

**COURSE: EDMX 633**

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

**Dr. Jacqueline S. Thousand**  
**Office Hours: By appointment**

**e-mail: [jthousan@csusm.edu](mailto:jthousan@csusm.edu)**  
**web site: <http://www.csusm.edu/thousand>**

**University Hall 410**  
**Phone: 760-750-4022**  
**FAX: 760-761-4917**

**With: Jan Israel, Educational Psychologist and Counselor**

### **Monday Intern Section**

## **I. COURSE DESCRIPTION and 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.

### **College of Education Mission Statement**

The Mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching learning and service. We value diversity, collaboration, professionalism and shared governance.

## **II. WHAT ARE THE PERFORMANCE GOALS?**

In this course, participants demonstrate knowledge and performance competence to assist and encourage successful participation of students with special needs in inclusive educational and other community settings. Specifically, participants demonstrate knowledge and skills related to:

### **1.0 Best Practices to Promote Community, Discipline with Dignity, and Positive Behavior Supports**

- 1.1 the use of formal and informal cooperative group learning structures and meetings to create a caring and cooperative classroom climate
- 1.2 the use of a hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility
- 1.3 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior
- 1.4 laws (e.g., the Hughes Bill), regulations, and ethics governing behavioral support of students with special needs from diverse cultural, linguistic, and socioeconomic backgrounds.
- 1.5 differentiate the elements and advantages and disadvantages of various discipline models (e.g., Jones, Albert, Gordon, Nelsen et al., Glasser, Curwin & Mendler, Kohn)

## **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
- 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 interpreting the communicative intent of student behavior
- 3.3 self-determination as a concept and practice in schooling
- 3.4 identify the need for communication supports for students with communication challenges

## **4.0 Inclusion in General Education Curriculum and Community**

- 4.1 use of thematic teaching to create a bridge between functional life and social skills and the core general education curriculum
- 4.2 the use of creative problem solving to formulate accommodations and modifications so learners who present behavioral challenges or who have disabilities can meaningfully participate in shared activities in general education and community environments
- 4.3 the use of ecological analysis, functional analysis of behavior, and principles of positive behavioral supports to facilitate participation in inclusive settings
- 4.4 the use of MAPs and a Multiple Intelligences approach to assessment and programming in developing instruction and Individualized Transition Plan for post-secondary employment, living, and continuing education opportunities

### **Activities and instructional methods for realizing objectives:**

class discussions    in-class group work    lectures    readings in texts & custom reader  
guest speakers    web access    application experiences    presentations  
demonstrations    videos    team meetings    role plays    in-school observations and interviews

### **Evaluation of attainment of these knowledge bases and skills:**

attendance    punctuality    cooperative participation in class    role plays    written report  
collaborative activities    written reflections    poster session presentation  
presentation performances    web site use    mini-lesson development    MAPS session outcomes  
sharing application to classroom assignments    instruction of classmates

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED AND SHADED IN THE TABLE BELOW

