disruptions, the 7 positions, the 3 pillars, and key ‘win-win’ principles. (If you wish to use prepared graphic organizers, you can search the web for templates by googling “graphic organizer.” Find “thinking maps” graphic organizers at the www.bookladymel.com/thinkingmaps.htm website.)

Part 2. Compose a 1-paragraph summary of how the information in these chapters and pages interface with the four dimensions of the Circle of Courage. To learn more about the Circle of Courage, see Chapter 1 of VTN, the Moodle home page, and google “Circle of Courage” and “Reclaiming Youth at Risk.”

Reading Reflection #3 (5 points)

This reflection has two parts.

Part 1. Chapter 8 of the Kagan, Kyle, & Scott (KKS) focuses upon preventative procedures on the bottom of the discipline pyramid (see Figure 9.1 of Chapter 9 of VTN). Select *two* preventative procedures for *each of the 7 positions* (for a total of 14 procedures) that absolutely must be on the bottom level of your OWN discipline pyramid. Compose a brief rationale as to why you selected the procedures for each position. (2 points)

Part 2. Chapter 13 of the KKS text is a gold mine of structures and strategies for responding to the 7 positions. This reflection is designed to assist you to add content to the levels of the discipline pyramid (see Figure 9.1 of Chapter 9 of VTN). Select *two* strategies/structures for *each of the 7 positions* (for a total of 14) that absolutely must be on your discipline pyramid. Namely, 1) name each of the 14 strategies/structures you select; 2) indicate where on the

five levels of the discipline pyramid each of the 14 strategies/structures belongs; and 3) compose a brief rationale as to why you chose the strategy/structure (i.e., how it will help students and/or you, as a teacher). (3 points)

Reading Reflection #4 (4 points)

First read the parable on page 20.26 of the KKS text. Then carefully read Chapter 20 of the KKS text and Chapter 8 of the VTN text. Exercise your creativity and use your Multiple Intelligences to represent:

- a) what you learned or were reminded about the development of social life skills including conflict mediation skills, and
- b) the specific strategies you will use or life skills you will teach to develop your students' responsibility/response-ability.

The content of **both** chapters, including the parable, must be clearly represented in your Part a and b representations.

Social Skills Lesson Plan (20 points)

The purpose of this assignment is to ensure that participants can design a social skills lesson that can be used as a component of a cooperative group lesson or as a “stand alone” lesson that supports students' social behavior development. A direct instruction lesson format provided by the instructor is used to organize this lesson. The lesson will be reviewed by peers in class and by the instructor and returned for revisions. The *final draft* must include all requested revisions. Three extra credit reflection points may be earned for delivering the lesson to students and submitting a written reflection about the delivery of the lesson.

Jigsaw of CGL 14 Decisions (10 points)

From VTN Chapter 2, on pages 34 read the two paragraphs under the heading “The Four Phases of Planning and Implementing Formal Cooperative Group Lessons.” Also, examine the one-page template for planning a formal cooperative lesson presented as Figure 2.1 on page 35. Your instructor will assign to you a subset of the 14 teacher decisions (i.e., one of six sections - #1 and #2, #3 - #5, #6, #7 - #10, #11 & #12, #13 & #14) to teach to a small group of classmates who do not study your subset of decisions. In preparing to teach, create a 1-page handout that creatively represents what you consider to be the most important things to know and remember. Some decisions include illustrative stories, so be prepared to tell the stories. Make 7 copies of the handout, one each for your small group teammates and one for your instructor. You will have eight to nine minutes to teach your subset of decisions to your teammates. Remember to use all that you know about effective instruction (e.g., checking for understanding, visual representations, effective questioning) in your teaching so it is a lively demonstration of your teaching skills. Bring to class a blank copy of Figure 2.1 (also found as a word document on the course website, named “One-page Cooperative Group Learning Lesson Plan”) for taking notes about the sections you do not teaching.

PBS Expert Group (10 points)

The top of Villa, Thousand, and Nevin's *Self-Discipline Pyramid* and Tier 3 of the Response to Intervention School-Wide Positive Behavioral Interventions and Supports Pyramid both include the crafting of Positive Behavior Support (PBS) plans. Chapter 7 “Designing and implementing individualized positive behavior support” of the Snell and Brown *Instruction of Students with*

Severe Disabilities (2011) text provides detailed instruction on all aspects of PBS plan development. Because the chapter is very long (42 pages) and dense in content, you will NOT be expected to read the entire chapter, but instead to study and becoming expert in certain aspects of the PBS process that you will then teach to other classmates on the day designated on the class schedule. Everyone will have some shared reading. Experts will have different readings. Both are described below.

