California State University San Marcos
SCHOOL OF EDUCATION

COURSE: EDMX 631
Foundations in Law, Ethics, and Procedures of Special Education (3 credit units)

Instructors: Jacqueline Thousand   Jodi Robledo
Offices: UH 208   UH 204
E-Mails: jthousan@csusm.edu   jrobledo@csusm.edu
Office Hours: By appointment   By appointment

I. COURSE DESCRIPTION and MISSION STATEMENT

Courses Description
Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming. *Prerequisite:* Admission to the Education Specialist Credential Program.

School of Education Mission Statement
The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

II. STUDENT LEARNING OUTCOMES
Candidates demonstrate:
Goal 1.   knowledge of relevant and current federal and state laws, regulations, practices and due process procedural safeguards that pertain to California public education, students with disabilities, and their parents and care providers.

Goal 2.   knowledge of professional ethical standards of practice
(i.e., 2010 Council for Exceptional Children Special Education Professional Ethical Principles @ www.cec.sped.org and posted on Moodle)
and California Mild/Moderate and Moderate/Severe Education Specialist competencies.

Goal 3.   knowledge of the five critical elements of an effective collaborative planning team (i.e., PIGS Face) and awareness of their effective use of these elements in "base team" and other meetings.

Goal 4.   knowledge of and skill in using strategies to effectively collaborate with family members and others (e.g., educators, administrators, paraeducators, community agency

and related service personnel) to design, implement, and evaluate IEPs for individual learners.

Goal 5.   knowledge of co-teaching approaches to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers.

Goal 6.   knowledge of the roles, rights, and responsibilities of special educators, related services personnel, classroom teachers, administrators, parents and students with disabilities in implementing the Individuals with Disabilities Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA), and the Vocational Rehabilitation Act of l973 (Section 504) and related California special education laws and regulations.

Goal 7.   knowledge of and competence in a) the IFSP/IEP/ITP development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination, given California eligibility criteria); b) IEP development to ensure student access to the core general education curriculum; c) development and monitoring of meaningful, measurable, standards-based goals and objectives/benchmarks; d) identification of necessary modifications and accommodations to curriculum, instruction, and assessment; e) identification of needed supports and services; f) placement decision making; and g) determination of accommodations for participation in school-wide, district-wide, and state assessments.

Goal 8.   knowledge of the Response to Intervention (RTI) framework for proactive interventions to reduce special education referral and as an alternative method for identification of learning disabilities.

Preliminary Education Specialist Standards
The course objectives, assignments, and assessments are aligned with the CCTC standards for the Preliminary Mild/Moderate Education Specialist Teaching credential and the Education Specialist Teaching Performance Expectations. This course is especially focused upon candidates' ability to demonstrate TPE 12 Professional, Legal, and Ethical Obligations.

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: 94-100   A-: 92-93   B+: 89-91   B: 86-88   B-: 84-86   C+: 81-83

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 OTHER MATERIALS NEEDED FOR CLASS

Required Texts and Publications to Purchase
Villa, R., & Thousand, J. (2011). *RTI: Co-teaching & differentiated instruction.* Port Chester, NY: National Professional Resources. (Trifold)

Snell, M. E. & Brown F. (2011). *Instruction of students with severe disabilities* (7th ed.). Boston: Pearson. (S&B) [Selected sections of Chs. 1, 2, 3, 4, 5, 15, 16]

Supplementary Text from EDMX 627
Pierangelo, R. & Giulianai G.A. (2009). *Assessment in special education: A practical approach* (3rd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Required Readings Accessible Online [Free of Charge]
California Department of Education (2007). *Transition to adult living: An information and resource guide.* (TAL Guide) www.calstat.org/publications/pdfs/Transition_final_08.pdf [Hard copy text also provided by instructors]

California Department of Education (2009). *Determining specific learning disability eligibility using Response to Instruction and Intervention* (RtI^2). Sacramento, CA: Author. (RtI^2)

Disability Rights of California (www.disabilityrightsca.org). *Special Education Rights and Responsibilities (Sept. 2011 Revision)* Accessible on the web at www.disabilityrightsca.org. Note: At the Resources & Publications button, select special education. (SERR)

Hood, T. & Thousand, J. (2012) *SST 2012.* Unpublished manuscript.

Nevin, A., Villa, R., Thousand, J. (2009). *A guide to co-teaching with paraeducators: Practical tips for K-12 educators.* Thousand Oaks, CA: Corwin Press. (NVT) **[FREE TEXT]**

Research and Training Center on Independent Living, University of Kansas. (2008). *Guidelines for reporting and writing about people with disabilities* (7th ed.). Lawrence KS: Author.