| <b>PART 1: LANGUAGE STRUCTURE &amp; FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>  | <b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION</b>  | <b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>   |
|---|---|---|
| <b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>   | <b>1. Theories and Methods of Bilingual Education</b>   | <b>I. The Nature of Culture</b>   |
| <b>A. The sound systems of language (phonology)</b>   | <b>A. Foundations</b>   | <b>A. Definitions of culture</b>  |
| <b>B. Word formation (morphology)</b>   | <b>B. <i>Organizational models: What works for whom?</i></b>  | <b>B. Perceptions of culture</b>  |
| <b>C. Syntax</b>  | <b>C. <i>Instructional strategies</i></b>   | <b>C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)</b>                   |
| <b>D. Word meaning (semantics)</b>  | <b>II. Theories and Methods for Instruction In and Through English</b>  | <b>D. Physical geography and its effects on culture</b>   |
| <b>E. <i>Language in context</i></b>  | <b>A. <i>Teacher delivery for both English language development and content instruction</i></b>                                     | <b>E. <i>Cultural congruence</i></b>  |
| <b>F. <i>Written discourse</i></b>  | <b>B. <i>Approaches with a focus on English language development</i></b>  | <b>II. Manifestations of Culture: Learning About Students</b>   |
| <b>G. <i>Oral discourse</i></b>   | <b>C. <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</i></b> | <b>A. <i>What teachers should learn about their students</i></b>  |
| <b>H. <i>Nonverbal communication</i></b>  | <b>D. <i>Working with paraprofessionals</i></b>   | <b>B. <i>How teachers can learn about their students</i></b>  |
| <b>II. Theories and Factors in First- and Second-Language Development</b>   | <b>II. Language and Content Area Assessment</b>   | <b>C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy)</i></b> |
| <b>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</b> | <b>A. <i>Purpose</i></b>  | <b>III. Cultural Contact</b>  |
| <b>B. <i>Psychological factors affecting first- and second-language development</i></b>   | <b>B. <i>Methods</i></b>  | <b>A. Concepts of cultural contact</b>  |
| <b>C. Socio-cultural factors affecting first- and second-language development</b>   | <b>C. <i>State mandates</i></b>   | <b>B. Stages of individual cultural contact</b>   |
| <b>D. <i>Pedagogical factors affecting first- and second-language development</i></b>   | <b>D. <i>Limitations of assessment</i></b>  | <b>C. <i>The dynamics of prejudice</i></b>  |
| <b>E. <i>Political factors affecting first- and second-language development</i></b>   | <b>E. <i>Technical concepts</i></b>   | <b>D. <i>Strategies for conflict resolution</i></b>   |

In 1992 the College of Education voted to infuse Cross-Cultural and Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies addressed in this course are highlighted in *italics* in the table above.

#### IV. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Collect copies of materials you have developed for your classroom, collected from colleagues, or otherwise obtained to enrich your classroom instruction and management to place in an anthology for Dr. Parsons, and to share with your colleagues.
6. Select a class "buddy" to ensure you receive handouts and information if you miss class.  
Buddy:                                      Telephone:                                      e-mail:                                      Fax:

#### **Grading Scale (in percentages):**

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

#### **Criteria for Grading:**

- A (Excellent):** Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good):** Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory):** Performance at an adequate level, meeting the basic objectives and requirements of the course.

**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.**

#### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time or s/he may not receive a passing grade for the course at the discretion of the instructor. Should you have extenuating circumstances, talk with the instructor immediately.

| <u>Class</u> | <u>Date:</u> | <u>TOPIC</u>   | <u>READINGS FOR TODAY</u>                     | <u>ASSIGNMENTS DUE TODAY</u>                                       |
|--------------|--------------|--|---|--|
| #1           | 9/9          | The 3 Rs: The Pyramid, Circle of Courage<br>High School IDEA '97 Assessment Assignment<br>Discipline Health Interview Assignment | Interview Materials Packet                    | Purchase Texts   |
| #2           | 9/16         | Prevention: Rules & Quick Recovery<br>Principles of Universal Design Revisited   | VT 3 & 23<br>TVN 7                            | Reading Reflection #1 (2 points)                                   |
| #3           | 9/23         | Prevention: Class Meetings & Low-Level Interventions<br>Jigsaw of Charles' Discipline Models (CA Ch. 4, 5, 6, 7 or 11)           | TVN 9, CA 8                                   | Reading Reflection #2 (2 points)                                   |
| #4           | 9/30         | Conflict Resolution; Oral and Written Planning<br>Social Skills Lesson Plan Development  | VT pp.142-149 & 152-161<br>TVN 13 & 19        | Reading Reflection #3 (3 points)                                   |
| #5           | 10/7         | Prevention Continued: Teaching Social Skills   |   | Discipline Health Interview  |
| #6           | 10/14        | Self-Determination as a Concept and Practice<br>MAPs Assignment  | VT pp.575 - 580 & TVN 4<br>MAPs Packet        | Reading Reflection #4 (4 points)                                   |
| #7           | 10/21        | Goal Structures, Teacher's Role in CGL   |   | Draft Social Skills Lesson Plan                                    |
| #8           | 10/28        | Experience a Lesson<br>Lesson Plan Design  | TVN Ch. 20 plus 13, 14 OR 15                  | Reading Reflection #5 (4 points)                                   |
| #9           | 11/04        | Informal CGL Structures<br>Jigsaw of Lesson Plans  | TVN pp. 371 -378<br>VN Jigsaw of Lesson Plans | High School IDEA '97 Assessment<br>Final Social Skills Lesson Plan |
| #10          | 11/11        | Charles' Models of Discipline In Class Preparation   | Jigsaw of CA Ch. 4, 5, 6, 7, or 11            |  |
| #11          | 11/18        | Charles' Models of Discipline Direct Instruction   |   | Jigsaw of CA Ch. 4, 5, 6, 7, or 11<br>CGL Draft                    |