Reading for Everyone

On page 258 and 259, you meet Maya and Eric. Read about them both, as they will appear in your expert readings as examples. Starting with the sentence, “Twenty or thirty years ago, Maya most likely would have been placed in a segregated school....,” read the introduction to the PBS process on pages 258 through the top of page 262, ending just before the “Conduct Assessment for Creating a Behavior Support Plan” heading. You now are able to answer these 3 questions:

1. What is PBS?
2. What are the goals of PBS?
3. What are each of the five steps of an individualized PBS process?

Reading for Expert Group A

We already know how to use person-centered planning (i.e., MAPs) to get a “vision” for a student and place behavior in a broader context of a student’s quality of life needs. Group A will become expert in how to conduct a Functional Behavioral Assessment (FBA) to gather more specific information for a PBS plan. We then will actually do an FBA in class.

Carefully read page 263 through page 275 up to the “Direct Observation” heading. There are 8 pages of text and four pages of sample forms. The forms are helpful, but the process for conducting an FBA is in the text, with examples using Maya and Eric. As you study these pages, you should be able to answer and teach to other classmates the answers to the following questions.

1. What are the intended outcomes of an FBA?
2. What is the relationship of an FBA and the federal disability law (IDEA 1997 and IDEIA 2004)?
3. What are ways for identifying and “operationally defining” (i.e., what it looks and sounds like) a problem behavior? Provide at least one example.
4. How does a team develop a hypothesis of the function of a behavior?
5. In EDMX 633, we attempt to be more expansive in our functional assessment of a problem behavior’s function than described in the text. For example, we consider *Win Win* positions and Process Communication needs). However, there are still always the A-B-Cs! What is the difference between an antecedent condition (or fast trigger) and a setting event (or slow trigger)? How do they work together with antecedents and other information to develop a hypothesis?

Reading for Expert Group B

Expert Group A will teach you about the details of the first four elements of an effective PBS plan. Your job is to learn about and prepare to teach classmates about the other elements of effective PBS plan listed as Items #5 through #10 in Figure 7-10.

Starting with the “Contents of a Written BSP” heading on page 288, carefully read pages 288 through 292 up to the “Extinction” heading. Then go back to page 284 and read about Competing Behavior Analysis (CBA) through to the “Contents of a Written BSP” heading. Resume reading on page 294 at the “Safety or Emergency Intervention Plan” through page 298 up to the “Individual Behavior Support in a whole School Context” heading. The pages include a sample PBS plan that is different from the one that we will use in class, but it illustrates a simple action and evaluation plan on page 297. As you study these pages, you should be able answer and teach to other classmates the answers to the following questions.

1. What are the 10 elements of an effective behavior support plan? What are the details for elements 5 – 10? **You are only responsible for teaching only elements 5 through 10!**
2. A competing behavior analysis (CBA) identifies a *desired* and an *alternative replacement* behavior to teach and reinforce that meets the same needs as the behavior of concern. For Eric or Maya, summarize in your own words a) the strategies for making the problem behavior *irrelevant*, *inefficient* or *ineffective* through adjustments of the preventative *setting* and/or *antecedent* strategies, b) the *teaching* strategies for *desired* or *alternative functionally equivalent* behaviors, and c) the consequence strategies. Be sure to use ALL of the information provided on pages 284 – 290. **You are responsible for teaching this content as part of element #7 - Specify the intervention/teaching strategies.**
3. In EDMX 632, we learn about assistive technology and augmentative communication approaches to serve as communication vehicles and supports. What does FCT mean and what is the three-step process for engaging in FCT?
4. What are the requirements for a well thought out and effective Emergency Intervention Plan?
5. On a 5-point Likert scale (1 = Bad, 2 = So So, 3 = Acceptable, 4 = Good, 5 = Excellent and I would want it for myself), rate the PBS plan for Maya presented in Figure 7-11 in terms of the degree to which it is a “good fit” for the behavior and the hypothesized function of Maya’s behaviors? What would you add or change? Have at least one suggestion for additions or changes and an accompanying rationale. (Note that there is an error on page 296 where Figure 7-8 is referenced. It should be Figure 7-9. There also is a spelling error. Can you find it?)

