

California State University San Marcos
COLLEGE OF EDUCATION
Fall 2010
CRN#: 41458
University Hall 373
5:15 – 8:45 pm

COURSE: EDMX 631

Foundations in Law, Ethics, and Procedures of Special Education
(3 credit units)

INSTRUCTORS:

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I. COURSE DESCRIPTION and COLLEGE MISSION

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

Course Prerequisite

Admission to the 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. PERFORMANCE GOALS

Participants will:

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

- Goal 2. demonstrate knowledge of professional ethical standards of practice (i.e., Council for Exceptional Children Code of Ethics @ www.cec.sped.org/ps/code.htm) and California Mild/Moderate and Moderate/Severe Education Specialist competencies.

- Goal 3. demonstrate knowledge of the five critical elements of an effective collaborative planning team (i.e., PIGS Face) and awareness of their effective use of these elements in “base team” and other meetings.
- Goal 4. demonstrate knowledge of and skill in using strategies for working effectively and collaboratively with family members and others (e.g., educators, administrators, paraprofessionals, community agency and related service personnel) to design, implement, and evaluate IEPs for individual learners.
- Goal 5. demonstrate knowledge of co-teaching approaches to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers.
- Goal 6. demonstrate understanding of the roles, rights, and responsibilities of special educators, related services personnel, classroom teachers, administrators, parents and students with disabilities in implementing the Individuals with Disabilities Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA), and the Vocational Rehabilitation Act of 1973 (Section 504) and related California special education laws and regulations.
- Goal 7. demonstrate knowledge of and competence in the Individual Education Program (IEP) development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination; IEP development to access the core general education curriculum; development of goals and measurable objectives; identification of necessary modifications and accommodations to curriculum, instruction, and assessment; identification of needed supports and services, placement decision making; determination of accommodations for participation in school-wide, district-wide, and state assessments.
- Goal 8. demonstrate knowledge of the Response to Intervention (RTI) framework for proactive interventions to reduce special education referral.
- Goal 9. demonstrate skills in developing meaningful standards-based IEP goals to enable learner access to the core curriculum.

III. BOOKS, WEB SITES, AND OTHER MATERIALS NEEDED FOR CLASS

Hard Copy and Online Books:

California Department of Education (2007). *Transition to adult living: An information and resource guide*. (TAL Guide) [Hard copy provided free of charge by instructor]

California Department of Education (2008/2009). *California special education programs: A composite of laws* (30th /31st ed.). Sacramento: Author. Bring a hard copy from your school. As of January 2010, it is available only via the online search site, www.cde.ca.gov/sp/se/ds/index.asp

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

Readings as pdfs or word documents posted on Moodle:

California Department of Education (2009). *Determining specific learning disability eligibility using Response to Instruction and Intervention (RtI²)*. Sacramento, CA: Author. (RtI²)

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

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

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

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

Chapter 9: Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Merrill. (ROO) [Note: This is an optional reading regarding transition from birth to adulthood.]

Hood, T. & Thousand, J. (2010) *SST 2011*. Unpublished manuscript.

IEP Forms:

Special education forms for San Diego Unified School District and North Coastal Consortium for Special Education (NCCSE) [Found in Class #2 Materials; print and bring to class #2]

Selected Web Sites:

www.calstat.org/publications/pdfs/Transition_final_08.pdf (Transition to Adult Living)

www.calstat.org (CalSTAT - California Services for Technical Assistance & Training)

www.carsplus.org (CARS+ website)

www.cde.ca.gov/sp/se/sr/selinks.asp (California Dept. of Education Special Ed. Resources)

www.cec.sped.org/ps/code.htm (CEC Code of Ethics)

www.interventioncentral.org (Response to Intervention and other resources, go to RTI_WIRE and download links)

www.nichcy.org (National Information Center for Children and Youth with Disabilities)

www.rtinetwork.org (RTI Action Network)

www.sdcoe.net/rti/?loc=home (San Diego County Office of Education RtI² home page)

www.wrightslaw.com (Wrights Law)

IV. Schedule of Classes, Readings, Activities, and Assignments

For each class, see class topic, readings due for the class, sections of the Legal Brief assignment to be read and written, and assignments due for that class. Abbreviations for readings are as indicated above in **III**.

Class # & Date	Class Topics	Reflection and Other Readings	“Legal Brief “ Sections Due (NICHCY Modules)	Assignments Due
#1 9/1	Collaborative Teaming Acronym Jargon Busting; Form Base Teams; Base Team Mtg. #1 & #2: Assign Reflection #1a	TV, Ch. 10 (Base Team Mtg. #1); Do Moodle tutorial	NICHCY 1	Purchase/borrow 30 th or 31 st ed. of “Composite of Laws” Browse pai-ca.org Bring syllabus
#2 9/15	Intro to Co-Teaching; Carousel of Base Team Mtgs. #3 & #4 & Ref. #1a Types of IEPs; <i>Co-teachers: Jan Israel & Gayle Patterson</i>	VTN, Ch. 9 (Co-teaching) For Ref. #1a readings, see Ref. #1a	SERR Ch. 8 (discipline) Eek! Yikes! 18 Tips NICHCY 19	Reflection #1a (1 st draft) Complete Base Team Mtg. #1
#3 9/29	IDEIA 2004 & IEP Cycle for a life worth living; Timelines & eligibility; <i>Co-teachers: Jamie & Lisa Houghtelin, Tim Holt, & support team</i>		SERR Ch. 1 (basic rights) Ch. 2 (evaluation) Ch. 4 (IEP process) NICHCY 2, 6, 12 – 14	Complete Base Team Mtg. #2
#4 10/13	Confidentiality, DIE; RTI & LD eligibility; Elegant Goals; Assign Reflection #2 <i>Co-teacher: Lisa Houghtelin</i>	For Ref. #1b readings, see Ref. #1b	SERR Ch. 3 (eligibility) & Ch. 7 (LRE) ADHD Rights NICHCY 9 – 11, 15	Revised Ref. #1a (final draft); Prep. for Ref. #1b; Complete Base Team Mtg. #3
#5 10/27	Reflection #2 Report Out; Practice Goal Writing; Assign Reflection #3; <i>Co-teachers: Trish Brown & Erica Dean</i>	NCCSE Procedural Safeguards	SERR Ch. 5 (related services) & Ch. 6 (due process) NICHCY 17 & 18	Reflection #2; Complete Base Team Mtg. #4
#6 11/10	Reflection #3; Transition Planning – ITP; 10 Commandments; <i>Co-teachers: Trish Brown & Erica Dean</i>	TAL Guide	SERR Ch. 9 (interagency) Ch. 10 (transition) Chs. 11 & 12 (early & infant ed.)	Reflection #3; Base Team Notebook; (<i>Post TaskStream Standard 16</i>)
#7 12/1	Managing Paperwork: Writing and Interpreting Reports; Base Team Meeting #5; Sharing of “Sp. Ed. 101” <i>Co-teacher: Deb Teudt</i>		NICHCY 5	“Sp. Ed.101 Primer”; “Legal Brief”; (<i>Post TaskStream Standard 10 & 11</i>)

V. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Attend all class sessions and base team meetings. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, and base team meetings may not receive a passing grade for a course.
2. “Person-first” language (e.g., “Student with ADHD” rather than “ADHD 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.
3. 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.
4. Complete and submit all assignments on or before the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class “buddy” or two (e.g., Base Team teammates) to ensure that you receive handouts, class notes, and other information when you must miss class.
Buddy: Telephone: e-mail: Fax:
7. TaskStream Electronic Portfolio. Students must register online for TaskStream access for a minimum of one year. Fees are paid online at www.TaskStream.com. This is a requirement of every credential candidate. Students post selected assignments and make reflective comments in response to the Level I Education Specialist Level standards identified in this syllabus for EDMX 631. Once you have an account, you must enroll in the Level I “bucket.” On the TaskStream main page, click on “My Programs.” Under the list on the top of the page is “Self-Enrollment Options.” Click here. A box comes up asking for a program code. The Education Specialist Level I Auto Enrollment Code is 2FSA56.
8. Academic Honesty Policy and Plagiarism. 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 accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

VI. COURSE FEATURES AND TASKSTREAM REQUIREMENTS

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.

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.

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 TaskStream postings for Level I Education Specialist standards assigned to this course.

Level I Education Specialist Standards

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Mild/Moderate Education Specialist Credential listed below. This course is responsible for ensuring that candidates demonstrate competence for Level I Standards 10, 11, and 16. The posting of the indicated artifacts and the composition of an essay regarding competence on TaskStream demonstrate competence.

Education Specialist Level I Preliminary Mild/Moderate Standards

Standard 10: Professional, Legal, and Ethical Practices

(TaskStream – Legal Brief & Reflection #1a)

Standard 11: Educational Policy and Perspectives

(TaskStream – “Special Education 101 Primer;” Reflection #2)

Standard 16: Effective Communication and Collaborative Partnerships

(TaskStream – Select something from your Base Team Meetings)

Guidelines for TaskStream Submission

The purpose of a Level I portfolio is to assess how you meet each of the Level I standards. Although all of the artifacts you place in your portfolio have been assessed/graded by your professors, the connection between the artifacts and your understanding of how your course and field experiences evidence your competence is not demonstrated until you make those connections in your Level I portfolio in TaskStream. Your task is to write a cogent reflective essay for each Level I standard about how the artifacts you post provide evidence that you have met each Level I standard.

Level I standards are threaded *throughout* your credential program and are addressed multiple times within and across courses. Even though a number of standards are addressed in each course, you are specifically responsible for writing a reflective statement for a given subset of standards identified in course's syllabus. You are expected to reflect upon these standards through TaskStream postings by the end of each course.

Each time you submit a response, you will request and receive feedback from the course instructor. (Never request "Evaluation" or you will disappear from TaskStream view.) The instructor will ask for revision or state that you are done. Please continue to check your TaskStream portfolio until the instructor states that you are done with the response to each assigned standard. You cannot get course credit without having all of the assigned standards indicated as completed by the instructor.

Each narrative must include at least the following components.

You must attach a minimum of one artifact for each standard. This artifact may be designated by the course syllabus or it may be an artifact of your choice. You also are encouraged to attach and write about more than one artifact.

To assist you in writing of the reflective essay for each standard, the special education faculty have agreed upon a paragraph structure for TaskStream responses. Please be succinct in your writing. State your ideas clearly, and ground them in the evidence represented by your artifact(s).

1. Required 1st paragraph: Introduce the reader to this Level I standard. DO NOT restate the standard. Instead, reflect upon and summarize the significance of your overall learning and developing knowledge and abilities related to the standard.

2a. Required 2nd paragraph: Explain how *one attached artifact* evidences your learning related to the Level I standard. Tell the reader in what ways this artifact illustrates what you have learned or are able to do relative to the standard.

2b. If a second artifact is requested: Explain how *this attached artifact* evidences your learning related to the Level I standard. Tell the reader in what ways this artifact illustrates what you have learned or are able to do relative to the standard.

3. Required last paragraph: Describe what from your *field experiences* (e.g., clinical practice, internship, observations) enables you to demonstrate competence with regard to this Level I standard. You may include an illustrative artifact from your field experience. If you do so, explain how it illustrates your competence with regard to the standard. If you do not have field experiences to draw from, set at least one goal for developing future competence with regard to the standard.

VII. 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 time 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.

Class Attendance and Participation (35 maximum points)

This course consists of 7, 3.5-hour (i.e., 5:15 – 8:45 p.m.) class sessions and four “base team” meetings. Each class meeting is worth a maximum of **5 points per class/day**.

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

Base Team Meetings (20 maximum points)

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

Participation in base team meetings is mandatory. Documented attendance and participation (via team meeting minutes and products) is worth **5 points per meeting**. Each team is expected to hold a minimum of 4 meetings of at least one hour in length outside of class time and follow the prescribed agenda. See each base team agenda to determine the products to be generated and the group processing to be conducted.

Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration
Mtg. #2: Problem Behaviors
Mtg. #3: IEP Analysis
Mtg. #4: California Code Scenarios

Social Skills Processing Procedures

(Forming Checklist)
(Functioning Checklist)
(Formulating Checklist)
(Fermenting Checklist)

Rights & Responsibilities “Legal Brief” via the World Wide Web (20 maximum points)

Each class participant creates a “Legal Brief” by reading the *Special Education Rights and Responsibility* (SERR) manual, which is accessed via the Disability Rights California home page (www.pai-ca.org). Once on the www.pai-ca.org homepage, select the *Resources & Publications* button. From here select the *Special education* button. Here you will find the Special Education Rights and Responsibilities (SERR) manual as well as a) 18 Tips for Getting Quality Special Education Services for your Child, b) YIKES! My Child with a Disability Is Being Considered for Expulsion!, c) Eek! My Child with a Disability Keeps Getting Suspended, and d) Special Education Rights & Responsibilities for Children with ADD/ADHD.

Your brief is comprised of three parts.

First, for 12 points, compose reactions to each of the 12 chapters of the SERR. For each chapter, select two questions that you find to be the most compelling. For each of these two questions, describe why it is compelling. You may take the perspective of an educator, parent, community member, or a child with a disability. Your reaction to each question should be at least 1/2 page in length.