Rosenberg, M.S., O'Shea, L.J., & O'Shea, D.J. (2006). Chapter 9 – Student and family transitions. *Student teacher to master teacher: A practical guide for educating students with special needs.* Upper Saddle River, NJ: Pearson. ROO

Smith, T. E.C., Polloway, E. A., Patton, J. R., & Dowdy C. A. (2008). *Teaching students with special needs in inclusive settings* (5th ed.). Boston: Pearson/Allyn & Bacon. (SPPD) [Chs. 1 & 4]

Thousand, J., & Villa, R. (2000). Chapter 10 - Collaborative teaming: A powerful tool in school restructuring. In R. Villa, & J. Thousand (Eds.) *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Paul H. Brookes. (TV, Ch. 10)

Turnbull, A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools.* Upper Saddle River, NJ: Merrill. (TTW, Ch. 1)

Wright, P. & Wright, P. (2005). Smart IEPs (Chapter 12). In *Wright's law - From emotions to advocacy: A special education survival guide.* Harbor House Press, Inc. (accessible at www.harborhouselaw.com) [Free download at fetaweb.com]

Free Texts on Co-Teaching, Paraeducators as Co-Teachers, and Differentiated Instruction
Thousand, J., Villa, R., & Nevin, A. (2007). Chapter 9 - Co-Teaching to Deliver Differentiated Instruction. (2007). From *Differentiating instruction: Collaborative planning and teaching for universally designed learning.* Thousand Oaks, CA: Corwin Press. (TVN, Ch. 9) **[FREE TEXT]**

Villa, R., Thousand, J. & Nevin, A. (2008). Chapter 8 - The role of paraeducators in co-teaching. In *A guide to co-teaching: Practical tips for facilitating student learning* (2nd ed.). Thousand Oaks, CA: Corwin Press. (Co-T, Ch. 8) **[FREE TEXT]**

IEP Forms:
IEP forms for San Diego Unified School District and North Coastal Consortium for Special Education (NCCSE) [Found in IEP Forms folder on Moodle]

Selected Web Sites:
http://codes.lp.findlaw.com/cacode/EDC/2/d4/30 (Part 30 of CA Code of Regulations, see Chapters 1, 4 – 4.7, 5 – 5.5 for CA interpretation of federal IDEA 2004 law)
www.calstat.org (CalSTAT - California Services for Technical Assistance & Training, find SpecialEdge link for current and past journal issues)
www.carsplus.org (CARS+ website with goals and objectives related to Essential CA content)
www.cde.ca.gov/sp/se/sr/selinks.asp (California Dept. of Education Special Ed. Resources)
www.cde.ca.gov/sp/se/sr/ideawebcst.asp (Art Cernosia's 2006 webcast on IDEIA changes)
www.cec.sped.org (Council for Exceptional Children website; find Special Education Professional Ethical Principles, Practice Standards, and the Red Book at the "Professional Standards" link)
http://idea.ed.gov (U.S. Department of Education IDEA Part B and C website; full text of law and regulations and training materials from NICHCY)
www.interventioncentral.org (Response to Intervention and other resources, go to RTI_WIRE and download links)
www.ncset.org (National Center on Secondary Education and Transition)
www.nichcy.org (National Information Center for Children and Youth with Disabilities)
www.rtinetwork.org (RTI Action Network)
www.sdcoe.net/rti/?loc=home (San Diego County Office of Education RtI^{2} home page)
www.wrightslaw.com (Wrights Law)
www3.scoe.net/speced/laws_search/searchLaws.cfm (California Department of Education: A Composite of Laws Data Base Search Engine)

V. SCHEDULE OF CLASSES, TOPICS, READINGS, AND ASSIGNMENTS

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for readings are as indicated above in section **IV.** Topics and timelines may be adjusted based upon class needs.