Preparation for Teaching

In preparing to teach, consider what is most important for your classmates to know and create a handout, a visual, and/or graphic organizer for others to take notes on or fill in. Feel free to use the figures and examples of Maya and Eric that are in the text to illustrate what you are teaching. Make up to 5 copies of the materials for teammates and your instructor. An A Group and a B Group will be partnered for peer tutoring. Your team will have 15 minutes to teach your Expert Group content to another group. As with the Jigsaw of CGL 14 Decisions preparation, be sure to use in your teaching all that you know about effective instruction (e.g., checking for understanding, visual representations, effective questioning), so it is a lively demonstration of your instructional skills.

Positive Behavior Support Plan (PBSP) In-Class Design (12 points)

Using forms provided with the “Austin” pdf from the course website, as a team create a Positive Behavior Support Plan for a student presented in an in-class scenario.

Note: This is an in-class assignment that cannot be made up, so be sure to be there.

“Credo of Support” Final Exam (9 points)

The Frisbee Theory: “It seemed as though every time The Bee appeared, people dropped any thoughts of judgment or pretense. People began to **be** with each other instead of **around** each other.” (*Intentional Teaming*, p. 56)

Given a reading of pages 52 – 58 of *Intentional Teaming* and Chapter 11: *Supporting Peer Relations* from the Snell and Brown (2011) text, a viewing of our Education Specialist graduate’s “Fostering Community with Music” and other videos at <http://kidslikeblues.org/Video.html>, together with what you have learned about relationship and friendship building, you will create IN CLASS a *Credo of Support* poster, PowerPoint, mobile, live demonstration performance, or other visual/audio product that provides 13 ways in which you, as a teacher, and your students can create **Bee together** opportunities – opportunities to develop and maintain **natural social and friendship-potential relations** and facilitate any student with learning or behavior differences being a **valued member of the classroom and school community**. In addition to the 13 *practices* (e.g., assigning a valued role such as “encourager” in a cooperative group lesson; tossing The Bee or inventing and playing a cooperative game on the playground) and/or *principles* (e.g., providing “just enough” support by keeping one-on-one adult contact at a minimum), provide a rationale or “anticipatory set” of why relationship development is important in the curriculum. Provide enough detail so that a naïve consumer could actually use each practice or principle.

Make this appealing and usable! So, include graphics, website citations & links, examples, real objects, pictures, YouTube videos, and anything else that would help a student, teacher, paraeducator, or parent understand your credo! Check to make sure you use “person first” language. Bring any and all materials you might need to create your product to Class Session #15. You may bring prepared materials (e.g., PowerPoint slides), but realize that you will be assigned teammates by your instructor and be given no more than 60 minutes to create a final product to share with the entire class, so your “Bee” might need to be modified to fit your team’s collective ideas for the team Credo of Support.

MAPs Implementation (25 points)

The purpose of this assignment is to give you practice applying the assessment skills of Intensive Discovery by obtaining information from the student, family members, and friends in an authentic and person-centered way. To prepare, read pages 59 – 65 of *Intentional Teaming* as an anticipatory set for using the Intensive Discovery process of MAPs with a focus individual. Review the MAPs materials on Moodle and in Chapter 7 of the Villa, Thousand, and Nevin text.

You will conduct a MAPs meeting and develop a “MAPs” report for one focus individual. The ideal focus individual is a student eligible for special education whom you serve. If you are not in clinical practice or are not the service coordinator for such a student, you may need to be creative and identify a person for whom the MAPs process would make a positive contribution to the person’s life. For example, do you have a friend with a family member or a youth not eligible for special education who could benefit from Intensive Discovery to plan for the future. Be sure to invite as many significant others (i.e., family members, friends) as

possible as well as appropriate professionals to participate in the MAPs process. The more the merrier. Your write up should be comprehensive and must include the following components.

