California State University SAN MARCOS | School of Education

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EDMX 633
Community Access through Supported Environments
CRN #48845
Mondays
Kellogg Library 5102, 10 a.m. – 4:20 p.m. (8/25/14 – 10/13/14) PLUS
UH 444, 5:30 – 8:25 p.m. (11/25/14) and UH 444, 5:30 – 6:40 p.m. (12/1/14)
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

<h1 style="text-align:center">COURSE DESCRIPTION</h1>

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 address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

<h2 style="text-align:center">Required Texts, Web Sites and Materials</h2>

Texts and Text Abbreviations

- Gallaher, B. & Hinkleman, K. (2012). *Intentional teaming: Shifting organizational culture.* Toronto, ON: Inclusion Press. (Text purchased in EDMX 631 for $17.50)

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

- Snell, M. E. & Brown F. (2011). Instruction of students with severe disabilities. Boston: Pearson. (S&B) [Also used in EDMX 622, 627, 631, 632, and 635]

- 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

www.pbis.org/PBISandlaw.htm	Positive Behavior Supports and the Law
www.pent.ca.gov	Positive Environment, Network of Trainers
www.helensandersonassociates.co.uk/reading-room/how/person-centred-planning.aspx	MAPs
http://www.youtube.com/watch?v=k0xgjUhEG3U	Big Bang Theory – Friendship Algorithm

Moodle at http://cc2014.csusm.edu

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 at websites.

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter *edspecialist* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

<h2 style="text-align:center">Authorization to Teach English Learners</h2>

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

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 crafting effective behavioral supports for students with diverse behavioral, communication, and learning characteristics
   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
3.0 Effective Communication and Self Determination
   3.1 the preparation of students to be self advocates, using principles of self determination
   3.2 accurately detecting and interpreting the communicative intent of behavior (e.g., via Process Communication)
   3.3 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

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric. For each disposition, there are four levels of performance - *unacceptable*, *approaches target, meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations 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. Candidates 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.

All University 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.

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.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. 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 grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- 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?

In addition, 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.

Course Features and Professional Requirements:

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.

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.

Written Work. Word-process and keep and electronic copy of all written work. You will want these for your records and use as professional portfolio entries.

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.

Participation. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

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:

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	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1	8/25 a.m.	Circle of Courage; H.S. IDEIA assignment; ABCDs of self-discipline; *Win Win Discipline* preview	KKS 18	Purchase KKS & VTN texts
#2	8/25 p.m.	Creating healthy learning environments - The discipline pyramid; Prevention, rules, & quick recovery		
	9/01	**Labor Day Holiday**	See Reflection #1 and #2 prompt in syllabus (Both due Sept. 9th)	
#3	9/08	Class meetings; next steps recovery; co-teaching for and with students as peer tutors and co-teachers	See Reflection #1 prompt; Peer Tutoring Toolbox (on Moodle) VTN Ch. 3: Students as Peer Tutors VTN Ch. 4: Students as Co-Teachers	Reflection #1 (5 points)
#4	9/08	Build my pyramid; Conflict resolution; oral and written planning; the planning room	See Reflection #2 prompt in syllabus; Optional: KKS 6.4 - 6.27 and KKS Ch. 14 & 15	Reflection #2 (5 points)
#5	9/15	Self-determination and Intensive Discovery; MAPs & MAPs assignment Circles of Friends & Peer Relations Introduction to Credo of Support assignment	See Reflection #3 prompt in syllabus Bring *Collaborating with Students* and *Intentional Teaming* to class Study a) VTN Ch. 7; b) MAPs materials on Cougar Courses; c) person-centered planning in S&B on pp. 110-111, 262, 531-533, & 581-582; d) pp. 59 – 65 Intensive Discovery in *Intentional Teaming*	Reflection #3 (5 points) Study MAPs; person-centered planning, & Intensive Discovery materials
#6	9/15	Introduction to Social Skills lesson planning; the Hidden Curriculum Co-Teacher*: Stephen Hinkle*	Preview: S&B Chapter 11 and pp. 52 – 58 of *Intentional Teaming* for Credo of Support Assignment VTN Chapter 7: Students as Designers of their Own Learning	
#7	9/22	Modeling of social skills lesson	See Reflection #4 prompt in syllabus: Print or have access to (on Moodle) the Social Skills Class Materials, Lesson Plan Template, & Sample Lessons	Reflection #4 (4 points)
#8	9/22	Introduction to Cooperative Group Learning; Goal structures	Optional: KKS Ch. 19 (Cooperative Learning & MI)	