Session Date	Topic	Readings to Prepare for Class or Base Team	Legal Brief Component or DUE
Class #1 1/23	Course Overview of – Law, Ethics, and Procedures; Collaborative Teaming (PIGS Face); Jargon Busting; Intro to Base Teams and BT #1	Syllabus preview; CEC Ethical Principles (www.cec.sped.org @ Professional Standards)	
Class #2 1/30	The Special Education Cycle: Part 1: Pre-Referral Processes - RTI, SST; Non-discriminatory assessment; Eligibility determination; Disability categories; Ethics: "Guidelines for reporting and writing about people with disabilities"	SST/RTI (SST by Hood & 1000; RtI[2;]; RTI Trifold) 13 + 1 CA disability categories/eligibility criteria (LA 2007, pp. 169-180; Vista & San Diego 2009 Special Education Procedures Manual; SPPD, Ch. 1. pp. 6 – 9; TTW, pp. 5 – 7; Fed. Dis. Definitions); Types of IEPs	Component # 1: Web Search of Important Sites
BT #1 2/6	**Base Team Meeting #1 – Norms, Names, Roles, and Collaboration**	**TV, Ch. 10 on Collaborative Teaming; Base Team Meeting Agenda #1**	
Class #3 2/13	The IEP Process: Starting with the End in Mind – Collaborating for a Live Worth Living Guest Co-Teachers: Jamie & Tim Holt and Beth Gallagher (Supported Living); Confidentiality (Lisa Houghtelin); Overview of Base Team #2 – Mandated IEP Components	SPPD Ch. 4 IEP Process, pp. 102 - 117; SERR Chs. 1 & 4	Component #2: Assessment and Eligibility
Class #4 2/20	The Schoolhouse Model – Rich Villa Guest Co-Teacher; History of Special Education Service Delivery; Access (LRE, FAPE); Success for ALL; Administrative Support; Collaborative and Creative Processes; Co-Teaching; RTI: Differentiation of Instruction	www.ravillabayridge.com/Handouts.htm Print pp. 4-23 of Handout 4A; Read 3 articles on pp. 11 – 23; Bring to class *RTI: School House Model* and CEC Ethical Principles; LRE (*SERR* Ch. 7)	Component #3: Rationale for Inclusive Practice

BT #2 **2/27**	**Base Team Meeting #2 – Elements of IEP in local IEP forms**	**NCSEE &/or SDUSD IEP forms;** **IEP Required Content (SPPD pp. 106-111; S&B, pp. 37- 39)**	
Class #5 3/5	The IEP Process (cont.): Eligibility; Types of IEPs; Timelines; 504 Plans; PLOPS, Areas of Need, Goals; Procedurally correct and elegant goal writing (SMART/GLOC); Introduction to Baker's Dozen Procedural Rights assignment	*SMART IEPs*; S&B Ch. 3, pp. 109 – 116; SPPD Ch. 4, pp. 102 – 117; Timelines - See Composite of Laws: 30EC 56043, 30EC 56302.1; 30EC 56321 [Type in numbers, not 30EC to pull up online www.cde.ca.gov/sp/se/ds/index.asp]	Component #4: Basic Rights and the IEP Process
Class #6 3/12	Goal Writing – Practice, Practice, Practice; Procedural Rights Practice, Due Process & Discipline; Overview of Base Team Mtg. #3	SERR Ch. 6 Due Process/Compliance Procedures; SERR Ch. 8 Discipline of Students w/Disabilities	Component #5: Baker's Dozen of Procedural Rights
BT #3 **3/19**	**Base Team Meeting #3 – Dealing with problem behavior during IEP and other meetings**	**Base Team Meeting Materials**	
Class #7 3/26	Transitions: From Birth to Adulthood – IFSPs & ITPs – assessment data; In-class walk through of 2007 *Transition … Guide* (Guest Co-teacher – Linda Guhlow, HOPE)	*2007 TAL Information & Resource Guide;* S&B Ch. 16 pp. 614 – 616 & 624 – 626; S&B Ch. 15 pp. 574 – 575 & 602 – 607; *SERR* Ch. 10	Component #6: IFSPs, Part C. and Preschool Services
Class #8 4/2	Developing ITP Goals and Activities through Student Interviews; Workability; Overview of Base Team Mtg. #4 (Guest Co-Teachers: Erica Dean, Trish Brown & students)	Same as above	Component #7: Student Interview Jigsaw
BT #4 **4/9**	**Base Team Meeting #4 – Writing ITP Goals and Activities from Student Interview**	**Same as above**	
Class #9 4/16	Fulfilling the Contract: Delivering the IEP – Services, Service Providers,	Differentiating curriculum for students w/significant disabilities (S&B, Ch. 1 pp. 9	Component #8: Related Services & Health Management

	Location (LRE,), co-teaching The School House Model In Action: Inclusive Service Delivery – Rosa Parks Elementary (Co-Teachers: Michael Norman, Jill Horning)	– 22); Delivery of related services (S&B, Ch. 1 pp. 22 – 26; Co-teaching with paraeducators (NVT, Ch. 5 & 6)	
Class #10 4/23	Communicating Descriptively (DIE) and Respectfully (10 Commandments); Report Writing Guidelines Guest Co-Teacher: Lisa Houghtelin, NCCSE		Component #9: Paraeducators Role in Service Delivery **Base Team Notebook Due**
Class #11 4/30	Report Writing In-Class Application; The Paperwork Wars (Co-Teacher: Deb Teudt);		
Class #12 5/7	In-Class Base Team Meeting #5; Celebration; Course Evaluation		Component #10: IDEA Six Principles

VI. ASSIGNMENTS

Weekly Class Attendance and Participation	(36 points)
Base Team Meetings	(24 points)
SERR PLUS Legal Brief	(40 points)

Total Maximum Points: **100 points**

Class Attendance and Participation (12 classes at 3 maximum points/class = 36 points)
Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon "base team" and class norms; and e) completing and sharing weekly reflections. Participants who arrive late, depart early, engage in "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class or an assignment.

