

California State University San Marcos  
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES  
SCHOOL OF EDUCATION  
Fall 2011 EDMX 633  
Monday Section CRN # 41407

**COURSE: EDMX 633** (3 credit units)

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

**CLASSROOM: University Hall 373**

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## I. COURSE DESCRIPTION and COLLEGE MISSION

### Courses Description

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

### College of Education Mission Statement

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

## II. STUDENT LEARNING OUTCOMES

Candidates demonstrate knowledge and skills in:

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

- 1.1 the use of formal and informal cooperative group learning structures and class meetings to create a caring and cooperative classroom climate
- 1.2 the use of a "pyramid" hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility
- 1.3 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior
- 1.4 laws regulations, and ethics governing behavioral support of students with special needs (e.g., the Hughes Bill) from diverse cultural, linguistic, and socioeconomic background

- 1.5 the use of peer tutoring, partner learning, and peer mediation curriculum to promote natural peer supports and peer mediated instruction, support, and problem solving
- 1.6 student, family, and teacher involvement in IEP, ITP, and age of majority rights activities at the secondary level

## **2.0 Social Relationships**

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

## **3.0 Effective Communication and Self Determination**

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

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

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

### **Education Specialist Standards Primarily Addressed in EDMX 633**

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 11: Typical and Atypical Development

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

Program Standard 13: Curriculum and Instruction of Students with Disabilities

Program Standard 14: Creating Health Learning Environment

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

Mild/Mod. Standard 4: Positive Behavior Support

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

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

Mod./Severe Standard 6: Positive Behavior Support

### III. SCHOLASTIC REQUIREMENTS

#### School of Education Attendance Policy

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

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

#### Grading Scale (in percentages):

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

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

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

#### Texts and Text Abbreviations

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

Snell, M. E. & Brown F. (2011). *Instruction of students with severe disabilities*. Boston: Pearson. (S&B) [Ch. 7 Designing and Implementing Individualized Positive Behavior Support; Ch. 11 Supporting Peer Relations – posted as pdfs on Moodle]

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

#### Select Web Sites

<a href="http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf">www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf</a>	Health Education Content Standards
<a href="http://www.cde.ca.gov/ci/he/cf/">http://www.cde.ca.gov/ci/he/cf/</a>	Health Frameworks for CA Public Schools
<a href="http://www.pbis.org/PBISandlaw.htm">www.pbis.org/PBISandlaw.htm</a>	Positive Behavior Supports and the Law
<a href="http://www.nichcy.org">www.nichcy.org</a>	National Dissemination Center for Children with Disabilities
<a href="http://www.studentledieps.org">www.studentledieps.org</a>	Student Led IEPs
<a href="http://www.bookladymel.com/thinkingmaps.htm">www.bookladymel.com/thinkingmaps.htm</a>	Graphic Organizers

#### Moodle

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

## V. CLASS SCHEDULE WITH READINGS AND ASSIGNMENTS DUE DATES

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

CLASS	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1 8/29	Circle of Courage; H.S. IDEIA assignment; ABCDs of self-discipline; <i>Win Win Discipline</i> preview	KKS 18	Purchase KKS, S&B, & VTN texts
9/05	Labor Day Holiday	See Reflection #1 prompt	
#2 9/12	Creating healthy learning environments - The discipline pyramid; Prevention, rules, & quick recovery	See Reflection #1 prompt Health Education Content Standards; Health Frameworks for CA Public Schools	Reflection #1
#3 9/19	Class meetings; next steps recovery; students as co-teachers; peer tutoring	See Reflection #2 prompt Optional: KKS 14.56 -14.70; Optional: VTN 3 & 4 (peer tutors/co-teachers)	Reflection #2
#4 9/26	Build my pyramid; conflict resolution; oral and written planning; the planning room;	See Reflection #3 prompt; VTN Chs. 8 & 9 Optional: KKS 6.4 - 6.27 & KKS 14.14 -14.26	Reflection #3
#5 10/03	Self-determination; Circles of Friends & Peer Relations; MAPs & MAPs assignment; Intro to Credo of Support Assignment	Study MAPs materials on Moodle & VTN Ch. 7 Preview: S&B Chapter 11 and Credo	
#6 10/10	Modeling of social skills lesson	VTN Chs. 8 & 9; Health Education Content Standards; Health Frameworks for CA Public Schools; See Reflection #4 prompt in syllabus	Reflection #4
#7 10/17	Social Skills Clock Buddy Draft Revision; Introduction to Cooperative Group Learning	Optional: KKS Ch. 19 (CGL & MI)	Draft Social Skills Lesson Plan
#8 10/24	Goal structures; PIGS Face elements of cooperative group lessons	See Reflection #5 prompts in syllabus	Reflection #5
#9 10/31	PIGS Face cont.; Reflection #6 jigsaw	See Reflection #6 prompt in syllabus	Reflection #6

