

California State University San Marcos  
COLLEGE OF EDUCATION  
Spring 2011 EDMX 633 CRN #21066

**COURSE: EDMX 633**

Community Access through Supported Environments (CASE):  
Positive Behavioral Supports and Functional Assessment, Curriculum, and Instruction  
(3 credit units)

**CLASSROOM: University Hall 373**

**INSTRUCTOR:**

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**I. COURSE DESCRIPTION, COLLEGE MISSION**

This course examines methods and strategies for facilitating learner self-determination and access and growth in academic, social relationship, communication, personal, and community skill domains. A focus is on the development and implementation of effective discipline models and practices, positive behavioral support plans, and interventions that support students' behavioral, social, and motivational growth. Family-centered assessment, social skill and Multiple Intelligences development, student empowerment, conflict resolution, and relationship and friendship development also are emphasized.

**Course Prerequisite**

Admission to the Preliminary Mild/Moderate Education Specialist Credential Program.

**College of Education Mission Statement**

The mission of the College 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**

In this course, participants demonstrate knowledge and performance competence to assist students with special needs in succeed in inclusive educational and other community environments. Specifically, participants demonstrate knowledge and skills related to:

**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 analyze the extent to which a school and district provides a comprehensive system of behavioral support for students and recommend improvements in the system
- 1.4 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
- 1.5 laws (e.g., the Hughes Bill), regulations, and ethics governing behavioral support of students with special needs from diverse cultural, linguistic, and socioeconomic background
- 1.6 the use of peer tutoring, partner learning, and social justice curriculum to promote natural peer supports and peer mediated instruction
- 1.7 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
- 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 other friendship-building methods to expand 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
- 2.8 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 MAPs and other person-centered approaches (e.g., Multiple Intelligences) to assessment and programming in developing instruction, IEP goals, and Individualized Transition Plans for post-secondary employment, living, and continuing education opportunities

### III. PROFESSIONAL AND ADMINISTRATIVE 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 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 a class “buddy” or two to ensure you receive handouts and information if you miss class.  
Buddy’s Name:                      Phone:                      e-mail:  
Buddy’s Name:                      Phone:                      e-mail:
7. **TaskStream Registration.** Credential candidates must register online for TaskStream access for at least the duration of the program, as reflective essays and selected artifacts are posted in response to Education Specialist standards identified in the syllabus. Fees are paid online at [www.TaskStream.com](http://www.TaskStream.com). Once you have an account, click on “My Programs.” At the top of the page select “Self-Enrollment Options.” A box appears asking for a program code. The Auto Enrollment Code is 2FSA56.
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. **College 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 college 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 5205, 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.

#### IV. SCHOLASTIC REQUIREMENTS

##### College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the COE, 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 have extenuating circumstances, notify the instructor immediately. (*Adopted by the COE 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.

## **V. COURSE FEATURES**

### **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.

### **Preliminary Education Specialist Standards**

Course objectives, assignments, and assessments are aligned with CCTC Mild/Moderate and Moderate/Severe Preliminary Education Specialist Teaching Credential Standards. You are held accountable for demonstrating competence with regard to Standards 15, 22, and 24 by postings on TaskStream the assignments indicated below along with a written narrative, composed in the format prescribed by the program. You may not receive credit for this course if TaskStream postings and narratives are not submitted by the end of the semester.

#### **Standard 15 - Managing Learning Environments (TaskStream - Discipline Pyramid)**

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

#### **Standard 22 - Assessment and Evaluation of Students (TaskStream - MAPs)**

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

#### **Standard 24 - Positive Behavior Support (TaskStream – Reflection on Positive Behavior Support Plan Development)**

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

## VI. BOOKS, WEB SITES, AND MATERIALS NEEDED FOR CLASS

### Texts and Text Abbreviations

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

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

### Web Sites

[www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf](http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf)

[www.pbis.org/PBISandlaw.htm](http://www.pbis.org/PBISandlaw.htm)

[www.disciplinehelp.com](http://www.disciplinehelp.com)

[www.nichcy.org](http://www.nichcy.org)

[www.studentledieps.org](http://www.studentledieps.org)

[www.bookladymel.com/thinkingmaps.htm](http://www.bookladymel.com/thinkingmaps.htm)

[www.youtube.com/user/kaganvideo](http://www.youtube.com/user/kaganvideo) and go to upload; also other Youtube CGL sites

### Moodle

The courses 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.