Base Team Meetings (4 "out of class" meetings at 6 points= 24 maximum points)

Base Teams, formulated at the beginning of the course, meet regularly and use the "Team Meeting Worksheet" format to practice collaborative teaming skills, complete assignments, and generally support one another. Each team is required to create a team notebook (e.g., 3-ring binder with dividers) that compiles Team Meeting worksheets, team products, and group processing outcomes.

Participation in base team meetings is mandatory; no team can meet without all members present. Documented attendance and participation in the prescribed agenda (via team meeting minutes and products) is worth **6 points per meeting** for each of the four out-of-class meetings. See each base team agenda to determine the products to be generated and the group processing to be conducted. Base Team Meeting #5 is an in-class review of key IDEA ideas and celebration! Base Team agendas and needed materials are posted on Moodle.

Base Team Meetings	**Social Skills Processing Procedures**
Mtg. #1: Norms, Names, & Collaboration	(Forming Checklist)
Mtg. #2: IEP Elements in local IEP forms	(Functioning Checklist)
Mtg. #3: Dealing with Problem Behaviors	(Formulating Checklist)
Mtg. #4: Developing ITP Goals and Activities	(Fermenting Checklist)
Mtg. #5: In-Class Final Base Team Meeting	("Are We Really a Team?" Checklist)

Special Education Rights & Responsibilities "Legal Brief" (10 entries for 40 maximum points)

Each class participant creates a 10-component special education rights and responsibilities "Legal Brief" by reviewing websites, laws and regulations, chapters and books posted on Moodle, and selected chapters of the September 2011 updated version of the parent-friendly *Special Education Rights and Responsibilities* (SERR) manual. To access the *SERR* document, go to the Disability Rights California (DRC) website (www.disabilityrightsca.org) homepage and select the *Resources & Publications* button. From here select the *Special Education* button to find the *Special Education Rights and Responsibilities* (SERR) manual. For laws, regulations, or statements that you feel you must quote directly, cite sources fully, with quotations for direct quotes. In all cases, follow APA guidelines the CSUSM **Academic Honesty and Plagiarism Policy** (presented in this syllabus) for crediting sources.

Legal Brief Component #1: Web Search of Important Sites (4 points)
In this first entry for the Legal Brief, you conduct a "site-search" summary of four websites:
  1) www.disabilityrightsca.org - Disability Rights California (DRC). Search each of the 9 "buttons' on the left of the site, inclusive of the 2010 annual report and the *SERR* manual:
  2) http:wrightslaw.com – the Wrights Law comprehensive resource site;
  3) www.cec.sped.org - Council for Exceptional Children. Be sure to download and review Special Education Professional Ethical Principles, Practice Standards, and the Red Book at the "Professional Standards" link; and

4) a website of your choosing from the syllabus.

For EACH website, compose the equivalent of one double-paged annotation that includes:
a) the website name, url, and originator/author;
b) information about special education ethics, law, and procedures that informs your legal
   responsibilities and student and parent advocacy and rights resources; and
c) additional resources and web links that would benefit special educators, general educators,
   parents, students, administrators, or the general public. Who would they benefit? How?
Bring the four-paged equivalent document to class to share with classmates.

Component #2: Assessment and Eligibility (4 points)
Please read *SERR* Ch. 2 (Evaluation & Assessment) and *SERR* Ch. 3 (Eligibility Criteria); SPPD
Ch. 4, pages 102 – 106 and 125 – 129; and familiarize yourself with the 13 + 1 CA disability
categories/eligibility criteria from Los Angeles 2007 (pp. 169-180), Vista & San Diego
Procedures Manuals. Also, find and review CCR 3021 & 30 EC5630, 56320, 56333, and 56329
www3.scoe.net/speced/laws_search/searchLaws.cfm.
Given this input, compose your "advice" for the following scenario. A good friend approaches
you for information about assessment and eligibility in special education. Recently, the head of
special education services at her son's school notified her that her son is being referred for
special education and they would like to begin assessments. She wants to know what to expect in
the referral, assessment, and eligibility determination process – steps, timelines, and so forth. In
addition, she wants to know more about the eligibility criteria for Other Health Impaired,
Autism, Emotional Disturbance, and Speech and Language Impairment. At this point, she is also
wondering if her child's pediatrician needs to be a part of the assessment process, as her son may
receive a diagnosis of Tourette Syndrome. She lives in the Los Angles Unified School District.
Based upon your readings, summarize your advice to your friend (i.e., answer her questions) in
approximately 3 or more double spaced pages. Be sure to include a summary of the assessment
process highlighting parent rights, and a description of the eligibility criteria for each of the
suspect eligibility categories from Los Angeles Unified School District.