1. What was the rationale for choosing this student/person? Describe the person in terms of gender, age, strengths, and any other *relevant* characteristics such as educational needs or living situation. Describe the context of the MAPs process. Who was present? Where did it occur? (Note: Whenever possible, conduct the interview in the individual's home.) (4 points)
2. For each of the steps of the process, organize and report in writing the responses to MAPs questions and any other questions you asked. Document the decision-making process used to identify and prioritize needs and goals. Also identify potential next steps. (7 points)
3. For the "Plan of Action," recommend specific areas or skills to work on based upon the outcomes of the MAPS process. (9 points)
 - a) Translate the outcomes of the MAPS session into 3 IEP-like goals.
 - b) At least one goal must relate to relationships, friendships, and/or social skills. At least one goal must relate to life beyond the current school context (e.g., recreation, living, vocational/employment, life in the community, post-secondary life, transition to the next school). All three goals must directly relate to an important theme that emerges from the MAPS meeting.
 - c) As on an IEP plan, each goal must have a positively stated (i.e., what the student can do!) present level of performance (**PLOP**) or baseline statement,
 - d) Each goal must have at least *two* accompanying interim (on the way) *objectives* or *benchmarks* that lead to the achievement of the goal.
4. Compose a reflection on the experience that includes all four of the following elements. (4 points)
 - a) your own reaction to the process,
 - b) the reaction of the participants,
 - c) ways in which you would "better" prepare for or conduct a MAPS session in the future, and
 - d) your thoughts, feelings, and opinions regarding your role as an advocate for realizing your students' dreams through person-centered and student-led planning in IEP development and futures planning.

Criteria for Evaluation (See rubric and also consider the following):

- Completeness and organization of information requested. Includes a title page, a section for each of the steps of the MAPS as well as the report described in items 1 - 4 above.
- Sensitivity and respect for student and family.
- Evidence of input and feedback from MAPS participants (e.g., photo of the MAPS posters and a written summary of the contents of each poster, direct quotes of participant reactions).
- Word-processed and appropriate use of standard English, grammar, spelling, and mechanics (1 point)

High School Special Education: Implications of IDEIA and More (20 points)

Every Education Specialist is expected to understand the unique aspects and challenges of supporting high school-aged youth with special education needs, even if s/he does not work at the secondary level. Develop these understandings through this self-directed field experience.

A minimum requirement is that you spend the equivalent of a full school day in one or more high schools, shadowing one or more special education staff members, interviewing students and staff, attending after-school events, and observing classes which students attend. You must shadow a special educator who is serving in a Resource Specialist role and not as a teacher serving primarily students with moderate and severe disabilities. (You will have an opportunity to do this in another course.) Since you will not be observing a particular student, you will not need specific permission for observations. But you will need to have signatures from your host teacher(s). Remember, in all of your note taking and in any written product describing your high school experiences, you are to maintain confidentiality and not refer to a student by name.

The protocol for arranging for a visit is to call the school's coordinator of special education and introduce yourself and the purposes of the visitation. When you arrive at the school, be sure to have with you your time sheet, letter of introduction, and printed web pages required of this assignment. A day-long visitation is preferred. If this is not an option, you may visit the same site on two or more days. Visits to multiple sites also have distinct advantages, as you can see and compare how different campuses approach the same issues.

If you wish to visit a high school with a partner, please do so, as long as it meets with advance approval of your host special education personnel AND your EDMX 633 instructor. Crowds draw attention away from instruction, so group size is limited to two people. If you visit with a peer, identify your partner in your report. As a guest, at all times behave in your most professional and courteous manner. Reserve any verbal critiques for the assignment's reflection.

What will you look for and what will you ask? Eight (8) questions directly relate to IDEIA 2004 demands in the roles of educators, students, and teachers. You are to ask questions, observe, and otherwise "fact find" (i.e., use web resources) in order to obtain responses to these questions that are *comprehensive and complete*. Keep your eyes open, ask students to describe their experiences as well. What you see may or may not "match" what you are told.

Your write up has *three* components.

The *first* component is comprised of the eight responses, with each response being at least approximately one page in length.

The *second* component is your in depth analysis of the practices observed at this high school site, based upon the question responses and observation. Please address all 4 of the following areas:

- STRENGTHS
- CONCERNS
- QUESTIONS I STILL HAVE
- RECOMMENDATIONS FOR IMPROVEMENT (YOU MUST HAVE AT LEAST 2.)

The *third* component is the time sheet with signatures from the hosts for each day and time period of the visitation(s). You cannot get credit for this assignment without this!

This is your professional development experience, so enjoy it and set it up in a way that meets your needs!