| <u>Class</u> | <u>Week of:</u> | <u>TOPIC</u>   | <u>READINGS FOR TODAY</u>   | <u>ASSIGNMENTS DUE TODAY</u>  |
|--------------|-----------------|--|---|---|
| #12          | 11/25           | Positive Behavior Supports - Plans that Work (Pt. 1)<br>Functional Assessment and "Model" Interventions<br>(Guest: Jan Israel) | <u>Screening for Understanding</u>  | Reading Reflection #6 (2 points)  |
| #13          | 12/04           | Positive Behavior Supports - Plans that Work (Pt. 2)<br>Behavior Intervention Plans - In-Class Design<br>(Guest: Jan Israel)   | Israel Handouts   | CGL Final Draft Revisions   |
| #14          | 12/11           | Student-Let IEPs (Guests: High School Students)<br>Peer Tutoring, Social Justice Lesson  | NICHCY "Student's Guide...IEP"<br>NICHCY "Helping Students ..."<br>TVN 18. 22, & 23 | Reading Reflection #7 (5 points)<br>Implementation Reflection #8 (3 points) |
| #15          | 12/18           | Course Evaluation and End of Year Celebration<br>MAPS Assignment Processing  |   | Implementation Reflection #9 (3 points)<br>MAPS Assignment                  |

## VI. WHAT BOOKS AND MATERIALS DO I NEED FOR CLASS?

| <u>Text Abbreviation</u> | <u>Text Title, Author, and Publisher</u>   |
|--------------------------|--|
| CA                       | Charles, C.M. (2002). <u>Building classroom discipline</u> (7th ed.). White Plains, NY: Longman.   |
| TVN                      | Thousand, J., Villa, R., & Nevin, A. (2002). <u>Creativity and collaborative learning: A practical guide to empowering students, teachers, and families</u> (2 <sup>nd</sup> ed.). Baltimore: Paul H. Brookes. |
| VT                       | Villa, R., & Thousand, J. (2000). <u>Restructuring for caring and effective education: Piecing the puzzle together</u> (2 <sup>nd</sup> ed.). Baltimore: Paul H. Brookes.                                      |
| Handouts                 | Additional readings, manuals, lecture guides, case studies.  |
| Web Sites                | <a href="http://www.disciplinehelp.com">www.disciplinehelp.com</a>   |

## VII. WHAT ARE MY ASSIGNMENTS?

|   |                   |
|---|-------------------|
| Weekly Class Attendance and Participation           | (45 points)       |
| Reading Reflections                                 | (28 points)       |
| Social Skills Lesson Plan                           | (15 points)       |
| Cooperative Group Lesson Plan                       | (25 points)       |
| Discipline and Positive Behavior Support Interviews | (13 points)       |
| Models of Discipline Direct Instruction             | (20 points)       |
| High School IDEA '97 Observation and Interview      | (13 points)       |
| Positive Behavior Support Plan                      | (16 points)       |
| MAPS  | (25 points)       |
| <b>Total Maximum Points:</b>                        | <b>200 points</b> |