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS DUE</b>	<b>ASSIGNMENTS DUE</b>
#10 11/7	Experience & deconstruct/design a formal CGL lesson		Final Social Skills Lesson Plan
#11 11/14	Preventing miscommunication and distress via Process Communication	Process Communication materials on Moodle	H.S. IDEIA
11/21	<b>THANKSGIVING HOLIDAY BREAK</b>	S&B Ch. 11 (Work on Credo of Support)	
#12 11/28	Positive behavior supports; Elements of an effective PBSP; Social stories and sensory integration; <i>Guest: Kathy Montilluer</i>	See Reflection #7 prompt; S&B Ch. 7 pdf on Moodle; social stories & sensory integration pdf; Optional: KKS Chs. 10 – 12	Reflection #7
#13/#14 12/5	In-class design of Behavior Support Plan Note: This is a “double” class from 5:15 p.m. to 8:45 p.m.; Pizza provided!	Bring to class “Austin PBS” pdf materials for in-class PBS simulation; Optional: KSS Chs. 16 & 17 (FBA, BIP)	Preview of Austin materials in preparation for BPS in-class design
#15 12/12	Student-Led IEPs; MAPS sharing; Course evaluation & celebration	VTN Ch. 7; Student-led IEP materials on Moodle; S&B Ch. 11 pdf on Moodle	Credo of Support

## VIII. ASSIGNMENTS

Weekly Class Attendance and Participation	(75 points)
Reading Reflections	(35 points)
Social Skills Lesson Plan	(15 points)
High School IDEIA Observation and Interview	(20 points)
Credo of Support	(14 points)
Positive Behavior Support Plan	(16 points)
MAPS	(25 points)
<b>Total Maximum Points:</b>	<b>200 points</b>

### **Face-to-Face Class Participation (5 points/class X 14 classes = 75 points maximum)**

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

### **Reflections/Lesson Applications (35 points maximum)**

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

### **Criteria for Written Products:**

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

### **Reflection Prompt Questions and Due Dates:**

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

### **Reading Reflections & Lesson Applications (35 points maximum)**

- Reflection #1 4 points maximum
- Reflection #2 4 points maximum
- Reflection #3 5 points maximum
- Reflection #4 4 points maximum
- Reflection #5 4 points maximum
- Reflection #6 6 points maximum
- Reflection #7 8 points maximum

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

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

### **Reading Reflection #1 (4 points)**

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

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

Read pages iii – xxi and Chapters 1, 2, 3, & 7 of the KKS text.

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

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

### **Reading Reflection #3 (5 points)**

This reflection has two parts.

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

Part 2. Chapter 13 of the KKS text is a gold mine of structures and strategies for responding to the 7 positions. This reflection is designed to assist you to add content to the levels of the discipline pyramid (see Figure 9.1 of Chapter 9 of VTN). Select *two* strategies/structures for *each of the 7 positions* (for a total of 14) that absolutely must be on your discipline pyramid. Namely, 1) name each of the 14 strategies/structures you select; 2) indicate where on the five levels of the discipline pyramid each of the 14 strategies/structures belongs; and 3) compose a brief rationale as to why you chose the strategy/structure (i.e., how it will help students and/or you, as a teacher). (3 points)

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

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

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

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

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

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

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

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



### Reading Reflection #7: (8 points) This is the big whopper!

Given a thorough reading of Chapter 7 “Designing and implementing individualized positive behavior support” from the Snell and Brown *Instruction of Students with Severe Disabilities* (2011) text (found as a pdf on Moodle), please answer in detail the following 16 questions.