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#9	9/29	Social Skills Plan Peer Review & Revision; "PIGS Face" elements of cooperative group learning	Bring *Collaborating with Students* to class!	Social Skills Lesson Plan (Bring to class for peer review);
#10	9/29	CGL Jigsaw Instruction (10 points); Quick Cooperative Structures	See CGL Jigsaw prompt in syllabus	CGL Jigsaw (10 points)
#11	10/6	Experience & deconstruct a formal CGL lesson	Bring *Collaborating with Students* to class!	DRAFT Social Skills Lesson Plan
#12	10/6	Understanding Troubling Behavior via Process Communication –How do you respond to distress? How to get needs met!	Process Communication materials on Moodle – Bring HARD COPY to class	Preview of Austin materials in preparation for BPS in-class design
#13	10/13	PBS Expert Team Instruction (10 points) Elements of an effective PBSP; Social stories and sensory integration Co-Teacher*: Kathy Montilluer*	See PBS Expert Team prompt in syllabus & S&B Ch. 7; Social stories & sensory integration pdfs on Moodle; Optional: KKS Chs. 10 – 12 Optional: www.pent.ca.gov (find PBS Desk Reference)	FINAL Social Skills Lesson Plan (15 points) PBS Expert Team Instructional Materials (10 points)
#14	10/13	In-class design of Behavior Support Plan (12 points)	Bring to class "Austin PBS" pdf materials for in-class PBS simulation (12 points) Optional: KSS Chs. 16 & 17 (FBA, BIP)	H.S. IDEIA & More (20 points)
#15	11/10 5:30 -8:15 p.m.	Credo of Support Final Exam Construction;	See Credo of Support prompt in syllabus. Bring notes and "construction" materials to class. Bring *Intentional Teaming* to class	Credo of Support In-Class Construction (9 points)
#16	12/1 5:30 -6:40 p.m.	Student-Led IEPs; MAPS sharing; Course evaluation & celebration	Read VTN Ch. 7; Study student-led IEP materials on Moodle; Bring VTN text to class	MAPS Implementation Assignment (25 points)

Course Requirements and Grading Standards

A: 93-100   **A-: 90-92**   **B+: 78-89**   **B: 83-86**   **B-: 80-82**   **C+: 78-79**

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.

Assignments

Face-to-Face Class Participation	(80 points)
Reading Reflections	(19 points)
Social Skills Lesson Plan	(15 points)
Jigsaw of CGL 14 Decisions	(10 points)
High School IDEIA Observation and Interview	(20 points)
PBS Expert Group	(10 points)
Positive Behavior Support Plan In-Class Design	(12 points)
MAPs Implementation	(25 points)
Credo of Support Final Exam	(09 points)
Total Maximum Points:	**200 points**

Face-to-Face Class Participation (5 points/class X 16 classes = 80 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 class session time is missed (except in rare cases of extreme hardship when expected competences have been demonstrated.)

Reading Reflections (19 points maximum)

The purpose of the reading reflections 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.

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

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.

Extra Credit Option (3 points maximum)
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 (5 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 (5 points)
Watch this introductory YouTube videos to become oriented to *Win Win Discipline*.
http://www.youtube.com/watch?v=cAciWa6H4To
Then 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 goggling "graphic organizer."

Part 2. Compose a 1-paragraph summary of how the information in these chapters and pages interface with the four dimensions of the 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 or were reminded 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, including the parable, must be clearly represented in your Part a and b representations.