### **Weekly Class Attendance Participation (3 points per class X 15 classes = 45 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 participant needs to miss part or all of a class, the instructor must be informed in advance. Participants are responsible for requesting a makeup assignment for any absence. A student is not able to pass this class if 20% or more of the session time is missed except in rare cases of extreme hardship, with expected competence demonstrated.

**Reflections/Lesson Applications (28 points maximum)**

The purpose of the reading reflections and lesson implementation applications is to provide participants with regular opportunities to demonstrate their understanding of critical aspects of the readings and to apply lesson plans to professional practice. Each reflection must be word processed and turned in on the date due for full credit. You also must be prepared to discuss reflections in class in order to receive full credit.

For Reflections #8 and #9, you may write a written reflection on any of the optional readings in the syllabus or chapters in the texts that relate to the topic of student self determination that you have not read for other courses. Note that for Reflection #8, an alternative to a reading reflection is to implement the Social Skills Lesson plan and prepare a reflection on your implementation. An alternative option for Reflection #9 is to implement the Cooperative Group Lesson plan and prepare an implementation reflection. Finally, yet another alternative for Reflections #8 and/or #9 is to attend an approved (by instructor) conference. Three points may be earned for each half-day (3.0 hours) of conference (keynotes and breakouts) attendance. A1-page written reflection of each half-day attendance must be submitted as evidence of conference attendance.

**Criteria for Written Products:**

1. For reading reflections, the content of each assigned reading is referred to in the reflection.
2. Critical higher order thinking skills that goes beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) is clearly demonstrated.
3. Spelling, grammar, and mechanical aspects of writing are accurate.
4. Thoughts and writing are well organized; section headings are provided as needed.
5. The document is word-processed.
6. The document is turned in on or before the date due.

**Reflection Prompt Questions and Due Dates**

See prompt questions for Reflections # 1 - #7 on the following page.  
See below and class schedule for due dates.

| <b>Reading Reflections &amp; Lesson Implementation</b>          | <b>Due Dates (28 points maximum)</b> |
|---|--------------------------------------|
| Reflection #1 2 points maximum                                  | Due Class # 2                        |
| Reflection #2 2 points maximum                                  | Due Class # 3                        |
| Reflection #3 3 points maximum                                  | Due Class # 4                        |
| Reflection #4 4 points maximum                                  | Due Class # 6                        |
| Reflection #5 4 points maximum                                  | Due Class # 8                        |
| Reflection #6 2 points maximum                                  | Due Class # 12                       |
| Reflection #7 5 points maximum                                  | Due Class # 14                       |
| Social Skills Lesson Implementation, Conference Sessions, or    |                                      |
| Reflection #8 3 points maximum                                  | Due by Class #15                     |
| Cooperative Group Lesson Implementation, Conference Sessions or |                                      |
| Reflection #9 3 points maximum                                  | Due by Class #15                     |



## REFLECTIONS (28 Points Maximum)

### Reading Reflection #1 (2 points)

Read, in this order, the following chapters: Chapter 3 & 23 in the Villa & Thousand text. In what ways were the four dimensions of the Circle of Courage fulfilled for Cecelia? In what ways could/will you apply the principles of the Circle of Courage in structuring your classroom environments, routines, and methods of teaching responsibility (i.e., otherwise known as "discipline") to your students? (1-2 pages)

### Reading Reflection #2 (2 points)

In what ways would Glasser's model of discipline and the strategies described in Chapter 9 of the Thousand, Villa, and Nevin (TVN) text assist you as a teacher of a child like Mariah, Billy, or Ricardo? What approaches from Chapter 9 are most appealing to you and why? (1-2 pages)

### Reading Reflection #3 (3 points)

Read Chapters 13 & 19 of VTN and pages 140 - 149 & 152 - 162 in the Villa & Thousand text. You are on your own for this reflection. Use your Multiple Intelligences and be creative in representing a) what you learned from the three readings and b) in what ways you will use this information in your development of student responsibility/response-ability.