Second, for 4 points, locate (online and on Moodle) and read each of the following publications: a) 18 Tips for Getting Quality Special Education Services for your Child, b) YIKES! My Child with a Disability Is Being Considered for Expulsion!, c) Eek! My Child with a Disability Keeps Getting Suspended, and d) Special Education Rights & Responsibilities for Children with ADD/ADHD. Compose a 1/2-page reaction to each of the four links. Please see all of the other links here and download and save those that are of most interest to you for future use.

Third, for 3 additional points, on the Disability Rights California home page (www.pai-ca.org) select the Resources & Publications button. From here select “Links to Other Resources.” Then selection “Special education” to find links to other websites as well as some particular articles from great websites. Click on the title or your text. Click on “enter” under General Special Education Resources. At “Select a Topic,” view the options (e.g., Laws, Legislation, & Regulations; Inclusion, Families & Collaboration). After you select a topic, lick on both “overview” and “general information” buttons for terminologies, websites and more! Select THREE websites to review. Among them, include at least ONE of the following:

- 1) www.interventioncentral.org - be sure to examine RTI_WIRE
- 2) www.nichcy.org - be sure to go to nichcy.org/resources/IDEA2004resources.asp
- 3) www.rtinetwork.org - click on each of the topical areas
- 4) www.calstat.org - be sure to go to CalSTAT publications and pod casts

For each website, the reaction/reflection should be approximately 1/2 page in length. Each reaction/reflection at a minimum should summarize a) how the site can assist you as a special educator, b) what you found about the implications of the 2004 IDEIA reauthorization and RTI options for school systems, and c) any other thoughts, opinions, feelings or learnings that resulted from your website review.

One maximum additional point may be awarded for correct use of grammar, spelling, and writing mechanics.

The complete Legal Brief document is due on the date indicated in the class schedule. However, SERR chapters and publications are assigned for each class session. These should be read prior to class. This ensures that you have background knowledge for the topics addressed in class and also ensures that you finish on time. Note that this is an individualistic (versus cooperative/collaborative) assignment intended to evidence your technology application skills as well as develop your knowledge regarding special education law. In other words, composing with a classmate or using a classmate's words is considered academic misconduct.

“Special Education 101 Primer” (14 points)

As a culminating product demonstrating your integration of all that you have learned about the foundations in law, ethics, and procedures of special education, develop an “at-a-glance” handbook for general education teachers, paraeducators, parents of children with and without disabilities, and students with IEPs about the fundamentals of special education rights, responsibilities, and processes.

To create the primer, be sure to closely examine chapters posted on Moodle, the P&A SERR and other resources, the Composite of Laws, and any other relevant websites and materials you have at your disposal. In addition to the materials identified on page 3 and the SERR manual, the following are very useful in completing this assignment.

www.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx (IDEA training curriculum)

www.learningrx.com/history-of-special-education.htm (video stream included)

www2.ed.gov/policy/spced/leg/idea/history.html (stories along with laws & history)

[This last link is at the U.S. Dept. of Education website, a comprehensive resource]

“Special Education 101 Primer” Required Elements (11 points)

The primer handbook should be something that any teacher, parent or paraeducator could pick up and use to familiarize themselves with at least the following:

- 1) Brief history of the origins of special education (see websites above)
- 2) IDEA's 6 Principles governing the education of students with disabilities (e.g., FAPE, LRE, nondiscriminatory evaluation, procedural due process, parent and student participation, zero reject) [SPPD Ch. 1; TTW Ch. 1; NICHCY Module 2]
- 3) Pre-referral (inclusive of RTI and SST) processes and the role of parents and general educators in these processes [SPPD Chs. 1 & 4; NICHCY Module 2 & 11]
- 4) The special education referral process, complete with timelines and time limits (NICHCY Modules 1, 10, 11, & 15)

- 5) Parent's rights and procedural safeguards [posted safeguard documents; SPPD Ch. 4; NICHCY Modules 2 & 17]
- 6) The required components of an IEP [Ch. 4 SPPD; NICHCY Modules 12, 13, & 14]
- 7) Required (and recommended additional) IEP team membership and roles of members
- 8) The CA disability eligibility categories in a nutshell - CA definition and eligibility requirement for each category (inclusive of discrepancy vs. RTI approaches for LD determination – see Calif. Dept. of Education (2009) *RtI²* document at Reflection #1b)

See also:

Los Angeles 2007 and San Diego 2009 Sp. Ed. Procedures Manuals (posted on Moodle at “Sp. Ed. 101 Primer” Resources; search “eligibility criteria”)

SPPD Ch. 1; NICHCY Module 1;

www3.scoe.net/speced/laws_search/searchDetailsLaws.cfm?id=744&keywords=3030

www3.scoe.net/speced/laws_search/searchDetailsLaws.cfm?id=256&keywords=specific%20learning%20disability

www.nichcy.org/Disabilities/Categories/Pages/Default.aspx

www.nichcy.org/Disabilities/Specific/Pages/default.aspx

Section 300.8 of Title 34, Federal Code of Regulations

- 9) ITP basics for secondary students, educators, and parent [TAL Guide]
- 10) Inclusion tips for teachers
- 11) Internet resources to learn more about special education processes, history, rights, and responsibilities

References (2 points)

In addition to the creating the primer, using *APA Manual (6th edition)* format, compose a References resource that identifies all of the sources, inclusive of websites, that you examined and used to develop the primer. This will be an important resource for you and gives you practice using APA referencing format.

Professional Production (1 points)

Your goal is to create a primer that will motivate students, teachers, paraeducators, and parents to want to learn more about special education procedures and their rights and responsibilities. So, please make the primer not only comprehensive, but also professionally appealing and engaging. Consider including activities, questions and answers, “homefun” assignments, and so forth.

Be prepared to share your primer in class.

Reading Reflections (11 maximum points)

The quality of written work will be judged according to at least the following criteria:

- a) use of respectful, professional, “person first” (i.e., Jacque who has Cerebral Palsy versus “the CP kid,” “Rich who has Down syndrome” versus “the Downs child”) language;
- b) word processed with accuracy in spelling, punctuation, and grammatical usage of language;
- c) organization, comprehensiveness, and professional appearance of the product;
- d) evidence of higher order thinking (e.g., analysis, synthesis, application, evaluation); and
- e) connection with readings, class discussions, findings on the web, experiences.