## VII. CLASS SCHEDULE WITH READINGS AND ASSIGNMENT DUE DATES

To the right of each class session, date, and topic is a listing of the readings and assignments due for that class. Text names are abbreviated by author initials (e.g., KKS, VTN). Other documents are posted on Moodle. Please bring materials to class, as requested.

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
Class Meeting #1	01/24	Discipline pyramid; TaskStream/Moodle; ABCDs of discipline	KKS 18	Purchase KKS & VTN texts
Class Meeting #2	01/31	H.S. IDEIA assignment; Prevention, rules, & quick recovery; Win Win Discipline preview	See Reflection #1 prompt	Reflection #1
Class Meeting #3	02/07	Class meetings; next steps recovery	See Reflection #2 prompt Optional: KKS 14.56 - 14.70	Reflection #2
<b>Online Session</b>	<b>02/14</b>	<b>POST REFLECTION #3 ON MOODLE BY 5 pm</b>	See Reflection #3 prompt Optional: KKS 6.4 - 6.27 & KKS 14.14 -14.26	Reflection #3

CLASS	DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Class Meeting #4	02/21	Self-determination; Circles & MAPs; MAPs assignment	TVN CH. 7 See MAPs materials on Moodle	
<b>Online Session</b>	<b>02/28</b>	<b>POST REFLECTION #4 ON MOODLE BY 5 pm</b>	See reflection #4 prompt in syllabus	Reflection #4
Class Meeting #5	03/07	Modeling of social skills lesson; Social skills lesson plan assignment	TVN Chs. 8 & 9	
Class Meeting #6	03/14	Conflict resolution; Oral and written planning; the planning room	TVN Chs. 8 & 9	Draft Social Skills Lesson
Class Meeting #7	03/21	Goal structures; PIGS Face elements of cooperative group lessons	Optional: KKS Ch. 19 (CGL & MI)	
<b>Online Session</b>	<b>03/28</b>	<b>POST REFLECTON #5 &amp; FINAL SOCIAL SKILLS LESSON BY 5 pm</b>	See reflection #5 prompt in syllabus	Reflection #5; Final Social Skills Lesson
Class Meeting #8	04/4	Reflection #6 in-class jigsaw	See reflection #6 prompt in syllabus	Reflection #6
Class Meeting #9	04/11	Experience and design a formal CGL lesson		H.S. IDEIA
Class Meeting #10	04/18	Positive behavior supports; Sensory integration; <i>Guest: Kathy Montilluer</i>	See reflection #7 prompt and Reflection #7 pdf on Moodle; Bring social stories & sensory integration pdf Optional: KKS 10 - 12	Reflection #7
Class Meetings #11 & #12	04/25	In-class design of Behavior Support Plan Note: This is a “double” class from 5:15 p.m. to 8:45 p.m.; Pizza provided!	Bring to class “Austin PBS” pdf materials for in-class PBS simulation; Optional: KSS Chs. 16 & 17 (FBA, BIP)	Preview of Austin materials in preparation for BPS in-class design
Class Meeting #13	05/02	Students & adults as co-teachers; peer tutoring; Discipline Pyramid sharing & self-assessment	Optional: VTN 3 & 4 (Students as peer tutors and co-teachers)	Discipline Pyramid; TaskStream Standards 15 & 24 (In-class PBS)
Class Meeting #14	05/09	Student-Led IEPs; MAPS sharing; Course evaluation & celebration	VTN Ch. 7; Student-led IEP materials on Moodle	MAPs; TaskStream Standard 22

## VIII. ASSIGNMENTS

Weekly Class Attendance and Participation	(70 points)
Reading Reflections	(30 points)
Social Skills Lesson Plan	(15 points)
High School IDEIA Observation and Interview	(15 points)
Discipline Pyramid	(14 points)
<i>TaskStream – Standard 15</i>	<i>(05 points)</i>
Positive Behavior Support Plan	(16 points)
<i>TaskStream – Standard 24</i>	<i>(05 points)</i>
MAPS	(25 points)
<i>TaskStream – Standard 22</i>	<i>(05 points)</i>
<b>Total Maximum Points:</b>	<b>200 points</b>

### **Face-to-Face Class Participation (5 points/class X 14 classes = 70 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 session time is missed (except in rare cases of extreme hardship when expected competences have been demonstrated.)