### Reading Reflection #4 (4 points)

After reading pages 575 - 580 of Chapter 22 in Villa and Thousand and Chapters 4 & 7 of TVN answer the following:

1. In pages 575 - 580 of Chapter 22 in the Villa & Thousand text, it is the authors' premise that self-determination is an important education outcome if students with disabilities are to succeed in and out of school. To what extent do you agree with this premise? Provide a justification for your evaluation of this premise. (1 point)
2. Given the four components of self-determination, the principle of universal design, and the methods for building connections described in Chapter 4 describe in detail the ways you will structure/promote self-determination for your students?  
(3 points)

### Reading Reflection #5: (4 points)

Based upon your reading of Chapter 20 (and either Chapter 12, 14, or 15) of the TVN text, in three to four pages:

- a) define in your own words and provide examples of how to structure the five critical elements (i.e., PIGS Face - positive interdependence, individual accountability, group processing, social skills, face-to-face interaction) of effective cooperative learning groups; and
- b) also describe 3 key learnings from about the dimensions or value of cooperative learning in educating a diverse student population

### Reading Reflection #6: (2 points)

In your own words define a "functional assessment" of behavior. (Refer to all of your readings thus far).

What are "slow" versus "fast" triggers? What do each contribute to our understanding of a student's behavior?

How is a "perceived function" of a behavior determined?

In developing a positive support plan, why is it important to have both specific and global hypotheses?

### Positive Supports Reflection #7: (5 points)

Here's a chance to create your own Pyramid of "Sure Fire and Naturalistic Ways to Prevent and Manage Student Disruptions" that can serve as a quick reference for you when you are teaching. This also is your discipline with dignity "final exam." Given the discipline pyramid, enter every intervention, strategies, and instructional and curricular approach that you know and have learned about thus far in each of the levels of the pyramid - from prevention to intensive intervention. Be sure to refer to Reflection #2, lecture notes, and readings when constructing this reflection. Feel free to be as creative as you wish in your presentation. (For example, one student constructed a 3-dimensional pyramid with strategies "housed" in compartments at each level.)

### Implementation Reflection #8: (3 points)

Your choice of reading reflection, social skills lesson implementation, or documentation of conference attendance.

### Implementation Reflection #9: (3 points)

Your choice of reading reflection, cooperative group lesson implementation, or documentation of conference attendance.

### **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. Development of the lesson will begin in class and participants should be prepared to teach the lesson to classmates and to students whom they serve. 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. Reflection points may be earned (up to 3 points) for delivering and reflecting upon the delivery of the social skills

### **Cooperative Group Lesson Plan (25 points)**

Each participant will develop a cooperative group lesson plan using the long lesson plan format on pages 88-91 of Chapter 6 of the Thousand, Villa, and Nevin text. The purpose of this exercise is for each participant to have the experience of thinking about each of the critical "teacher role" questions that must be considered when designing a formal cooperative group lesson. The **draft** of this lesson will be returned for revisions. The **final draft** must include requested revisions. Reflection points may be earned (up to 3 points) for delivering and reflecting upon the delivery of the cooperative group lesson.