<u>**Social Skills Lesson Plan (15 points)**</u>
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 supports students' social behavior development. A direct instruction lesson format provided by the instructor is used to organize this lesson. The lesson will be reviewed by peers in class and by the instructor and returned for revisions. The *final draft* must include all requested revisions. Three extra credit reflection points may be earned for delivering the lesson to students and submitting a written reflection about the delivery of the lesson.

<u>**Jigsaw of CGL 14 Decisions (10 points)**</u>
From VTN Chapter 2, on pages 34 read the two paragraphs under the heading "The Four Phases of Planning and Implementing Formal Cooperative Group Lessons." Also, examine the one-page template for planning a formal cooperative lesson presented as Figure 2.1 on page 35. 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 do 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 eight to nine 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.

<u>**PBS Expert (10 points)**</u>
The top of Villa, Thousand, and Nevin's *Self-Discipline Pyramid* and Tier 3 of the Response to Intervention School-Wide Positive Behavioral Interventions and Supports Pyramid both include the crafting of Positive Behavior Support (PBS) plans. Chapter 7 "Designing and implementing individualized positive behavior support" of the Snell and Brown *Instruction of Students with Severe Disabilities* (2011) text provides detailed instruction on all aspects of PBS plan development. Because the chapter is very long (42 pages) and dense in content, you will NOT be expected to read the entire chapter, but instead to study and becoming expert in certain aspects of the PBS process that you will then teach to other classmates on the day designated on the class schedule. Everyone will have some shared reading. Experts will have different readings. Both are described below.

Reading for Everyone
On page 258 and 259, you meet Maya and Eric. Read about them both, as they will appear in your expert readings as examples. Starting with the sentence, "Twenty or thirty years ago, Maya most likely would have been placed in a segregated school….," read the introduction to the PBS process on pages 258 through the top of page 262, ending just before the "Conduct Assessment for Creating a Behavior Support Plan" heading. You now are able to answer these 3 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?

Reading for Expert Group A
We already know how to use person-centered planning (i.e., MAPs) to get a "vision" for a student and place behavior in a broader context of a student's quality of life needs. Expert Group A will become expert in how to

conduct a Functional Behavioral Assessment (FBA) to gather more specific information for a PBS plan. Later, we actually will do an FBA in class.

Carefully read page 263 through page 275 up to the "Direct Observation" heading. There are 8 pages of text and four pages of sample forms. The forms are helpful, but the process for conducting an FBA is in the text, with examples using Maya and Eric. As you study these pages, you should be able to answer and teach to other classmates the answers to the following five questions.
1. What are the intended outcomes of an FBA?
2. What is the relationship of an FBA and the federal disability law (IDEA 1997 and IDEIA 2004)?
3. What are ways for identifying and "operationally defining" (i.e., what it looks and sounds like) a problem behavior? Provide at least one example.
4. How does a team develop a hypothesis of the function of a behavior?
5. 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 fast trigger) and a setting event (or slow trigger)? How do they work together with antecedents and other information to develop a hypothesis?

Reading for Expert Group B
Expert Group A will teach about the details of the first four elements of an effective PBS plan. Your job is to learn about and prepare to teach classmates about the other elements of effective PBS plan listed as Items #5 through #10 in Figure 7-10.

Starting with the "Contents of a Written BSP" heading on page 288, carefully read pages 288 through 292 up to the "Extinction" heading. Then go back to page 284 and read about Competing Behavior Analysis (CBA) through to the "Contents of a Written BSP" heading. Resume reading on page 294 at the "Safety or Emergency Intervention Plan" through page 298 up to the "Individual Behavior Support in a whole School Context" heading. The pages include a sample PBS plan that is different from the one that we will use in class, but it illustrates a simple action and evaluation plan on page 297. As you study these pages, you should be able to answer and teach to other classmates the answers to the following five questions.