Reflection Prompts

Reflection #1a: My IEP Procedures and Timeline Graphic Organizer (3 points)

Readings:

Chapters 1 and 4 of Smith et al. (SPPD) [Posted on Moodle]

NICHCY professional development modules and IDEA sites

www.nichcy.org/Laws/IDEA/Pages/subpartD.aspx;

www.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx

SST 2011 [An updated Student Success Team description posted on Moodle]

Composite of Laws (30EC 56043, 30EC 56302.1; 30EC 56321)

[Note that you type in just the numbers and not the 30EC to pull up the Education Codes

on line at www.cde.ca.gov/sp/se/ds/index.asp]

These resources are rich sources of information regarding the legal aspects of special education and the procedures and paperwork all special educators must manage as well as the SST prereferral student support process.

With the Smith et al. chapters, skim Chapter 1 and carefully study all of Chapter 4. Carefully read the illustrated “SST 2011” document. Then go to the Composite of Laws timeline links listed above to get timeline deadlines. Also search the two NICHCY sites above. Modules 1, 2, and 9 - 15 of *Building The Legacy* offer IEP process procedures and timeline information.

The Assignment:

Please take the perspective of a brand new special educator responsible for ensuring that every communication, assessment, eligibility, placement, and IEP-development step occurs in a timely and student-centered manner for Jacque, a student who is struggling. As the newly hired special educator at Jacque’s school site, you want to make sure that you do not miss a single step in the prereferral (inclusive of SST), referral, and IEP process for Jacque or any other student. Your assignment for Reflection #1a is to construct a detailed graphic organizer - flowchart, table, outline, mind map, or other visual representation - to help you remember each of the procedural steps in the sequence from “prereferral” to “exit” for which you are responsible. Be very specific and include as much as you can of the information from the Smith chapters and the other resources, as this is your personal graphic organizer to keep you out of “hot water” procedurally as a new special educator. A hard copy of this reflection must be brought to class to share and assess (on the dates designated in the schedule). It also must be brought to class to be revised according to the directions provided in Reflection #1b (on the date designated in the schedule).

Reflection #1b: IEP Procedures and Timelines Plus RTI (2 points)

To complete this assignment, first read:

1) from www.rtinetwork.org, the articles under Learn About RTI

What is RTI?

Why Adopt an RTI Model?

LD Identification

(Podcasts are great, browse around!)

Then find in the Moodle “Assignments and Reading Reflection Readings” folder the following two RTI articles. Read these carefully.

2) *Response to Intervention Primer* from NASP

3) California Department of Education (2009). *Determining specific learning disability eligibility using Response to Instruction and Intervention (RtI²)*. Sacramento, CA: Author.

Given the above input, compose as comprehensive a response to the following three (3) questions/prompts that you can, given the above (and any other) RTI readings. Be prepared to compare your responses with a partner **IN CLASS** and to formulate a join response to the prompts.

Part 1: Given your Reflection #1a graphic organizer, where on your graphic organizer do **each of the three tiers** of the RTI curriculum-based approach of monitoring student performance, intervening, and determining eligibility (i.e., learning disabilities) fit? Please revise your graphic organizer to integrate each of the three RTI tiers.

Part 2: Contrast the *old* discrepancy approach to LD eligibility determination (which still is in the CA code) with the *new* RTI approach to LD determination (CDE RtI² 2009 document) What are two advantages of an RTI approach to LD eligibility determination?

Part 3: What are the advantages of an RTI approach to a) prevention of school failure, b) over-referral to special education, and c) the promotion of inclusive education?

Reflection #2: Baker’s Dozen of Procedural Safeguards (3 points)

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

Reflection #3: Transition: Student Interview Jigsaw (3 points)

Given the hardcopy of *Transition to Adult Living: An Information and Resource Guide* (also found at www.calstat.org/transitionGuide.html and on Moodle in the Transition Resources file folder), briefly review the Sections and Appendices of the entire guide. Then carefully read Section 3 (pages 24 – 58) followed by Section 2 (pages 21 – 46), with special attention to Step 3: Develop Measurable Postsecondary Goals on pages 33 – 39 and Appendix F. Additionally, read the *Sample Transition Goals* document also in the Transition Resources folder. In class, you will develop ITP transition goals for a high school student. In preparation for this

Reflection #3, you will redesign a *transition survey* to become a *student interview* for collecting data to help develop the most relevant and meaning transition goals. You will be assigned one section of the survey to redesign into a student interview. You also will have a choice as to a second section of the survey to redesign into a student interview. Bring 6 copies of your interview questions for these two sections to the class in which this reflection is due. Be prepared to use your interview questions to interview a student in class and be observed by classmates and your instructor(s) as you interview the student using your questions. Based upon the student's answers to your questions and the questions of other interviewers, you will then develop measurable ITP goals to advance the student's transition to future education, vocational, recreation and leisure, and other adult life opportunities.

631 TRACKING FORM

NAME: _____

BASE TEAM NAME & MEMBERS: _____

I. Attendance, Punctuality & Participation - 35 possible points

Class #1 _____ (5)
 Class #2 _____ (5)
 Class #3 _____ (5)
 Class #4 _____ (5)
 Class #5 _____ (5)
 Class #6 _____ (5)
 Class #7 _____ (5)

Sub-Total I. _____ (35 maximum)

II. Base Team Meetings & Notebook – 20 possible points

~

Base Team Meeting #1 _____ (5)
 Base Team Meeting #2 _____ (5)
 Base Team Meeting #3 _____ (5)
 Base Team Meeting #4 _____ (5)
 Base Team Notebook _____

Sub-Total II. _____ (20 maximum)

III. Rights and Responsibilities Legal Brief – 20 possible points

Sub-Total III. _____ (20 maximum)

IV. “Special Education 101” Primer – 14 possible points

Sub-Total IV. _____ (14 maximum)

V. Reading Reflections – 11 possible points

#1a _____ (3) #1b _____ (2) #2 _____ (3) #3 _____ (3)

Sub-Total V. _____ (11 maximum)

GRAND TOTAL (100 POSSIBLE POINTS) = _____

Base Team Meeting #1

Place of Meeting: _____
 Date: _____
 Time: _____

<u>Persons Present:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

AGENDA

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

- | | | |
|-------------------|---|--------|
| 4. | As a team, complete one composite “Team Summary Chart.” The reader reads each function and team members raise hands for functions that are strengths. When complete, identify one functioning goal for your team based upon an analysis of the Team Summary Chart. Add this “functioning goal” to the bottom of your list of team norms. | 10 min |
| 5. | As a team, COMPLETE QUESTIONS 3-8 OF THE STUDY GUIDE | 20 min |
| 6. | Give your team a name based upon what you have learned about each other in this first team meeting. Go crazy and come up with something fun that represents your team personality! | 5 min |
| 7. | Group Processing:

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

Select one processing method from Table 1 of the Ch. 10 <i>Collaborative Teaming</i> chapter that is least familiar to the group and use it to process the meeting. | 8 min |
| TOTAL TIME | | 65 min |

MINUTES OF OUTCOMES

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
1. We will communicate outcomes to others who need to know by:		
2. Prior to Meeting #2 go to the Moodle Resource page. Go to Base Teams. Go to Meeting #2. Go to “Ten Common Problems.....” Download and print off this PDF file. Bring pdf and agenda to Base Team Meeting #2		
3. Other?:		

AGENDA BUILDING FOR NEXT MEETING

Date: _____ Location: _____

Time Start: _____ Time End: _____

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

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

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

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

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

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

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

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

AGENDA ITEM #1
Collaborative Team Roles and Role Definitions

Recorder	Reads the questions. Records all contributions on lined paper. Records agreed upon answer on answer sheet. Secures signatures within the time limit.
Timekeeper	Notifies the group of approaching time limits. Moves the group along to the next question or activity.
Jargon Buster	Signals (with a noisemaker) whenever a specialized “jargon” term that might not be understood or known by someone on the team is used. Prompted a jargon user to define the term or uses an analogous familiar lay term. Once defined, a jargon term then can be used.
Equalizer	Regulates the flow of communication to prompt equal airtime for all team members by encouraging participation of “quiet” members.
But Watcher	Helps the team defer judgment when generating ideas by monitoring and signaling members’ use of blocking or judgmental language such as , “Yes, but....”
Reader	Reads material out loud to the group as many times as needed and requested by group members.
Checker	Checks to make certain each member understands or agrees with agreements. Checks at any time during a discussion.

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

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

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

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

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

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

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

COMPLETE AS A TEAM

Our Names _____ Team Name _____

3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting parity among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most critical to team functioning? Why?
7. Identify 3 ways the Collaborative Team Meeting Worksheet (Figure 2 at the very end of the chapter) structures face-to-face interaction.
8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. Why did you select these as a team?

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

Name: _____ Team Name: _____

Directions for Individual Assessment

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

Directions for Group Assessment

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

Forming Skills
(Trust Building)

SELF

GROUP

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

Base Team Meeting #2

Team Name: _____

Place of Meeting: _____

Date: _____

Time: _____

Persons Present:

Absentees:

Others Who Need to Know:

ROTATING ROLES:

THIS MEETING

Roles Next Meeting

Reader #1	Birthday closest to today	<u>Assigned at start of Base Team Mtg. #3</u>
Recorder #1	First to the left of Reader	<u>Assigned at start of Base Team Mtg. #3</u>
Timekeeper #1	Second to the left of Reader	<u>Assigned at start of Base Team Mtg. #3</u>

AGENDA

AGENDA ITEMS

TIME LIMITS

- | | |
|---|------------|
| 1. Round robin quickly share one <i>positive</i> per person about your experiences thus far becoming a credentialed special educator. | 5 minutes |
| 2. Review the agenda for today and assign roles.
Be sure to review the definition and function of each role. | 5 minutes |
| 3. Complete “How to Deal with Challenging Behaviors in 40 Minutes” with Rotating Roles of Reader, Recorder, and Timekeeper | 40 minutes |

- | | |
|--|-----------|
| 4. Other: (e.g., checking for date, location, needed preparation and materials for Base Team Meeting #3) | 4 minutes |
| 5. Group Process by completing the "Functioning Skills" Checklist as a group. | 6 minutes |

TOTAL TIME 60 Minutes

MINUTES OF OUTCOMES

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
1. We will communicate outcomes to absent members and others who need to know by:		
2.		
3.		

Individual Homefun:

Download and print the Base Team Meeting #3 agenda and group processing materials.
 Read Smith et al., Ch. 4 before Meeting #3
 Bring pages 106 – 11 of Smith et all, Ch. 4 to Meeting #3
 Bring district IEP and Transition forms to Meeting #3.
 Carefully study the agenda for Base Team Meeting #3

AGENDA BUILDING FOR NEXT MEETING

Date: _____ Location: _____
 Time Start: _____ Time End: _____

Expected Agenda Items: See Base Team Agenda #3

AGENDA ITEM #3 (BASE TEAM MEETING #2)
How to Deal with Challenging Behaviors in 40 Minutes

Directions: As a team, generate strategies for dealing with four challenging behaviors that commonly occur in team meetings. Brainstorm a BAKER’S DOZEN (13) ways to structure a meeting, use roles, or get the person’s needs met in order to *prevent, interrupt, or redirect* the behavior. Rotate the following roles for each of the four scenarios.

Rotating Roles Responsibilities

Reader	Reads assigned scenario.
Recorder	Number paper #1 - #13. Heads paper with the starter phrase, “We could...” Records all brainstormed ideas.
Timekeeper	Gives a “one minute warning” and signals when the 5-minute time period is up for the scenario. Prompts the team to switch roles and move to the next scenario.

Agenda Items	Time Limit
Step 1. Review role responsibilities & assign roles Review RULES OF BRAINSTORMING Generate lots of ideas quickly with no elaborations Piggyback on others ideas All ideas are good ideas, so no critiques	5 minutes
Step 2. Idea generate for Scenario #1 (1 minute) Reader #1 reads Scenario #1 (4 minutes) Using the starter phrase “We could...,” BRAINSTORM 13 ways to structure the meeting and roles &/or meet the person’s needs to prevent, interrupt, or redirect the behavior.	5 minutes
Step 3. Rotate roles for Scenario #2. Number #1 - #13 for new scenario and pass recording instrument to the new recorder. Idea generate for Scenario #2 as described in Step 2.	5 minutes
Step 4. Repeat Step 3 with Scenario #3	5 minutes
Step 5. Pause and go to the “Possible Ideas” page and compare your Ideas to these. What is the same? What more could you do?	10 minutes
Step 4. Repeat Step 3 with Scenario #4	3 minutes
Step 5. Pause and go to the “Possible Ideas” list and compare your ideas to these. What is the same? What more could you do?	3 minutes
Step 6. Round robin, complete the starter phrase, “Something I learned about dealing with a challenging behavior is...” Congratulate and thank teammates for their creative contributions!	4 minutes

TOTAL TIME: 40 MINUTES

How could the meeting structure, use of roles, or getting the person's needs met prevent, interrupt, or redirect the behavior?

“We could... “ BRAINSTORM ideas!