### **Discipline and Positive Behavior Support Interview and "Health" Diagnosis (13 points)**

The purpose of this assignment is to develop participants' understanding of a) the discipline climate and practices in their school and classroom, b) the behavioral support strategies currently employed, and c) staff perceptions of discipline in the school. Using the provided Staff Questionnaire and the 4-page "Program Indicator" tool, assess the discipline and positive behavior support characteristics of your school and classroom. To do this, first make 3 copies of the Staff Questionnaire. Interview at least 3 people from your school using this instrument, but only after you have administered the instrument to yourself first. Get a copy of the school and district's discipline and behavior support policies and procedures and study them carefully. Next, using the information from your 4 interviews and the policy and procedures documents, complete the four pages of the "Program Indicator" tool. If you don't feel you have adequate information to rate a particular item, ask the principal, guidance personnel, or "trusted" teachers to provide an assessment of the item. Assemble all of these materials into a packet along with a 3 to 4-page written assessment of your school's discipline and positive behavioral support "health" that is based upon your research and what you know so far about "best practices" in teaching responsibility and promoting self discipline. Be prepared to compare your findings with your classmates on the due date.

### **Models of Discipline Direct Instruction (20 points)**

The purpose of this assignment is to demonstrate expertise in a well established model of discipline, demonstrate instructional skill in teaching the critical elements of the models to other professionals through a 20-minutes lesson, and c) practice principles of collaborative teaming in developing and delivering the lesson. Teams will be formed to develop a 20-minute demonstration of a particular Model of Discipline from the Charles Building Classroom Discipline text (i.e., Chapters 4, 5, 6, 7, 8, 11). The presentation/lesson must include a **role play of the model in action**. The team must provide each member of the class and the instructor with a **2 to 3-page handout** that summarizes the model. You will sign up for a model in Class #1. Each member of the team must have an active performance role in the class presentation and each member must participate in the collaborative planning of the materials, production, and self-evaluation. Your performance will be assessed by classmates, teammates, the instructor and yourself using the rubric appearing at the end of the syllabus.

### **MAPs Implementation (25 points)**

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 address at least 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(es) 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. Using your local IEP form, translate the outcomes of the MAPS session into 3 goals. Each goal must have at least two accompanying objectives/benchmarks as well as a "positive" baseline or present level of performance statement. At least one goal should relate to relationships, friendships, and/or social skills. At least one goal should 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 should directly relate to the important dimensions that emerged from the MAPS process. (9 points)
4. Write a reflection on the experience that includes your own reaction to the process, the reaction of the participants, ways in which you would "better" prepare for or conduct a MAPS session in the future, as well as any other feelings and thoughts about how to implement and promote family-centered and student-led assessment and planning approaches in IEP development and futures planning. (5 points)

### **Criteria for Evaluation:**

1. Completeness and organization of information requested.
2. Includes a title page, a section for each of the steps of the MAPS as well as the other elements of the Significant Other Inventory report described in items 1 - 4 above.
3. Documentation of the decision making process used to formulate IEP goals and objectives.
4. Depth of analysis of reaction to the process.
5. Sensitivity and respect for student and family.
6. Evidence of input and feedback from MAPS participants (e.g., photo of the MAPS posters or a written summary of the contents of each poster, direct quotes of participant reactions).
7. Appropriate use of standard English, grammar, spelling, mechanics, and so forth.
8. Word processed, paginated, double spaced with 1-inch margins.

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

Using provided forms, create a positive intervention plan for one student based upon an in-class scenario. As a real life application, you are encouraged to use the processes and forms to create a plan for student in your student teaching or teaching situation. Be sure that the interventions recommended provide students "response-ability" skills and strategies and articulate how peers, teachers and staff, subject matter instruction and materials, and your own behavior will be modified to assist the student to meet his or her needs in ways considered socially acceptable in a school setting.

### **High School Special Education: Implications of IDEA '97 and More (13 points)**

Many cohort members will not have a special education field placement in a high school setting. Nevertheless, we want to make sure that you witness the unique aspects and challenges of supporting high school-aged youth with identified special education needs. Every elementary and middle school student eventually transition into these high schools. What happens to them when they get there? Find out through this field placement experience, which will be totally self-directed.