### **Reflections/Lesson Applications (30 points maximum)**

The purpose of the reading reflections and applications 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.

### **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.



### **Reading Reflections & Lesson Applications (30 points maximum)**

Reflection #1	4 points maximum
Reflection #2	4 points maximum
Reflection #3	4 points maximum
Reflection #4	4 points maximum
Reflection #5	2 points maximum
Reflection #6	5 points maximum
Reflection #7	7 points maximum

### **Extra Credit Option (3 extra credit points)**

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 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 (4 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? (see the 14-point discipline pyramid assignment in this syllabus). Be as comprehensive and inclusive as you can for this last question. (2 or more pages)

### **Reading Reflection #2 (4 points)**

Read pages iii – xxi and Chapters 1, 2, 3, & 7 of the KKS text. 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](http://www.bookladymel.com/thinkingmaps.htm) website.)

Also write a 1-paragraph summary of how the information in these chapters and pages interface with the four dimensions 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 (4 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 to the levels (see Figure 9.1 of Chapter 9 of VTN) of your OWN discipline pyramid. 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). (2 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. Be creative and use your Multiple Intelligences to represent:

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

Be sure that the content of **both** chapters is clearly represented in your representation.

**Reading Reflection #5 (2 points)**

Read the beginning section of Chapter 2 of VTN up to The Four Phases of Planning and Implementing Formal Cooperative Group Lessons inclusive of Table 2.1 A Dozen Quick Cooperative Learning Structures. Rank order the 12 quick cooperative learning structures from most appealing to least. Provide an example of how you would use each of the structures in your instruction. For structures that are the least appealing, indicate how you would modify their use so they would work for you and your students.

**Jigsaw Reflection #6: (5 points)**

From VTN Chapter 2, read the two paragraphs of “The Four Phases of Planning and Implementing Formal Cooperative Group Lessons,” the first paragraph of “Teacher Decisions at Each Phase of Planning and Implementation,” and the one-page template for planning a formal cooperative lesson in Figure 2.1. 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 did 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 seven to eight 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.

### **Reading Reflection #7: (7 points)**

Before responding to the following questions, read all of the PBS pdf materials posted on the course web including the *Screening for Understanding* article. The first two questions require you to integrate information from the *Introduction to Behavior Supports and Behavior Support Plans* article and the *Responses to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Mistakes?* article. Based upon *all* of these readings, answer the following questions.

1. In your own words, what is a *manifestation determination*? When must it occur?
2. What *two* questions must an IEP team answer to determine if a behavior in question was or was not a manifestation of the student's disability? What information must be gathered and analyzed (see NCCSE "Manifestation Determination" worksheet) in order to answer these two questions?
3. Given the discipline pyramid introduced in Chapter 9 of the VTN text and the description of the relationship between RtI and PBS offered in the "Brother from Different Mothers..." article, create a visual/graphic organizer that related the five levels of the pyramid with the three tiers of RtI for PBS.
4. The *Screening for Understanding* article elaborates upon the process for data gathering at Tier 2 and 3 of the PBS RtI pyramid in order to conduct an FBA, What are the various pieces of information you need to gather to accurately formulate a hypothesis as to the function of a behavior? How can that information be gathered?
5. What is the difference between a "slow trigger" and a "fast" trigger?" Provide two examples of a "slow trigger" and two examples of a "fast" trigger."
6. In developing a positive behavior support plan, what information does the *specific hypothesis* provide a behavior support team in planning an effective PBS plan? What information does the *global hypothesis* provide?
7. Given the specific and global hypothesis statements about Matt found in Figure 2 of the *Screening for Understanding* article, how well do the interventions in Table 3 "fit" Matt's situation? Justify your evaluation. What would you add or change? Provide a rationale for your suggestions.