Component #3: Rationale for Inclusive Practice (2 points):
In preparation for Class #4 with Dr. Villa, print off pages 4 through 23 of Handout 4A from
www.ravillabayridge.com/Handouts.htm and bring all pages to class. Prior to class, read all three
of the articles on pages 11 – 23 of the handout. Based upon your reading of the "Our School
Doesn't Offer Inclusion" and "Making Inclusive Education Work," compose a comprehensive
paragraph for EACH of the two articles regarding ethical, legal, and/or procedural insights
obtained from the articles. In addition, for the "Why Inclusion?" article, compose a third
paragraph that a) identifies the two or three rationale for inclusion that are most motivating for
you to work toward inclusive education and b) explains why you selected these rationale. Bring
the three paragraphs to Class #4 to share with classmates.

Component #4: Basic Rights and the IEP Process (6 points)
Given your readings this week (Chapter 1 Basic Rights and Chapter 4 IEP Process of the *SERR*
Manual) and Smith et al., Chapter 4, pages 105 – 117, focus upon basic rights and components of
an Individual Education Plan (IEP) and the IEP development process. For this reflection, create a
double Baker's dozen (that would be 26) "list" of new or deeper learnings and understandings

about the IEP process and student and family rights that you want to remember and have at your fingertips. Be sure to include enough information in each item in the list, so you know what it is you are trying to "recall." Please summarize your learnings in your own words. For law, regulations, or statements that you feel you must quote directly, please cite your source.

Component #5: Baker's Dozen of Procedural Safeguards (4 points)
Read carefully the NCCSE *Notice of Procedural Safeguards* which all parents, legal guardians, surrogate parents and students (who are not conserved) who reach the age of majority (18) must be given. As you read, please highlight (literally) all of the information that you consider important to remember and to highlight (verbally) in an IEP meeting for students and their families. Realizing that you cannot go over all of the content of the safeguards with a parent/guardian or student in a meeting, select 20 of your highlighted items that you believe are important to explain using lay (versus jargon) language to a student or to family members. Using non-jargon lay language, create a hard copy of your explanation of these 20 safeguards. From this list, select the top 13 (Baker's Dozen) to include on a small "5 X 7 card" type of document that you can use as your procedural safeguards "pocket cheat sheet" as you explain these key safeguards to students and parents/guardians. Bring BOTH your list of 20 safeguard points (in lay language) and your "cheat sheet" of 13 items to class, as we will exchange cards in class. Note: Please word process this content; just cut it down to size as if it were a 5 X 7 card.

Component #6: IFSPs, Part C, and Preschool Services (4 points)
Please read *SERR* Chs. 12 and 13 (Part C & Preschool services), ROO, pp. 295-306, and TTW, pp. 9-10 and examine the HOPE IFSP. Based upon an examination of these materials, compare and contrast the purpose of and the elements required in an Individual Family Service Plans and an Individual Education Plans. What are the goals and activities that should be addressed in transition planning when a child's IFSP transitions to an IEP? Feel free to construct a compare/contrast table or graphic. Respond in the equivalent of 2-3 double spaced pages.

Component #7: Transition - Student Interview Jigsaw (4 points)
Given the hardcopy of *Transition to Adult Living: An Information and Resource Guide* (also found at www.calstat.org/transitionGuide.html and on Moodle in the Transition Resources file folder), briefly review the Sections and Appendices of the entire guide. Then carefully read Section 3 (pages 24 – 58) followed by Section 2 (pages 21 – 46), with special attention to Step 3: Develop Measurable Postsecondary Goals on pages 33 – 39 and Appendix F. Additionally, see the *Sample Transition Goals* document also in the Transition Resources folder. In class, you will collect data so that you can develop ITP transition goals and activities for a high school student. In preparation, for this Legal Brief Component #6, you will redesign a *transition survey* and transform it into student-friendly *student interview* for collecting data to help develop the most relevant and meaningful transition goals. You will be assigned one section of the survey to redesign into a student interview. Bring to class 6 copies of your interview questions for your assigned section. Be prepared to use your interview questions to interview a student in class and be observed by classmates and your instructor(s) as you interview the student, using your questions. Based upon the student's answers to your questions and the questions of other interviewers, you will then (in Base Team #4) develop measurable ITP goals and activities to advance the student's transition to future education, vocational, recreation and leisure, and other adult life opportunities.