1. What is PBS?
2. What are the goals of PBS?
3. What are each of the five steps of an individualized PBS process? Be sure to describe the process in a way students and parents can understand (as you will have to do so, on the job)!
4. What does “fidelity” mean in the context of PBS (not a personal relationship)?
5. What are the intended outcomes of an FBA?
6. What is the relationship of an FBA and the federal disability law (IDEA 1997 and IDEIA 2004)?
7. What are ways for identifying and “operationally defining” (i.e., what it looks and sounds like) a problem behavior. Provide at least one example.
8. In EDMX 633, we attempt to be more expansive in our functional assessment of a problem behavior’s function than described in the text. For example, we consider *Win Win* positions and Process Communication needs). However there are still always the A-B-Cs! What is the difference between an antecedent condition (or slow trigger) and a setting event (or fast trigger)?
9. Hypotheses are great, but if they cannot be validated, it may be just a hypothesis and nothing more! What are the three (3) ways to validate hypotheses? What is the process for each? What are the advantages of or data that is gathered by each of the methods?
10. There are four criteria for a “technically sound” PBS? Please define each criterion in your own words. Why is each criterion important?
11. A competing behavior analysis (CBA) identifies a *desired* or an *alternative replacement* behavior to teach and reinforce that meets the same needs as the behavior of concern. For Eric or Maya, summarize in your own words a) the strategies for making the problem behavior *irrelevant*, *inefficient* or *ineffective* through adjustments of the preventative *setting* and/or *antecedent* strategies, b) the *teaching* strategies for *desired* or *alternative functionally equivalent* behaviors, and c) the consequence strategies. Be sure to use ALL of the information provided on pages 284 – 290.
12. In EDMX 632, you learn of assistive technology and augmentative communication approaches to serve as communication vehicles and supports. What does FCT mean and what is the three-step process for engaging in FCT?
13. In PBS, consequence strategies focus on positive versus aversive consequences. Define in your own words and provide an example NOT provided in the text of the consequence approach of “extinction.” Why must negative consequences be seriously contemplated and monitored? What are the potential aversive outcomes for students?
14. What are the requirements for a well thought out and effective Emergency Intervention Plan?
15. On a 5-point Likert scale (1 = Bad, 2 = So So; 3 = Acceptable, 4 = Good, 5 = Excellent; I would want it for myself), rate the PBS plan for Maya presented in Figure 7-11 in terms of the degree to which it is a “good fit” for the behavior and the hypothesized function of Maya’s behaviors? What would you add or change? You must have at least one suggestion for additions or changes and an accompanying rationale.

16. Go online and check out the “school-wide PBS” website, [www.pbis.org](http://www.pbis.org). (There are others that are very good too. For example, Michigan’s PBS site has a great PBS implementation guide for principals and teachers). Be sure to watch at least a couple of George Sugai’s videos that describe the critical features of a school-wide PBS. What are the elements and features of a school-wide versus a student-specific PBS framework? If you were the principal of a school beginning to implement a “school-wide PBS” system, what would be the top two things you would do to get things going? (Remember that school-wide PBS is the behavioral half of the RTI pyramid and that you already know a lot about school-wide PBS from your Discipline Pyramid understandings.)