Scenario #1 Van Von Expert

Van is the team's wet towel. He has lots of expertise that the team can use, yet discourages talk about things that are “his territory” by using technical terms and referring to policies no one on the team knows. No matter what the idea or solution, he discounts it with a “yeah, but.” He notes how it won't work or how it was tried before and failed, giving team members the idea their ideas are trite or naïve.

Scenario #2 Don Dominator

Don, who does not have any special expertise or authority, seems to love to hear his own voice and dominate the “air time.” He rambles on instead of making concise points. He fails to notice others have not gotten a word in edgewise. His talk is getting in the way of team momentum and accomplishment.

Scenario #3 Wilma Wanderlust

Wilma has a knack of getting the team off of the agenda. Whatever the topic, she is reminded of something similar and wanders into a tangential example. She also wanders when the topic gets uncomfortable and she wants to avoid dealing with it. When meetings end, the team wonders, “Where did the time go?”

Scenario #4 Rita Reluctant

Rita rarely speaks in meetings, although everyone knows that she has ideas and opinions that really could help the team make the best decisions. Those who know her realize that this is just her way. Problems are building, as some new members think she is being “oppositional defiant” and withholding information.

**AGENDA ITEM #5 (BASE TEAM MEETING #2)
Individual and Group Assessment of Functioning Skills
(Communication & Distributed Leadership)**

Name: _____ Team Name: _____

Directions for Individual Assessment

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

Directions for Group Assessment

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

SELF	GROUP
_____ I/we share ideas	_____
_____ I/we share feelings when appropriate	_____
_____ I/we share materials and resources	_____
_____ I/we volunteer for roles which help the group accomplish the task (e.g., timekeeper)	_____
_____ I/we volunteer for roles which help to maintain a harmonious working group (e.g., encourage everyone to participate)	_____
_____ I/we clarify the purpose of the meeting	_____
_____ I/we set or call attention to time limits	_____
_____ I/we offer suggestions as to how to effectively accomplish the task	_____
_____ I/we ask for help, clarification, or technical assistance when needed	_____
_____ I/we praise team members' contributions	_____
_____ I/we ask team members' opinions	_____
_____ I/we use head nods, smiles, and other facial expressions to show interest/approval	_____
_____ I/we offer to explain or clarify	_____
_____ I/we paraphrase other team members' contributions	_____
_____ I/we energize the group with humor, ideas, or enthusiasm when motivation is low	_____
_____ I/we relieve tension with humor	_____
_____ I/we check for others' understanding of the concepts discussed	_____
_____ I/we summarize outcomes before moving to the next agenda item	_____

AGENDA ITEM #3 CONTINUED

“Possible Ideas” for Dealing with Challenging Behaviors!

Scenario #1 Ideas: Van Von Expert

1. Set a norm about sharing or expertise (that no “territory” is sacred).
2. Before the meeting, get Van to agree that his expertise and knowledge of policies is critical for all members to understand. Make him the expert teacher, sharing this information up front and instructing the team as needed on the technical terms and policies.
3. Assign a “But Watcher” role to of pointing out whenever a “yeah but” occurs during brainstorming or other times when ideas are to be generated. Consider assigning Van this role.
4. Assign a “Jargon Buster” role to bust anyone who uses jargon, asking for a definition of the jargon term, so all can understand and use the term in the future. Consider assigning Van this role.

Scenario #2 Ideas: Don Dominator

1. Set a norm of “equal airtime” and balance of participation for all.
2. Group process norms at the end of the meeting regarding success at equal airtime.
3. Develop a strategy, such as a time limit for each contribution (e.g., maximum 2 minutes before the timekeeper signals time limit approaching).
4. Use structured strategies for decision making or contributing that ensure everyone’s participation (e.g., writing down thoughts and sharing them in a round robin fashion, using a nominal group process technique where each person gets so many votes to distribute among possible choices for solutions).
5. Assign an “Equalizer” role to assure equitable distribution of airtime. The equalizer invites people who have not yet contributed to contribute and notes when one person has taken up more than the allotted time, saying something like, “You clearly have strong opinions on this. How about we hear from others?”
6. Assign a “Jargon Buster” role to bust anyone who uses jargon, asking for a definition of the jargon term, so all can understand and use the term in the future.

Scenario #3 Ideas: Wilma Wanderlust

1. Create a public agenda. Post the agenda to the wall for all to view during the meeting.
2. Agree upon and assign time limits to agenda items.
3. Assign the role of “timekeeper” or “agenda minder” who attends to the agenda’s time limits, referring to the topic and time limit to bring to discussion back on topic. Consider assigning Wilma this role.
4. Assign the role of “bird walk minder” to specifically note when anyone gets off topic (e.g., “We’re straying from the topic, which is....”) and direct the conversation back to the topic and outcomes needed. Consider assigning Wilma this role.
5. Structure a mid-meeting group processing check on how people are feeling about progress moving through the agenda and if there is any discomfort with topics or discussions.

STOP AND GO BACK TO AGENDA FOR SCENARIO #4

Scenario #4 Ideas: Rita Reluctant

1. Set a norm of “equal airtime” and balance of participation for all.
2. Jigsaw some the work into individual assignments, so that Rita has something necessary and concrete to report, so she is compelled to contribute her unique part.
3. Assign an “Equalizer” role to assure equitable distribution of airtime. The equalizer invites people who have not yet contributed to contribute.
4. Use structured strategies for decision-making or contributing that prompts everyone’s contribution (e.g., writing down thoughts and sharing them in a round robin fashion, requesting at least one idea per person for a solution).

Base Team Meeting #3

Place of Meeting: _____
 Date: _____
 Time: _____

<u>Persons Present:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<u>Roles:</u>	<u>Today</u>	<u>Next Meeting</u>
Recorder	Birthday closest to New Year's Eve	<u>Assigned at start of Base Team Mtg. #4</u>
Timekeeper	First to the left of Recorder	<u>Assigned at start of Base Team Mtg. #4</u>
Jargon buster	Second to the left of Recorder	<u>Assigned at start of Base Team Mtg. #4</u>
Equalizer	Third to the left of the Recorder	<u>Assigned at start of Base Team Mtg. #4</u>
Encourager	Fourth to the left of the Recorder	<u>Assigned at start of Base Team Mtg. #4</u>
Other?		_____