The minimum requirements are that you spend 10 to 12 hours in one or more high schools in your home community, a community in which you have done a field placement, or any other community in which you have a legitimate reason to visit. Shadow one or more special education staff members, interview students and staff, attend after-school events, and observe classes which students attend.

The appropriate protocol for setting up observations is to contact the school principal and/or special education department chair, introduce yourself and describe the purposes of the visitation, indicate that an entire day-long visitation would be preferred, but a shorter visit would be perfectly fine. If you can visit the same site on two or more days, it would be a great advantage to you, as you will get more than a one-time snapshot view. Visitations to multiple sites also have distinct advantages, as you can see how different campuses approach the same issues and how different or alike the schools are in providing special education services.

This is your educational experience, so please set it up in a way that it meets your needs in the best way possible for you! Those of you who have high school special education placement should spend time in a middle-level or elementary-level special education setting, in order to get a feel for the differences that exist in service delivery for children who are younger in age. Use the same IDEA97 questions that apply to younger children. Also, be sure that you can answer all of the IDEA97 questions for the high school site in which you were placed.

You will not be observing a particular student, so you will not need specific permission for observations. Remember, however, in all of your note taking and in any written products describing your high school experiences, you are to maintain confidentiality and never refer to a student by name.

If you wish to visit high schools in pairs or trios, please do, 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 visitation groups larger than two or three are discouraged. You are a guest, so at all times behave in your most professional and courteous manner. Reserve any verbal critiques or judgements for written reflections and our class debriefing session.

What shall you look for and what shall you ask? The following questions that directly relate to the changes that IDEA '97 created in the roles of educators, students, and teachers. Schools continue to improve their ways of best addressing these changes, so this is a great time to talk with school personnel about these issues. You are to ask questions, observe, and otherwise "fact find" in order to get responses to the set of IDEA97 questions that are as comprehensive and complete as possible. You are free to ask any of your own questions. Keep your eyes open, as well; what you see may or may not "match" what you are told.

The permanent product you will generate to reflect your analysis, synthesis, and evaluation of the high school experiences has two components. The first component of this report is a summary of your findings regarding all nine of the IDEA '97 questions you investigated with high school faculty and students. Each of the nine responses should be no less than 1/2 page in length. The second component is similar to the series of questions posed in an SST meeting. Specifically, in 2 - 3 pages write about:

- STRENGTHS
- CONCERNS
- QUESTIONS you still have
- RECOMMENDATIONS



San Marcos, Calif  
92096-0001

(760) 750-4300  
FAX (760) 750-32

CALIFORNIA  
STATE UNIVERSITY  
SAN MARCOS *College of Education*

### HIGH SCHOOL EXPERIENCE FIELDWORK TIME SHEET

Since you will receive credentials as a K - 12 special education professional, a critical part of your special education fieldwork involves spending a significant amount of time with learners across the grades, K - 12. In this field experience, you are to complete a minimum of 12 hours of observation and participation in one or more high school settings. Attached you will find a letter of introduction which you should take with you to the school or the schools you visit. Phone the coordinator of special education services for the building (who may be the principal, assistant principal, a special education department chair, or a school-based coordinator) to make specific arrangements for the visitations. 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 constrains. 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.

Name \_\_\_\_\_ Semester \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_  
 Principal \_\_\_\_\_ Site Coordinator of Special Education \_\_\_\_\_  
 Host Teacher \_\_\_\_\_ Host Teacher \_\_\_\_\_

| Date  | Arrival Time | Departure Time | Total Time at Site | Activities Observed | Host Signature |
|-------|--------------|----------------|--------------------|---------------------|----------------|
| _____ | _____        | _____          | _____              | _____               | _____          |
| _____ | _____        | _____          | _____              | _____               | _____          |
| _____ | _____        | _____          | _____              | _____               | _____          |
| _____ | _____        | _____          | _____              | _____               | _____          |
| _____ | _____        | _____          | _____              | _____               | _____          |
| _____ | _____        | _____          | _____              | _____               | _____          |



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*College of Education*

September 2, 2002

Dear Principal and Special Education Staff,

An important special education field experience for all California State University San Marcos Mild/Moderate and Moderate/Severe special education teacher candidates is to spend a significant 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 for transition planning.