School of Education
San Marcos, CA 92096-0001
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HIGH SCHOOL EXPERIENCE
FIELDWORK TIME SHEET

Since you will receive a credential as a K-12 special education professional, a critical part of your special education clinical experience involves spending a significant amount of time with learners across the grades K-12. In this experience, you are to eight (8) hours of observation and participation in one or more high school settings. A letter of introduction follows. Take this with you to the school or schools you visit. Phone the coordinator of special education services for the building (which may be the principal, assistant principal, a special education department chair, or a school-based coordinator) to make specific arrangements for the visitations. This may be the principal, assistant principal, a special education department chair, or a school-based coordinator. It is a “best practice” to meet your host teacher(s) face-to-face in advance to arrange a schedule. This, of course, may not be possible, due to time constraints. Be sure to have the host teacher(s) sign this time sheet for each time block that you are involved in school activities.

Turn in this time sheet along with your written responses for this assignment to your EDMX 633 instructor. You cannot get credit for this assignment without this timesheet being signed by host teachers, so be sure to bring it with you whenever you visit your high school site(s).

Name _____ Semester _____
School _____ District _____
Principal _____ Site Sp. Ed. Coordinator _____
Host Teacher _____ Host Teacher _____

Date	Arrival Time	Departure Time	Total Time at Site	Activities Observed	Teacher/Host Initials
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—



California State University
SAN MARCOS

School of Education
San Marcos, CA 92096-0001
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Dear Principal and Special Education Staff,

An important special education field experience for all Cal State San Marcos Mild/Moderate and Moderate/Severe Education Specialist credential candidates is to spend time in a variety of special education settings. Since special education service delivery at the high school level can be significantly different from service delivery in elementary settings, it is critical that credential candidates have a chance to a) talk with and shadow high school special educators, b) observe in general education classrooms in which students with disabilities are supported, c) observe and interact with students with a wide range of disabilities, and d) learn about the policies and procedures including transition planning.

It would be greatly appreciated if one or more of our credential candidates could spend eight hours under the guidance and management of one or more of your special education faculty engaged in the activities described above. Candidates could spend an entire day on campus (during, before, and/or after school hours); or observations could be spread across two or more days. This is up to the discretion of the credential candidate's hosts.

The credential program faculty and staff hope that this is an experience that your faculty and staff find interesting and valuable. As the program coordinator, I extend the university's thanks for your continued support of the professional development of educators in the San Diego area and the CSU San Marcos credential programs, in particular. If you have any questions or concern, please e-mail me at jthousan@csusm.edu.

Respectfully,

Jacqueline Thousand

Dr. Jacqueline Thousand, Coordinator
Special Education Credential and Graduate Programs

IDEIA High School Questions

- 1) Why did you choose to become a special educator at the secondary level?
What do you perceive as the unique challenges of working with teens, as they finish their last years in the public school system?
What unique characteristics do secondary special educators need to possess and demonstrate?
What energizes you day-to-day and week-to-week in your job as a secondary educator?

For the following questions, also ask *“How would you improve this practice?”*

- 2) a) What do you and your school do to get **classroom teachers actively involved** in the daily, weekly, and/or monthly **planning for accommodations and modifications** for a student who has an IEP?
b) What arrangements are made so that **classroom teachers** may **actively participate** in students’ **IEP meetings**?
c) In what ways do you ensure regular **communication** with **classroom teachers** (e.g., check ins, co-teaching) in order to coordinate curriculum and instruction?
- 3) What are specific ways you and your school facilitate **parent** participation in **IEP meetings** and **IEP goal development**? What are your **home-school communication** strategies?
- 4) In what ways do you and your special education faculty **teach** and **coach** students to **actively participate in and lead** their own IEP meeting?
- 5) a) Please describe in as much detail as possible how students are engaged in developing their own Individual Transition Plans (**ITPs**) by age 16?
b) Please provide examples of at least three **transition goals** and accompanying **activities** that might typically appear on an ITP.
c) In the Making Action Plans (MAPs) futures planning process, a student’s support team explores the dreams, fears, strengths, and aspirations of the student and his team members? As part of the ITP planning process, In what ways do you, at this school, explore the **dreams, fears, strengths, and aspirations** of your students and their friends and family?
- 6) Please describe in as much detail as possible the process for **educating** (and informing) students about their **age of majority rights** by age 17? What materials do you use to teach them about these rights? What direct instruction do you offer to ensure understanding of their rights?
- 7) At www.cde.ca.gov/ta/tg/hs/accomod.asp please locate, download, carefully read, and print the *Q&A About Test Variations* document to learn of how a student can receive a diploma with approved variations and the 2012 *Testing Variations, Accommodations, and Modifications* document to learn of the approved accommodations and modifications that can be provided on the CAHSEE for students with IEP or Section 504 plans. **With both documents in hand**, show the documents to your host and ask:
 - a) What test *accommodations* are commonly used at this high school?