### **Social Skills Lesson Plan (15 points)**

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

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

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

**(Note: This is an in-class assignment that cannot be made up, so be sure to be there for the double class period. Pizza is provided!)**

### **“Credo of Support” Final Exam (14 points)**

Given a reading of *Chapter 11: Supporting Peer Relations* from the Snell and Brown (2011) text (posted on Moodle as a pdf) and what you have learned about relationship and friendship building, create a 13-point (i.e., Baker’s Dozen) *Credo of Support* poster, PowerPoint, website, YouTube video or other visual/audio you could display (project or link to) that provides 13 ways in which you, as a teacher, and your students can structure opportunities to **develop and maintain natural social and friendship-potential relations** and facilitate a student with moderate to severe disabilities (or any student with learning or behavior differences, for that matter) being a **valued member of the classroom and school community**. In addition to the 13 practices (e.g., assigning a valued roles such encourager in cooperative group lessons) and/or principles (e.g., providing “just enough” support by keeping 1-on-1 adult contact at a minimum), provide a rationale or “anticipatory set” of why relationship development is important in the curriculum. Provide enough detail so that a naïve consumer could actually use the practice or principle. Also, check to make sure you use “person first” language.

Use your **OWN WORDS** rather than “lifting” words from the text or other sources, as this is considered academic dishonesty and could lead to a failing grade and dismissal from the program. If you do use a quote, use quotation marks to indicate that it is quote and include the appropriate citation in APA format (see examples in your text books). Make this appealing and usable! So, include graphics, website citations, examples, and anything else that would help a student, a visiting teacher, a paraeducator, or a parent to understand your credo!

This is a “final exam” that benefits from peer conversation, brainstorming, and creative thinking and production, so consider doing this assignment with a classmate or two. Let your instructor know who your teammates will be, and be sure all of your names are on the poster, PowerPoint, website, video production or other representation. Your credo will be unveiled in the last class!

**MAPs Implementation (25 points)**

**POST THE FOLLOWING WRITE-UP AND “EVIDENCE” OF THE MEETING (e.g., jpeg photos of the MAPs charts and participants) ON MOODLE AS A SIGNATURE ASSIGNMENT (5 additional 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 must include the following components.

1. What was the rationale for choosing this student/person? Describe the person in terms of gender, age, strengths, and any other *relevant* characteristics such as educational needs or living situation. Describe the context of the MAPs process. Who was present? Where did it occur? (Note: Whenever possible, conduct the interview in the individual’s home) (4 points)
2. For each of the steps of the process, organize and report in writing the responses to MAPs questions and any other questions you asked. Document the decision-making process used to identify and prioritize needs and goals. Also identify potential next steps. (7 points)
3. For the “Plan of Action,” recommend specific areas or skills to work on based upon the outcomes of the MAPS process. (9 points)
  - a) Translate the outcomes of the MAPS session into 3 goals.
  - b) At least one goal must relate to relationships, friendships, and/or social skills. At least one goal must relate to life beyond the current school context (e.g., recreational, living, vocational/employment, life in the community, post-secondary life, transition to the next school). The goals must directly relate to an important theme that emerges from the MAPS meeting.
  - c) Each goal must have a positively stated baseline or present level of performance (**PLOP**) statement, as on an IEP form (i.e., what the student can do!)

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

4. Write a reflection on the experience that includes these four elements (4 points):

- a) your own reaction to the process,
- b) the reaction of the participants,
- c) ways in which you would “better” prepare for or conduct a MAPS session in the future, and
- d) your thoughts, feelings, and opinions regarding your responsibility as an advocate for realizing your students’ dreams through family-centered and student-led planning approaches in IEP development and futures planning.

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

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

**High School Special Education: Implications of IDEA and More (25 points)**

Many credential candidates do not have a special education high school field placement. Nevertheless, candidates are expected to understand the unique aspects and challenges of supporting high school-aged youth with special education needs. Develop these understandings through this self-directed field experience.

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

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

If you wish to visit a high school with a partner, please do so, as long as it meets the approval of the special education personnel who are hosting your visit. Crowds tend to draw attention away from instruction, so group size is limited to two people. You are a guest, so at all times behave in your most professional and courteous manner. Reserve any verbal critiques for this assignment's reflections.

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

Your write up of the high school experiences has **three** components.

The **first** component is comprised of the nine responses, with each response being approximately ½ to 1 page in length.