Component #8: Related Services and Health Management (4 points)
As special educators, we collaborate with a variety of related service professionals in including health professionals. This Legal Brief component examines related services and health issues (e.g., universal precautions). Read *SERR* Ch. 5 (Related Services) and Snell & Brown, Ch. 1, pp. 22- 26 and pp. 304 – 314. Also skim pp. 7 – 21 of the Health Framework for California Public Schools. Given this input, please respond to the following prompts in 2-3 double spaced pages.
   a) What are related services? Why would a child receive related services? Are there any related services of which you were unfamiliar prior to reading this material?
   b) Articulate your interpretation of the difference between educational relevance and educational necessity of related services.
   c) What type of planning is involved to support a student with health related issues? What is an Individual Health Plan and what is the plan's purpose? Who is involved in its development; who is required to train and supervise school personnel?
   d) Describe the planning and preparation in which a school should engage to prepare for a health related emergency.

Component #9: Paraeducators Role in Service Delivery (4 points)
As an Education Specialist, one of your most important jobs in providing services to students eligible for special education is to ensure that those who provide services, particularly paraeducators, know what they are to do and do it with quality. For this Legal Brief component, please read a) Snell and Brown, Chapter 4, pages 128 – 133; and b) Nevin, Villa & Thousand (2009) *Co-teaching with paraeducators*, Chapters 5 and 6, with particular attention to Chapter 6. Given this input, create a comprehensive document that summarizes in the equivalent of two to three double-spaced pages (using any medium you think best communicates to a naïve public): 1) a half dozen or more "best practices" in providing paraeducator support to students with disabilities; and 2) your own "job description," checklist, and/or action plan for training and supervising paraeducators to ensure clear role definition and quality provision of paraeducator support to students with disabilities.

Component #10: IDEA Six Principles (4 points)
Assume that you, as the new Education Specialist at your school site, have been assigned 15 minutes at the beginning-of-the-year school site orientation to familiarize teachers with the "Six Principles" that are the ethical underpinnings of IDEA (i.e., FAPE, LRE, nondiscriminatory evaluation, procedural due process, parent and student participation, zero reject). You want to impress your new colleagues not only with your knowledge, but your engaging way of communicating and actively involving them in learning what otherwise might be "dry" information. The orientation is being held at 8 a.m. in the new library/media center, which has state of the art technology.

First, read about the Six Principles on a) pages 31 – 43 of Chapter 2 of the Snell and Brown text and b) pages 11 – 21 of Chapter 1 of the Turnbull, Turnbull, and Wehmeyer text. Also, review notes from class, explore websites, and recall what you already know from previous Legal Brief entries regarding the Six Principles.

Given your readings and research, create a "teaching tool" that a) ensures teachers know and understand the basics of the Six Principles (What is the principle? What does it mean? What assurances does the principle provide a child and family of a child eligible for special education? What does it mean for general educators and others in the building?) and b) is engaging and meaningful for a teacher at an 8 a.m. meeting (e.g., a pre-test/post-test quiz, a PowerPoint presentation of 10 – 12 slides, an "IDEA Six Principles Quick Reference Guide," an iPad webquest, YouTube video). Bring your creation (in hard copy or viewable digital form) to the last class.

EDMX 631 Tracking Form

NAME: _____ BASE TEAM NAME & MEMBERS: _____

Weekly Class Attendance, Punctuality & Participation   **36 possible points**

Class #1 _____ (3)
Class #2 _____ (3)
Class #3 _____ (3)
Class #4 _____ (3)
Class #5 _____ (3)
Class #6 _____ (3)
Class #7 _____ (3)
Class #8 _____ (3)
Class #9 _____ (3)
Class #10 _____ (3)
Class #11 _____ (3)
Class #12 _____ (3)

Base Team Meetings & Notebook   **24 possible points**

Base Team Meeting #1 _____ (6)
Base Team Meeting #2 _____ (6)
Base Team Meeting #3 _____ (6)
Base Team Meeting #4 _____ (6)

Rights and Responsibilities Legal Brief   **40 possible points**

Component #1: Disability Rights CA Plus 3 Website Search _____ (4)
Component #2: *SERR* Chs. 2 & 3   Evaluation/Assessment; Eligibility Criteria _____ (4)
Component #3: Rationale for Inclusion _____ (2)
Component #4: *SERR* Chs. 1 & 4   Basic Rights & IEP Process _____ (6)
Component #5 Baker's Dozen of Procedural Safeguards _____ (4)
Component #6: *SERR* Ch. 12 & 13 IFSP, Part C, & Preschool Services _____ (4)
Component #7: Student Interview Jigsaw _____ (4)
Component #8: Related Services & Health Management _____ (4)
Component #9: Paraeducators Role in Service Delivery _____ (4)
Component #10: IDEA Six Principles _____ (4)

VII. COURSE FEATURES AND PROFESSIONAL REQUIREMENTS

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 and 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.