- b) What test *modifications* are commonly used at this high school?
 - c) What process(es) do you use to determining if an *accommodation* or a *modification* is included in a student's IEP?
 - d) Please describe your school's and district's process for requesting a CAHSEE *waiver* for a student with an IEP or a Section 504 plan who takes the CAHSEE with a *modification*?
- 8) Go to www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp and see that until July 1, 2012 *EC* Section 60852.3 provided an exemption from the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have IEP or Section 504 plans. **This has been extended through July 2013. With this document in hand, ask your hosts:**
- a) "How is this provision being implemented for this year's graduates and past graduates?"
and
 - b) "What are any challenges or successes you are experiencing for students because of this CAHSEE exemption for diploma attainment?"

EDMX 633 Tracking Form

Weekly Class Attendance and Participation

75 points

Class #1	_____	(5 points)	
Class #2	_____	(5 points)	
Class #3	_____	(5 points)	
Class #4	_____	(5 points)	
Class #5	_____	(5 points)	
Class #6	_____	(5 points)	
Class #7	_____	(5 points)	
Class #8	_____	(5 points)	
Class #9	_____	(5 points)	
Class #10	_____	(5 points)	
Class #11	_____	(5 points)	
Class #12	_____	(5 points)	
Class #13	_____	(5 points)	DOUBLE CLASS (SAME NIGHT)
Class #14	_____	(5 points)	DOUBLE CLASS (SAME NIGHT)
Class #15	_____	(5 points)	

Reading Reflections

19 points

Reflection #1	_____	(5 points)
Reflection #2	_____	(5 points)
Reflection #3	_____	(5 points)
Reflection #4	_____	(4 points)
<i>Optional Extra Credit</i>	_____	(3 points)

Assignments

106 points

High School IDEIA Observation and Interview	_____	(20 points)
Social Skills Lesson Plan	_____	(20 points)
Jigsaw of CGL 14 Decisions	_____	(10 points)
PBS Plan Expert Group	_____	(10 points)
Behavior Support Plan - IN CLASS DESIGN	_____	(12 points)
Credo of Support Final Exam -	_____	(09 points)
MAPS (Signature Assignment)	_____	(25 points)

TOTAL POINTS

200 maximum

Grading Scale (in percentages)

A: 93-100 A-: 90-92 B+: 88-89 B: 83-86 B-: 80-82 C+: 78-79

V. COURSE FEATURES AND PROFESSIONAL REQUIREMENTS

Authorization to Teach English Learners

1. **Person-First Language.** “Person-first” language (e.g., “Student with Down syndrome” rather than “Down syndrome student”) must be used throughout all written and oral assignments and discussions.
2. **Moodle Use and Class Preparation.** Examine the course Moodle website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep an electronic copy of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” ensure you receive handouts and information if you miss class.
Buddy’s Name: Phone: e-mail:
Buddy’s Name: Phone: e-mail:
7. **Authorization to Teach English Learners.** This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
8. **Academic Honesty and Plagiarism Policy.** Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated (i.e., in quotations with source and page) accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. All incidents of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of grades and/or the assignment or a failing grade to the assignment or the class as a whole.

9. **University Academic Writing Requirement.** This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.
10. **Graduate Writing Requirements.** The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for Master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.
11. **Students with Disabilities Requiring Reasonable Accommodations.** Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.
12. **Electronic Communication Protocol.** Electronic correspondence is a form of professional interaction, with its own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typographical errors, or slang may communicate something other than what the sender intended. So, please be mindful that all e-mail and on-line discussion messages to classmates and university faculty are crafted with professionalism and care. When composing an electronic message, as yourself:
- Would I say in person what this electronic message specifically says?
 - How could this message be misconstrued?
 - Does this message represent my highest self?
 - Am I sending this electronic message to avoid a face-to-face conversation?
- If there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.
13. **TaskStream Enrollment and Postings.** The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, to access the Education Specialist program, from your home page, find the Self-Enrollment area and click the **Enter Code** button. Then enter **preliminary** as the program code. If this is the correct program, click the **Enroll** button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your enrollment name and password!