1. What are the 10 elements of an effective behavior support plan? What are the details for elements 5 – 10? **You are only responsible for teaching only elements 5 through 10!**
2. A competing behavior analysis (CBA) identifies a *desired* and 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. **You are responsible for teaching this content as part of element #7 - Specify the intervention/teaching strategies.**
3. In EDMX 632, we learn about 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?
4. What are the requirements for a well thought out and effective Emergency Intervention Plan?
5. On a 5-point Likert scale (1 = Bad, 2 = So So, 3 = Acceptable, 4 = Good, 5 = Excellent and 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? Have at least one suggestion for additions or changes and an accompanying rationale. (Note that there is an error on page 296 where Figure 7-8 is referenced. It should be Figure 7-**9**. There also is a spelling error. Can you find it?)

Preparation for Teaching
In preparing to teach, consider what is most important for your classmates to know and create a handout, a visual, and/or graphic organizer for others to take notes on or fill in. Feel free to use the figures and examples of Maya and Eric that are in the text to illustrate what you are teaching. Make up to 5 copies of the materials for teammates and your instructor(s). A and B Experts will be partnered to peer tutor one another on the content on which they have become expert. Each A expert will have 15 minutes to teach his/her content. Each B expert will then have 15 minutes to teach his/her content. As with the Jigsaw of CGL 14 Decisions preparation, be sure to use in your teaching all that you know about effective instruction (e.g., checking for understanding, visual representations, effective questioning), so it is a lively demonstration of your instructional skills.

FBA and PBS Plan In-Class Design (12 points)
Using forms provided with the "Austin" pdf from the Cougar Courses Moodle, as a team conduct a Functional Behavioral Assessment and develop 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.

"Credo of Support" Final Exam (9 points)
> The Frisbee Theory: "It seemed as though every time The Bee appeared, people dropped any thoughts of judgment or pretense. People began to **be** with each other instead of **around** each other." (*Intentional Teaming,* p. 56)

Given a reading of pages 52 – 58 of *Intentional* Teaming and Chapter *11: Supporting Peer Relations* of the Snell and Brown (2011) text, a viewing of our Education Specialist graduate's "Fostering Community with Music" and other videos at http://kidslikeblues.org/Video.html, together with what you already have learned about relationship and friendship building, you will create IN CLASS a *Credo of Support* poster, PowerPoint, mobile, live demonstration performance, or other visual/audio product that provides 13 ways in which you, as a teacher, and your students can create **Bee together** opportunities **–** opportunities to develop and maintain **natural social and friendship-potential relations** and facilitate any student with learning or behavior differences being a **valued member of the classroom and school community**. In addition to the 13 *practices* (e.g., assigning a valued role such as "encourager" in a cooperative group lesson; tossing The Bee or inventing and playing a cooperative game on the playground) and/or *principles* (e.g., providing "just enough" support by keeping one-on-one 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 each practice or principle.

Make this appealing and usable! So, include graphics, website citations & links, examples, real objects, pictures, YouTube videos, and anything else that would help a student, teacher, paraeducator, or parent understand your credo! Check to make sure you use "person first" language. Bring any and all materials you might need to create your product to Class Session #15. You may bring prepared materials (e.g., PowerPoint slides), but realize that you will be assigned teammates by your instructor and be given no more than 60 minutes to create a final product to share with the entire class, so your "Bee" might need to be modified to fit your team's collective ideas for the team Credo of Support.

MAPs Implementation (25 points)

The purpose of this assignment is to give you practice applying the assessment skills of Intensive Discovery by obtaining information from the student, family members, and friends in an authentic and person-centered way. To prepare, read pages 59 – 65 of *Intentional Teaming* as an anticipatory set for using the Intensive Discovery process of MAPs with a focus individual. Review the MAPs materials on Moodle and in Chapter 7 of the Villa, Thousand, and Nevin text.

You will conduct a MAPs meeting and develops a "MAPs" report for one focus individual. The ideal focus individual is a student eligible for special education whom you serve. If you are not in clinical practice or are not 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 that person's life. For example, do you have a friend with a family member or a youth not eligible for special education who could benefit from Intensive Discovery to plan for the future. Be sure to 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: Conduct the MAPs session in a comfortable location, such as 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 IEP-like 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., recreation, living, vocational/employment, life in the community, post-secondary life, transition to the next school). All three goals must directly relate to an important theme that emerges from the MAPS meeting.
    c) As on an IEP plan, each goal must have a positively stated (i.e., what the student can do!) present level of performance (**PLOP**) or baseline statement,
    d) Each goal must have at least *two* accompanying interim (on the way) *objectives* or *benchmarks* that lead to the achievement of the goal.