AGENDA

SUGGESTED ITEMS	SUGGESTED TIME LIMITS
1. Review agenda and assign roles. Identify the social skill(s)/norms that the team wishes to focus upon/practice at this meeting.	5 min
2. Reread pages 106 – 111 of Smith et al. Chapter 4. Examine the San Diego or North Coastal Consortium for Special Education (NCCSE) IEP form and identify where required components of an IEP (listed on page 107) appear in this IEP format. Highlight and label the components on the form itself.	15 min
3. Determine how the NCCSE, San Diego, or your team’s chosen district IEP and ITP plan form <u>ensures</u> that a) the following topics are discussed and b) family/child input is solicited and considered. Highlight in a different color that for Item #2 the item/prompt on the form that ensures a) and b) above and label it with the letters below (e.g., 3a, 3k, 3p). If the form does not prompt the IEP team to discuss a topic, what would you do (e.g., add to the form) to assure attention to the topic? Specifically, write a paragraph explaining your actions in a meeting to prompt discussion of each topic NOT addressed on the IEP. Include these written responses with the highlighted forms in your base team notebook for Base Team Meeting #3.	40 min

- a) Participation in district & statewide assessments
 - b) Transition from early childhood to school-age programs
 - c) Transition planning and services from age 16
 - d) Plan for behavior, if IEP team has a concern
 - e) Extended school year services, if determined as needed
 - f) Assistive technology
 - g) Frequency of progress reports to parents
 - h) IEP participation of general education teacher (who knows the child)
 - i) Assessments are done in the child’s primary language
 - j) Parents/guardians provided translation in primary language in the meeting
 - k) For English learners, are goals and objectives “linguistically appropriate” (i.e., at the learner’s level of English language development)
 - l) Inclusion of students as members and advocates on the IEP team
 - m) Discussion of continuum of options with IEP team members
 - n) Access to the core general education curriculum through provision of supports, accommodations, adaptations, and modifications
 - o) Communication of supports and services and accommodations and modifications to the general education teachers
 - p) Parent concerns and desires regarding student education and extra curricular activity participation
4. With this entire meeting in mind, AS A GROUP rate your team as a whole, on the **Formulating Skills** (Creativity Skills) using the *Individual and Group Assessment of Formulating Skills* form. Describe in writing each of your individual creativity behaviors that helped you to accomplish the tasks assigned in this meeting 5 min
5. Assign roles for next meeting. Be sure each person has a role not yet tried. 5 min
- TOTAL TIME 70 min**

MINUTES OF OUTCOMES & HOMEFUN

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
1. HOMEFUN		
Individual	Study agenda and materials for Team Meeting #4. Research and electronically compose responses to assigned scenarios. E-mail responses to teammates prior to meeting	
Team	Bring <i>Composite of Laws</i> book AND/OR computer(s) with internet access to the Composite website.	

AGENDA BUILDING FOR NEXT MEETING

Date: _____ Location: _____

Start Time: _____

SEE AGENDA FOR MEETING #4

**AGENDA ITEM #4 (BASE TEAM MEETING #3)
Individual and Group Assessment of Formulating Skills
(Decision-Making & Creative Problem Solving)**

Name: _____ Team Name: _____

Directions for Individual Assessment

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

Directions for Group Assessment

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

SELF

GROUP

_____	I/we seek accuracy of information by adding to or questioning summaries	_____
_____	I/we seek elaboration by relating to familiar events or asking how material is understood by others	_____
_____	I/we ask for additional information or rationale	_____
_____	I/we seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, mnemonic devices, public agendas)	_____
_____	I/we ask other members why and how they are reasoning	_____
_____	I/we encourage the assigning of specific roles to facilitate better group functioning (e.g., process observer)	_____
_____	I/we ask for feedback in a non-confrontational way	_____
_____	I/we help to decide the next steps for the group	_____
_____	I/we diagnose group difficulties regarding tasks	_____
_____	I/we diagnose group difficulties regarding interpersonal problems	_____
_____	I/we encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies	_____

Base Team Meeting #4

AGENDA – PART 1 (In-Class Introduction)

ITEMS	SUGGESTED TIME LIMITS
1. The focus of this meeting is to learn to maneuver your way through the "California Special Education Program: A Composite of Laws." By using this resource, each team member will become familiar with the information that is contained within. If you have a hard copy of the composite, use the Index and Table of Contents to find the necessary information to answer the scenarios. For Sample Practice scenarios, locate the sections in the law that relate to and help determine the answer to the questions posed by the scenarios.	25 min
2. The 14 actual scenarios are divided evenly among base team members. Each person is to locate the sections in California law that address each particular scenario's issue and compose, in writing, a legally defensible solution or answer to the scenario. Record the reference codes and (if hard copy) the page number used to derive the response, so that you can easily locate and share them with your other base team members.	10 min
3. Agree upon a date to reconvene to share, compare, and agree upon answers to all 14 scenarios. Come to Base Team Meeting Part 2 prepared, by having e-mailed responses to teammates in advance and by bringing a jump drive with digital representations of your responses. Be prepared to defend and revise your responses based upon the <i>Composite of Laws</i> and other findings (e.g., P & A SERR Q & A)	5 min

AGENDA – PART 2

Reconvene to complete all scenarios and product a single shared, agreed-upon document. Prepare to share results in class.

Place of Meeting: _____
 Date: _____
 Time: _____

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>

Roles:

Recorder	Person who has the most brothers and sisters	_____
Timekeeper	First person to the right of the Recorder	_____
Jargon buster	Second person to the right of the Recorder	_____
Equalizer	Third person to the right of the Recorder	_____
Encourager	Remaining Team Member	_____
Other?		

ITEMS

**SUGGESTED
TIME LIMITS**

- | | |
|--|------------|
| 1. Review the agenda and assign roles. Identify 2 social skill(s)/norms for the team to focus upon or practice during this meeting. | 5 minutes |
| 2. For each of the 14 scenarios, the "discovery" of the relevant sections of the Composite is lead by the team member(s) responsible for locating information for that scenario. If a member was unable to locate sections to provide an adequate answer to the scenario, search for key words and responses in the relevant SERR chapter or other web or pdf sources. For all scenarios, the base team as a whole will locate Composite information during the meeting to verify accuracy of and agreement on each response. For each scenario, team members are to come to consensus as to the answer to the question. | 70 minutes |
| 3. Process by following the directions for "Self" and "Group" on the "Fermenting Skill" checklist. | 3 minutes |
| Discuss how well the team members fulfilled their roles and social skills the group set at the beginning of the meeting. | 5 minutes |
| On a 5-point scale (5 = Absolutely; 1 = Not at all true), first rate yourself individually and then collectively on the following two items. Discuss results and record them in Base Team Meeting #4 minutes. | 5 minutes |
| “ I/We came to Base Team Meeting #4 prepared with answers to the questions that each of us had been assigned,” | |
| “After discussing what each of us researched for each question, I/we integrated my/our answers into team agreed-upon answers.” | |
| 4. Assign roles for last base team meeting to take place in class. Be sure each person takes on a role that s/he has not taken on previously. | 2 min |