### **Discipline Pyramid (14 points)**

#### **POST REPRESENTATION ON TASKSTREAM FOR STANDARD 15**

This is your discipline with dignity "final exam." Given the discipline "pyramid" in Chapter 9 of the "Doing More with Less" text, identify all of the interventions, strategies, and instructional and curricular approaches that you know and have learned about thus far for each of the five levels of the pyramid – from prevention to individualized support plans. Be sure to use your reflections, lecture notes, readings, and your own experience when construction this reflection. Feel free to be as creative as you wish in your presentation. (For example, one student created a 3-ring notebook with dividers that included details on each intervention and room for new strategies to easily be added in the future; another student constructed a 3-D pyramid with strategies "housed" at each level.) Finally, be sure to fully cite all sources of materials, using APA citation conventions. Any use of materials without full referencing will be considered plagiarism and will result in

**Positive Behavior Support Plan (16 points)**

**POST “REFLECTION” ON TASKSTREAM FOR STANDARD 24**

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. You will post your reflective response about the experience as an artifact for Standard 24 on TaskStream BEFORE the final class meeting.)**

**MAPs Implementation (25 points)**

**POST THE FOLLOWING WRITE-UP AND “EVIDENCE” OF THE MEETING (e.g., jpeg photos of the MAPs charts and participants) ON TASKSTREAM FOR STANDARD 22 BEFORE THE LAST CLASS MEETING.**

The purpose of this assignment is to provide you with an opportunity to apply and refine the assessment skills discussed in this course emphasizing the importance of obtaining information from the student, family members, and friends.

Each participant develops a “MAPs” report for one focus individual. Although the ideal focus individual would be a student identified as eligible for special education, because you may not be 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. If it is not possible to perform this assignment with a student you serve, solicit the participation of a friend, family member, or a youth not eligible for special education to be the focus person. Be sure to also 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 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., recreational, living, or vocational life in the community, post-secondary life, transition to the next

school). The remaining goal must directly relate to an important theme that emerges from the MAPS meeting.

c) Each goal must have a positively stated baseline or present level of performance (**PLOP**) statement, as on an IEP form.

d) Each goal must have at least *two* accompanying interim *objectives* or *benchmarks* that lead to the achievement of the goal.

4. Write a reflection on the experience that includes these four 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) any other feelings and thoughts about how to promote family-centered and student-led assessment and planning approaches 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, mechanics, and so forth (1 point)

**Social Skills Lesson Plan (15 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 prepares students to use a social skill in a cooperative learning context. A direct instruction lesson format provided by the instructor will be used to organize this lesson. The *draft* of this lesson will be returned for revisions. The *final draft* must include requested revisions. Three extra credit reflection points may be earned for delivering and submitting a written reflection about the delivery of the social skills lesson.

**High School Special Education: Implications of IDEIA and More (15 points)**

Many credential candidates do not have a special education high school field placement. Nevertheless, candidates are expected to understand the unique aspects and challenges of supporting high school-aged youth with special education needs. 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 will not be observing a particular student, so will not need specific permission for observations. Remember, however, 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 schools 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 and letter of introduction included with this assignment. An entire daylong 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 the approval of the special education personnel who are hosting your visit. Crowds tend to draw attention away from instruction, so group size is limited to two people. You are a guest, so at all times behave in your most professional and courteous manner. Reserve any verbal critiques for this assignment's reflections.

What will you look for and what will you ask? The following nine questions directly relate to changes that IDEIA 2004 created 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, as well. What you see may or may not "match" what you are told.

Your write up of the high school experiences has *three* components. The *first* component is comprised of the nine responses, with each response being approximately ½ to 1 page in length.

The *second* component is your 1- to 2-page analysis of the high school in terms of:

- STRENGTHS
- CONCERNS
- QUESTIONS YOU STILL HAVE
- RECOMMENDATIONS FOR IMPROVEMENT

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!



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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
___	___	___	___	_____	_____
___	___	___	___	_____	_____
___	___	___	___	_____	_____
___	___	___	___	_____	_____
___	___	___	___	_____	_____



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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 candidates' hosts.

The credential program faculty and staff hope that this is an experience that your faculty and staff find interesting and valuable. As 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](mailto:jthousan@csusm.edu).

Respectfully,

*Jacqueline Thousand*

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



## IDEIA High School Questions

- 1) What are characteristics of an “exemplary” high school special educator? What are the most fulfilling aspects of working as a high school special educator? What are the greatest challenges in working as a high school special educator?