4. Compose a reflection on the experience that includes all four of the following 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 role as an advocate for realizing your students' dreams through person-centered and student-led planning 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, and mechanics (1 point)

High School Special Education: Implications of IDEIA and More (20 points)
Every Education Specialist is expected to understand the unique aspects and challenges of supporting high school-aged youth with special education needs, even if s/he does not work at the secondary level. Develop these understandings through this self-directed field experience.

A minimum requirement is that you spend the equivalent of a full school day in one or more high schools, shadowing one or more special education staff members, interviewing students and staff, attending after-school events, and observing classes which students attend. You must 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, 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 school's 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, letter of introduction, and printed web pages required of this assignment. A day-long 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 with advance approval of your host special education personnel AND your EDMX 633 instructor(s). Crowds draw attention away from instruction, so group size is limited to two people. If you visit with a peer, identify your partner in your report. As a guest, at all times behave in your most professional and courteous manner. Reserve any verbal critiques for the assignment's reflection.

What will you look for and what will you ask? Eight (8) questions directly relate to IDEIA 2004 demands 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, ask students to describe their experiences as well. What you see may or may not "match" what you are told.

Your write up has *three* components.

The *first* component is comprised of the eight responses, with each response being at least approximately one page in length.

The *second* component is your in depth analysis of the practices observed at this high school site, based upon the question responses and observation. Please address all 4 of the following areas:
• STRENGTHS
• CONCERNS
• QUESTIONS I STILL HAVE
• RECOMMENDATIONS FOR IMPROVEMENT (YOU MUST HAVE AT LEAST 2.)

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

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

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HIGH SCHOOL EXPERIENCE
FIELDWORK TIME SHEET

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

Turn in this time sheet along with your written responses for this assignment to your EDMX 633 instructor(s). 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).

Candidate
Name: _____

Semester: _____

School: _____

District: _____

Principal
Name: _____

Site Sp. Ed
Coordinator: _____

Host Teacher: _____

Host Teacher: _____

Date	Arrival Time	Departure Time	Total Time	Activities Observed	Teacher/Host Initials
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

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 candidate' hosts.

The credential program faculty and staff hope that this is an experience that your faculty and staff find interesting and valuable. As the 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.

Respectfully,

Jacqueline Thousand

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

IDEIA High School Questions

1) Why did you choose to become a special educator at the secondary level?
What do you perceive as the unique challenges of working with teens, as they finish their last years in the public school system?
What unique characteristics do secondary special educators need to possess and demonstrate?
What energizes you day-to-day and week-to-week in your job as a secondary educator?

For the following questions, also ask *"How would you improve this practice?*

2) a) What do you and your school do to get *classroom teachers* **actively involved** in the daily, weekly, and/or monthly **planning for accommodations and modifications** for a student who has an IEP?
b) What arrangements are made so that *classroom teachers* may **actively participate** in students' I**EP meetings**?
c) In what ways do you ensure regular *communication* with *classroom teachers* (e.g., check ins, co-teaching) in order to coordinate curriculum and instruction?

3) What are specific ways you and your school facilitate *parent* participation in **IEP meetings** and IEP **goal development**? What are your **home-school communication** strategies?

4) In what ways do you and your special education faculty **teach** and **coach** students to *actively participate in and lead* their own IEP meeting?

5) a) Please describe in as much detail as possible how students are engaged in developing their own Individual Transition Plans **(ITPs)** by age 16?
b) Please provide examples of at least three *transition goals* and accompanying *activities* that might typically appear on an ITP.
c) In the Making Action Plans (MAPs) futures planning process, a student's support team explores the dreams, fears, strengths, and aspirations of the student and his team members? As part of the ITP planning process, In what ways do you, at this school, explore the **dreams, fears, strengths,** and **aspirations** of your students and their friends and family?