Base Team Meeting #1

Place of Meeting: _____

Date: _____

Time: _____

Persons Present:	Absentees:	Others Who Need to Know:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Roles:	This Meeting	Next Meeting
Recorder	_____	Assigned at start of Base Team Mtg. #2
Timekeeper	_____	Assigned at start of Base Team Mtg. #2
Jargon buster	_____	Assigned at start of Base Team Mtg. #2
Equalizer	_____	Assigned at start of Base Team Mtg. #2
"But" watcher	_____	Assigned at start of Base Team Mtg. #2
Encourager	_____	Assigned at start of Base Team Mtg. #2

<u>AGENDA</u>

SUGGESTED ITEMS	**SUGGESTED TIME LIMIT**
1. Round robin quickly share a positive per person about your professional development becoming a credentialed special educator. Review agenda and assign roles for this and next meeting.	5 min
2. Set Norms for Base Team Meetings:	
Review the 5 norms you consider most critical identified on the Study Guide for Ch. 10, *Collaborative Teams: A Powerful Tool in School Restructuring*	2 min
"Round robin" share norms of all members (Recorder records publically so all can see.)	7 min
Agree upon at least 5 team norms. Be sure to define each norm, so it is observable and measurable (Recorder records)	10 min
3. Individually, complete the "Individual Assessment of Functions of Effective Team Members"	3 min

4. As a team, complete one composite "Team Summary Chart." The reader   15 min
    reads each function and team members raise hands for functions that are
    strengths. When complete, identify one functioning goal for your team
    based upon an analysis of the Team Summary Chart. Add this "functioning
    goal" to the bottom of your list of team norms.

5. As a team, COMPLETE QUESTIONS 3-8 OF THE STUDY GUIDE   25 min

6. Give your team a name based upon what you have learned about each other   5 min
    in this first team meeting. Go crazy and come up with something fun that
    represents your team personality!

7. Group Processing: 8 min

    With the activity or meeting just completed in mind, rate **your team** as a
    whole, on the **Forming Skills** of the *Individual and Group Assessment of
    Collaborative Skills.* Share and discuss your ratings with team members.

    Select one processing method from Table 1 of the Ch. 10 *Collaborative
    Teaming* chapter that is least familiar to the group and use it to process the
    meeting.

                                                     TOTAL TIME   80 min

MINUTES OF OUTCOMES

Action Items:	**Person(s) Responsible?**	**By When?**
1. Read Smith et al., Ch. 4 before Meeting #2 Bring pages 106 – 110 of Smith et al., Ch. 4 to Meeting #2. Bring district IEP and Transition forms to Meeting #2. 2. Carefully study the agenda for Base Team #2		

AGENDA BUILDING FOR NEXT MEETING

Date: _____   Location: _____

Time Start: _____   Time End: _____

Expected Agenda Items: **See agenda for Base Team Meeting #2**

Directions:

Please read *Collaborative Teams: A Powerful Tool in School Restructuring* prior to class #2 and your first base team meeting. Based upon your reading of this chapter, answer the following questions. All questions must be completed in writing ***INDIVIDUALLY BEFORE YOUR FIRST BASE TEAM MEETING.*** Please bring the collaborative teaming chapter and this study guide to your first Base Team meeting.

Base team members will collaborate in the first Base Team meeting to agree upon questions #1 and #2 and generate team answers to questions #3 through #8. ONE group study guide will be created by **each Base Team** and archived in the team's binder of minutes and products.

Name: _____   Team Name: _____

COMPLETE BY BASE TEAM MEETING #1:

1. Identify 5 team "norms" (i.e., rules not to be broken) that you consider most critical for you and your teammates to practice. Justify your selections.

2. Of the 13 suggested methods for processing presented in Table 1, identify the 2 that you find the most appealing or most challenging and that you would like to use to evaluate team functioning following in-class or out-of-class meetings or group activities.

FOR THE FOLLOWING QUESTIONS (#3 - #8), JOT DOWN IDEAS AS YOU READ, SO THAT YOU HAVE SOMETHING TO CONTRIBUTE WHEN YOUR BASE TEAM MEETS TO GENERATE A TEAM ANSWER TO EACH QUESTION. BRING YOUR NOTES TO THE FIRST TEAM MEETING

3. What does "parity" mean within a collaborative team?

4. Identify 3 strategies for promoting *parity* among members of a team.

5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?

6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most helpful in promoting productive team functioning? Why?

7. Identify 2 ways the *Collaborative Meeting Worksheet* (Figure 3) structures face-to-face interaction.

8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. What is your rationale for selecting these 5 questions?

AGENDA ITEM #1
Collaborative Team Roles and Role Definitions

Recorder   Reads the questions. Records all contributions on lined paper.
                    Records agreed upon answer on answer sheet.
                    Secures signatures within the time limit.

Timekeeper   Notifies the group of approaching time limits.
                    Moves the group along to the next question or activity.