PART 2 TOTAL TIME

90 min

BASE TEAM MEETING #4, PART 2
AGENDA ITEM #2

EDUCATION CODE – PART 30 Legislation (EC)	CALIFORNIA CODE – TITLE 5 Regulations (CCR)
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CASE SCENARIO JIGSAW

CALIFORNIA SPECIAL EDUCATION PROGRAMS: A COMPOSITE OF LAWS

http://www3.scoe.net/speced/laws_search/searchLaws.cfm (CDE website)

Directions: For each of 14 scenarios, use the Composite of Laws to locate relevant sections and pages of legislation (Ed Code 30) and regulations (Title 5) that offer answers to the questions posed in the scenarios. First formulate key terms and concepts (e.g. continuum of services, FAPE, IEP team) that relate to the scenario and then search for these on the composite website. If you have a hard copy of the *Composite of Laws*, first look at the Table of Contents and Index (Section M), then thumb through the Ed Code 30 & Title 5 sections for language that relates to the scenario and accompanying questions. For each scenario, compose a detailed narrative to answer the question. Reference the relevant sections (Ed Code = **EC**, Title 5 = **CCR**) and (if using a hard copy of the Composite) the page numbers that help to answer the questions based upon legislation and regulations. You also may use the *Special Education Rights and Responsibilities* website to search for answers, as well as any other website (e.g., NICHCY, CA or federal regulations website) to find information to best answer the question. Be sure to reference these sources as well in your responses.

In preparation for your base team meeting, compose responses as word documents, e-mail them to teammates, and bring them on a flash drive and/or on your computer. This will allow your responses to be modified and integrated with teammates' responses. Be prepared to explain and defend your responses with reference to the citations from the composite or other sources.

Sample Practice Scenarios A & B:

A. *A potential new resident of the district requests assurance that the district's schools will provide an appropriate special education program and related services to his middle school child who has an identified disability.*

What in the laws and regulations helps the district provide such assurances?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

B. *A district psychologist completes an evaluation on a child and decides the student should be eligible for and receive special education services because of serious emotional disturbance. He asks the child's team members individually to sign off on the statement of eligibility on the evaluation team report.*

Is this the correct procedure? Why or why not?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

CASE SCENARIOS FOR BASE TEAM #4

1. *There is a question as to whether a surrogate parent should be at an IEP meeting.*
Under what conditions is a school required to have a surrogate parent at a meeting?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

2. *A parent of a child eligible for special education calls the principal and asks to have her child's records, including all medical and psychological records, sent to the new school district where their family is moving.*

What should be the school district's response?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

3. *A parent walks into the school and demands to review all of the school's records on her child that day.*

Which records must the district provide? In what time frame?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

4. *Upon hearing that their 18-month old is experiencing developmental delays, the child's parents call the school district for further evaluation and services.*

How should the district respond? What services should the district provide?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

5. *A child's parents read the IEP team's Assessment Report and disagree strongly with the family background section. The parents insist that a more competent psychologist reevaluate their child and that the district fire the psychologist who evaluated their son.*

What can the school district offer the parent in place of this request?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

6. *The mother of a preschool-aged child who attends a preschool in the community asks for special education services for her child. She says that the preschool director said her child would probably qualify for special education services. The mother wants her son to stay at the preschool because he has made such a good adjustment there and because he has great difficulty making transitions.*

What can you do for this mother?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

7. *A school's Response to Intervention team, is interested in initiating a comprehensive evaluation for a student. Without any other communication with the parents, a Parent Consent for Evaluation Form is sent home to be signed ASAP.*

How does this procedure comply or not comply with the laws and regulations?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

8. *During Kindergarten pre-registration, a five-year-old child is noticed as having significant delays in several areas of development.*

What should the district personnel do regarding this child?
Where did you find the information? Which sections? (And which page(s), if hard copy?)

9. *At an initial IEP meeting for placement of a child, a parent indicates he believes his child needs an extended school year.*

What should be done about the extended year “request?”

Where did you find the information? Which sections? (And which page(s), if hard copy?)

10. *A parent calls the building principal and asks for an impartial due process hearing tomorrow.*

What should be done, by whom, and when?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

11. *A parent and new resident of the district expresses to a teacher at a PTA meeting that her second grader seems to be having difficulty in school. The parent requests help.*

How should the teacher and the school respond to this request?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

12. *After receiving a written request for a due process hearing, the school district’s superintendent responds in writing that a hearing will be held but only after a face-to-face conference with the parents and a mediation meeting with a qualified (e.g., State Department of Education-appointed) mediator.*

Is this procedure correct? Why or why not?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

13. *A child who has been receiving preschool special education services for the past two years will turn six in August.*

What must her school district do for her?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

14. *At the IEP eligibility determination meeting, the assessment/IEP team concludes that a child is eligible for special education in the autism (ASD) eligibility category. One team member, who is not the parent or the child, strongly disagrees.*

How can such disagreements be handled?

What impact does this have on the ultimate determination of eligibility?

Where did you find the information? Which sections? (And which page(s), if hard copy?)

AGENDA ITEM #3 (BASE TEAM MEETING #4)

**Individual and Group Assessment of Fermenting Skills
(Conflict Management)**

Name: _____ Team Name: _____

Directions for Individual Assessment

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

Directions for Group Assessment

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

SELF

GROUP

- | | | |
|-------|--|-------|
| _____ | I/we communicate the rationale for ideas or conclusions. | _____ |
| _____ | I/we ask for justification of others' conclusions and ideas | _____ |
| _____ | I/we extend or build on other members' ideas or conclusions | _____ |
| _____ | I/we generate additional solutions or strategies | _____ |
| _____ | I/we test the "reality" of solutions by planning and assessing the feasibility of their implementation | _____ |
| _____ | I/we see ideas from other persons' perspective | _____ |
| _____ | I/we criticize ideas without criticizing people | _____ |
| _____ | I/we differentiate differences of opinions when there is a disagreement | _____ |

MINUTES OF OUTCOMES

Action Items:

Person(s) Responsible? By When?

1. We will communicate outcomes to absent members and others by:
2. Roles for In-Class Base Team #5
 - Recorder
 - Timekeeper
 - Jargon buster
 - Equalizer
 - Encourager
 - Other?
3. Other?

AGENDA BUILDING FOR BASE TEAM MEETING #5

Date: Last Class

Location: Course Classroom

Time Start: TBD, Instructor

Time End: TBD, Instructor

Expected Agenda Items:

In-Class “Are We Really a Team? Checklist” completion

Yearbook signing (See “Yearbook” group processing in the *Collaborative Teaming* chapter)

Sharing of team name and secrets to team success