It would be greatly appreciated if one or more of our credential candidates could spend 12 to 15 hours under the guidance of one or more of your special education faculty engaged in the activities described above. Candidates might spend two entire days on campus - during, before, and/or after school hours; or observations could be spread across several days.

The CSUSM credential program faculty hope that your faculty, staff, and students find this an interesting and valuable experience. As program coordinator, I also wish to thank you for your support of the professional development of the future educators enrolled in CSUSM's credential programs. If you have any questions or concern, please feel free to e-mail (jthousan@csusm.edu) or give a call (760-761-4910).

Respectfully requested,

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

## IDEA '97 High School Questions

- I. 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?
- II. In what ways do special education faculty encourage and support student participation on IEP teams? To what extent are the questions posed in the MAPs process employed to gather data in the IEP process? To what extent do students direct and lead their own IEP meetings? How are students taught and coached to direct their own IEPs?
- III. In what ways do special education faculty encourage and support parent participation on IEP teams?
- IV. In what ways have arrangements been made for classroom teachers to actively participate as members of the IEP team?
- V. In what ways are the required transition planning activities carried out for students at age 14? At age 16? Provide as much detail as possible about these transition activities.
- VI. In what ways are students informed of their age of majority rights before they turn 18? Describe the process in as much detail as possible.
- VII. In what ways are students included in district and statewide assessments? What are the most common accommodations provided for students?
- VIII. How do you determine when alternate assessments will be used with a particular student, such as a student with severe disabilities? What are the alternate assessment approaches that have been used, and which have provided the most meaningful information about student progress? If the teacher cannot identify what alternative approaches are used with students with moderate and severe disabilities, interview someone who works with these students and who can answer this question with specific examples.
- IX. In what ways do you ensure that there is regular communication with classroom teachers to coordinate curriculum and instruction personnel?

### Special Notes:

For the questions II - IX, also ask, "What would help to make this practice work even better?" Include the interviewee's response as part of your answers to these questions. **Be sure to spend talking with (and shadowing) as many students as you can.**

## Presentation & Handout Rubric

Team Name: \_\_\_\_\_

Members' Names: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

### Presentation:

| Dimension:                          | 1                                    | 2                           | 3                                       | 4                          |
|-------------------------------------|--------------------------------------|-----------------------------|---|----------------------------|
| <b>Understanding Of Content</b>     | Not evident or Inaccurate            | Emerging                    | Adequate                                | Thorough                   |
| <b>Presentation Quality</b>         | Sleep Inducing                       | Boring, Primarily Lecture   | Holds Interest, Some Active Involvement | Dynamic and Compelling     |
| <b>Creativity &amp; Imagination</b> | Undeveloped or Regurgitated Concepts | Somewhat Developed Concepts | Interesting & Original Concepts         | Clever & Original Concepts |
| <b>Effort and Preparation</b>       | Minimal                              | Sufficient                  | More than Sufficient                    | Considerable               |

**Total Score:** \_\_\_\_\_  
 (Maximum = 16)

### Handout:

| Dimension:                              | 1                    | 2                       | 3                           | 4                             |
|---|----------------------|-------------------------|-----------------------------|-------------------------------|
| <b>Clarity, Detail &amp; Usefulness</b> | Messy &/or Confusing | Somewhat Clear & Useful | Mostly Clear, Useful Detail | Considerable Clarity & Detail |

**Total Score:** \_\_\_\_\_  
 (Maximum = 4)

Specific Commendations:

Specific Recommendations:

Based Upon: David Laear (1998) The Rubric Way: Using MI to Assess Understanding, Zephyr Press.