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

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

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

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



School of Education  
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www.csusm.edu/education

HIGH SCHOOL EXPERIENCE  
FIELDWORK TIME SHEET

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

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

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

Date	Arrival Time	Departure Time	Total Time at Site	Activities Observed	Teacher/Host Initials
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Dear Principal and Special Education Staff,

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

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

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

Respectfully,

*Jacqueline Thousand*

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

## IDEIA High School Questions

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

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

- 2) In what ways do special educators encourage and support active *student participation* on the IEP team? To what extent are the questions from the MAPs process used to gather data for the IEP? To what extent do students direct and lead their own IEP meetings? How are students taught and coached to participate in and direct their own IEP meetings?
- 3) In what ways do special educations encourage and support *parent* participation on the IEP team and in the IEP process?
- 4) a) What arrangements are made so *classroom teachers* actively **participate** as members of the *IEP* team?  
b) In what ways do you ensure regular *communication* with **classroom teachers** to coordinate curriculum and instruction?
- 5) In what ways are students involved in the development and implementation of their own *ITP* by age 16? What are (at least two) examples of *transition* activities and goals?
- 6) In what ways are students informed of and educated about their *age of majority rights* by age 17? Describe the process in as much detail as possible.
- 7) At [www.cde.ca.gov/ta/tg/hs/accomod.asp](http://www.cde.ca.gov/ta/tg/hs/accomod.asp), please locate, download, print, and carefully read both *Matrix 1: Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* (October 2009) and *Q&A About Test Variations* to learn of a) the approved accommodations and modifications that can be provided for students with disabilities on the CAHSEE and b) how a student can receive a diploma with approved variations. With this in hand, ask your hosts: a) “What accommodations or modifications are commonly used at this high school?” and b) “How do you go about determining if an accommodation or modification is included in a student’s IEP?”
- 8) Go to [www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp](http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp) and see that until July 1, 2012 *EC* Section 60852.3 provides an exemption from the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan. The IEP or 504 plans must state that the student is scheduled to receive a high school diploma and has satisfied or will satisfy all state and local requirements for high school graduation, on or after July 1, 2009. With this in hand, ask your hosts: a) “How is this provision being implemented for this year’s students and past graduates?” and b) “What are any challenges or successes you are experiencing for students because of this CAHSEE exemption for diploma attainment?”



## EDMX 633 Tracking Form

### Weekly Class Attendance and Participation

**75 points**

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

### Reading Reflections

**35 points**

Reflection #1	_____	(4 points)
Reflection #2	_____	(4 points)
Reflection #3	_____	(5 points)
Reflection #4	_____	(4 points)
Reflection #5	_____	(4 points)
Reflection #6	_____	(6 points)
Reflection #7	_____	(8 points)
<i>Optional Extra Credit</i>	_____	<i>(3 points)</i>

### Assignments

**90 points**

High School IDEIA Observation and Interview	_____	(20 points)
Social Skills Lesson Plan	_____	(15 points)
Behavior Support Plan - IN CLASS DESIGN	_____	(16 points)
Credo of Support Final Exam	_____	(14 points)
MAPS (Signature Assignment)	_____	(25 points)

**TOTAL POINTS**

**\_\_\_\_\_ 200 maximum**

### Grading Scale (in percentages)

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

## V. COURSE FEATURES AND PROFESSIONAL REQUIREMENTS

### Authorization to Teach English Learners

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

9. **University Academic Writing Requirement.** This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.
10. **Graduate Writing Requirements.** The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.
11. **Students with Disabilities Requiring Reasonable Accommodations.** Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.
12. **Electronic Communication Protocol.** Electronic correspondence is a form of professional interaction, with its own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typographical errors, or slang may communicate something other than what the sender intended. So, please be mindful that all e-mail and on-line discussion messages to classmates and university faculty are crafted with professionalism and care. When composing an electronic message, as yourself:
- Would I say in person what this electronic message specifically says?
  - How could this message be misconstrued?
  - Does this message represent my highest self?
  - Am I sending this electronic message to avoid a face-to-face conversation?
- If there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.