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

- 2) In what ways do special educators encourage and support active *student participation* on the IEP team? To what extent are the questions from the MAPs process used to gather data for the IEP? To what extent do students direct and lead their own IEP meetings? How are students taught and coached to participate in and direct their own IEP meetings?
- 3) In what ways do special educators encourage and support *parent* participation on the IEP team and in the IEP process?
- 4) a) What arrangements are made so *classroom teachers* actively **participate** as members of the *IEP* team?  
b) In what ways do you ensure regular *communication* with **classroom teachers** to coordinate curriculum and instruction?
- 5) In what ways are students involved in the development and implementation of their own *ITP* by age 16? What are examples of *transition* activities and goals?
- 6) In what ways are students informed of and educated about their *age of majority rights* by age 17? Describe the process in as much detail as possible.
- 7) At [www.cde.ca.gov/ta/tg/hs/accomod.asp](http://www.cde.ca.gov/ta/tg/hs/accomod.asp), please locate, download, print, and carefully read both *Matrix 1: Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* (October 2009) and *Q&A About Test Variations* to learn of a) the approved accommodations and modifications that can be provided for students with disabilities on the CAHSEE and b) how a student can receive a diploma with approved variations. With this in hand, ask your hosts: a) “What accommodations or modifications are commonly used at this high school?” and b) “How do you go about determining if an accommodation or modification is included in a student’s IEP?”
- 8) Go to [www.cde.ca.gov/ta/tg/hs/cahseefaexemp.asp](http://www.cde.ca.gov/ta/tg/hs/cahseefaexemp.asp) and see that *EC* Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan. The IEP or 504 plans must state that the student is scheduled to receive a high school diploma and has satisfied or will satisfy all state and local requirements for high school graduation, on or after July 1, 2009. With this in hand, ask your hosts: a) “How is this provision being implemented for this year’s students and past graduates?” and b)

“What are any challenges or successes you are experiencing for students because of this CAHSEE exemption for diploma attainment?”

- 9) How do you determine when the alternate assessment – the California Alternate Performance Assessment (CAPA) - will be used with students with severe disabilities who are not included in CST testing? Before going to your high school site, visit the CAPA website: <http://www.cde.ca.gov/ta/tg/sr/capa.asp> and read the various documents at the site that describe who is eligible for the CAPA and so forth. When you visit your high school site, find someone who works with students with severe disabilities who can answer the following questions: a) Who is eligible for the CAPA alternate assessment? What are the assessment’s strengths? What are any limitations? b) “What OTHER alternative assessment approaches are used to provide meaningful (i.e., authentic, formative) information about student progress? Note: These questions MUST be answered with depth. If you cannot find someone who works with students with severe disabilities who can fully answer these questions, research the answers by carefully reading the information provide by the links at the California Department of Education CAPA website identified above.

**EDMX 633 Tracking Form**

**Weekly Class Attendance and Participation** **70 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 #10 \_\_\_\_\_ (5 points)
- Class #12 \_\_\_\_\_ (5 points) Double Class
- Class #13 \_\_\_\_\_ (5 points) Double Class
- Class #14 \_\_\_\_\_ (5 points)

**Reading Reflections** **30 points**

- Reflection #1 \_\_\_\_\_ (4 points)
- Reflection #2 \_\_\_\_\_ (4 points)
- Reflection #3 \_\_\_\_\_ (4 points)
- Reflection #4 \_\_\_\_\_ (4 points)
- Reflection #5 \_\_\_\_\_ (2 points)
- Reflection #6 \_\_\_\_\_ (5 points)
- Reflection #7 \_\_\_\_\_ (7 points)
- Optional Extra Credit* \_\_\_\_\_ (3 points)

**Assignments** **100 points**

- High School IDEIA Observation and Interview \_\_\_\_\_ (15 points)
- Social Skills Lesson Plan \_\_\_\_\_ (15 points)
- Discipline Pyramid (Standard 15 Artifact) \_\_\_\_\_ (14 points)
- TaskStream Posting of Standard 15 & Artifact* \_\_\_\_\_ (5 points)
- MAPS (Standard 22 Artifact) \_\_\_\_\_ (25 points)
- TaskStream Posting of Standard 22 & Artifact* \_\_\_\_\_ (5 points)
- Behavior Support Plan - IN CLASS DESIGN (Standard 24) \_\_\_\_\_ (16 points)
- TaskStream Posting of Standard 24 & PBS Reflection* \_\_\_\_\_ (5 points)

**TOTAL POINTS** \_\_\_\_\_ **(200 max)**

**Grading Scale (in percentages)**

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