6) Please describe in as much detail as possible the process for e*ducating* (and informing) students about their *age of majority rights* by age 17? What materials do you use to teach them about these rights? What direct instruction do you offer to ensure understanding of their rights?

NOTE: The 2014-15 academic school year is a transition year during which California and local school districts (LEAs) are fully transitioning to the use of the *Smarter Balanced* Common Core State Standard high stakes assessment system. At the time of the design of this assignment, the following information was the most current regarding 2014-15 state testing.

7) At www.cde.ca.gov/ta/tg/hs/accmod.asp please locate, download, carefully read, and print the Q&A About Test Variations document to learn of the differences between *testing variations, accommodations,* and *modifications* as they apply to the California Assessment of Student Performance and Progress (CAASPP) and the California High School Exist Exam (CAHSEE) for students with IEP and Section 504 plans. Know that the new Common Core State Assessment Smarter Balanced Assessment system has many built in approved universal supports, test variations, and accommodations for ANY student (Matrix 1) and accommodations and modifications that can be provided for students with IEP or Section 504 plans (Matrix 2). Here is your opportunity to learn the LATEST! To do so, download, print, and carefully study:

- Matrix 1: Universal Tools, Designated Supports and Accommodations for the California Assessment of Academic Performance and Progress At the Matrix 1 document also link to, http://www.cde.ca.gov/ta/tg/sa/access.asp to download and read:

  - a) the *Smarter Balanced Usability, Accessibility and Accommodations Guidelines,* with attention to the Section II: Designated Supports (pp. 9 – 12) and Section III: Accommodations (pp. 13 – 17)

  - b) the *Guidelines Frequently Asked Question*s (with particular attention to questions 32 -43)

- Matrix 2: Testing Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test, and the Physical Fitness Test

With the *Matrix 2* and any of the other documents above that you consider useful in hand, describe and show the document(s) to your host. Then ask

  a) What test *accommodations* are commonly used at this high school?
  b) What test *modifications* are commonly used at this high school?
  c) What process(es) do you use to determining if a testing *accommodation* or *modification* is included in a student's IEP?
  d) What do you know of Smarter Balanced assessment universal supports and test variations for all students and accommodations for students with IEPs and 504 plans? How do you anticipate the Smarter Balanced assessments will positively (or negatively) affect the test performance of students with IEP and 504 plans?

8) Go to www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp and see that *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 IEP or Section 504 plans. **This exemption is through June 30th, 2015.** Carefully read items #1 - #14 and be sure you understand the exemption eligibility requirements. Print off the document. **With this document in hand, explain it as you understand it. Then, ask your host(s):**
  a) "How is the CAHSEE wavier provision being implemented for this year's 12 grades with IEPs or 504 plans who hope to graduate in May/June 2015?
  b) "How was this provision implemented last year, when the CAHSEE was waived?
  c) "What are/have been successes for students because of this CAHSEE exemption for diploma attainment?"
  d) What challenges, if any, have resulted for students and/or teachers because of this CAHSEE exemption for diploma attainment?"

EDMX 633 Tracking Form

Weekly Class Attendance and Participation   **80 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)
Class #14   _____ (5 points)
Class #15   _____ (5 points)
Class #16   _____ (5 points)

Reading Reflections   **19 points**

Reflection #1   _____ (5 points)
Reflection #2   _____ (5 points)
Reflection #3   _____ (5 points)
Reflection #4   _____ (4 points)
Optional Extra Credit   _____ *(3 points)*

Assignments   **101 points**

High School IDEIA Observation and Interview   _____ (20 points)
Social Skills Lesson Plan   _____ (15 points)
Jigsaw of CGL 14 Decisions   _____ (10 points)
PBS Expert   _____ (10 points)
FBA & PBS Plan IN CLASS DESIGN   _____ (12 points)
Credo of Support Final Exam   _____ (09 points)
MAPS Implementation   _____ (25 points)

TOTAL POINTS   _____   **200 maximum**

Grading Scale (in percentages)

A: 93-100   A-: 90-92   B+: 78-89   B: 83-86   B-: 80-82   C+: 78-79