Jargon Buster   Signals (with a noisemaker) whenever a specialized "jargon" term
                    that might not be understood or known by someone on the team
                    is used. Prompted a jargon user to define the term or uses an
                    analogous familiar lay term. Once defined, a jargon term then can
                    be used.

Equalizer   Regulates the flow of communication to prompt equal airtime
                    or all team members by encouraging participation of "quiet"
                    members.

But Watcher   Helps the team defer judgment when generating ideas by
                    monitoring and signaling members' use of blocking or judgmental
                    language such as , "Yes, but…."

Reader   Reads material out loud to the group as many times as needed
                    and requested by group members.

Checker   Checks to make certain each member understands or agrees
                    with agreements. Checks at any time during a discussion.

AGENDA ITEM #3 (BASE TEAM MEETING #1)
INDIVIDUAL SELF-ASSESSMENT OF
"FUNCTIONS OF EFFECTIVE TEAM MEMBERS"

Directions: Check off the team functions that you consider strengths or preferences.
Team Member Name:

MY STRENGTHS	FUNCTIONS OF EFFECTIVE TEAM MEMBERS
	Assuming Leadership
	Being the Decision Maker
	Record Keeping
	Accepting Criticism
	Staying on the Topic
	Brainstorming Creatively
	Sharing Turf and Control
	Compromising
	Listening Quietly
	Summarizing
	Planning Specifics and Details
	Dealing with Conflict
	Being Diplomatic
	Analyzing Problems
	Doing Research
	Expressing Opposing Ideas
	Staying Positive when Disliking the Task
	Organizing
	Following Through on Group Decisions
	Trusting in People to Do a Quality Job
	Following Routines and Procedures
	Changing the Way to Do Things
	Delegating Tasks and Decisions
	Giving Others Recognition and Credit
	Weighing Pros and Cons
	Working with Open-Ended Activities
	Staying Aware of the Group's Feelings
	Tolerating Delays
	Meeting Deadlines
	Serving as a Spokesperson
	Setting Goals
	Evaluating Results

AGENDA ITEMS #4 (BASE TEAM MEETING #1)
TEAM SUMMARY CHART

Put the names of your team members across the top of the grid and have each member identify his/her areas of strength. If there are areas with no checks, decide how this function will be fulfilled. Use the results to establish a team goal.

FUNCTIONS OF EFFECTIVE TEAM MEMBERS	CHECK OFF STRENGTHS BY FUNCTION						
TEAM MEMBER NAMES							
Assuming Leadership							
Being the Decision Maker							
Record Keeping							
Accepting Criticism							
Staying on the Topic							
Brainstorming Creatively							
Sharing Turf and Control							
Compromising							
Listening Quietly							
Summarizing							
Planning Specifics and Details							
Dealing with Conflict							
Being Diplomatic							
Analyzing Problems							
Doing Research							
Expressing Opposing Ideas							
Staying Positive when Disliking the Task							
Organizing							
Following Through on Group Decisions							
Trusting in People to Do a Quality Job							
Following Routines and Procedures							
Changing the Way to Do Things							
Delegating Tasks and Decisions							
Giving Others Recognition and Credit							
Weighing Pros and Cons							
Working with Open-Ended Activities							
Staying Aware of the Group's Feelings							
Tolerating Delays							
Meeting Deadlines							
Serving as a Spokesperson							
Setting Goals							
Evaluating Results							
Encouraging Others to Participate							

AGENDA ITEM #5 (BASE TEAM MEETING #1)
<u>Collaborative Teams: A Powerful Tool in Restructuring</u>
(CONTINUED)

COMPLETE AS A TEAM

Our Names _____   Team Name _____

_____

_____

_____

_____

_____

3. What does "parity" mean within a collaborative team?

4. Identify 3 strategies for promoting parity among members of a team.

5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?

6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most critical to team functioning? Why?

7. Identify 3 ways the Collaborative Team Meeting Worksheet (Figure 2 at the very end of the chapter) structures face-to-face interaction.

8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. Why did you select these as a team?

MEETING AGENDA ITEM #7 (BASE TEAM MEETING #1)
Individual and Group Assessment of Collaboration Skills: Forming Skills

Name: _____   Team Name: _____

Directions for Individual Assessment

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

Forming Skills
(Trust Building)

SELF		GROUP
_____	I/we arrive at meetings on time	_____
_____	I/we stay for the duration of the meeting	_____
_____	I/we participate(d) in the establishment of the group's goals	_____
_____	I/we shared individual personal goals	_____
_____	I/we encourage everyone to participate	_____
_____	I/we use member's names	_____
_____	I/we look at the speaker	_____
_____	I/we do not use "put-downs"	_____
_____	I/we use an appropriate volume and voice tone	_____