

California State University San Marcos
COLLEGE OF EDUCATION

COURSE: EDMX 633 (CRN # 41539)

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

CLASSROOM: University Hall 373

INSTRUCTOR:

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I. COURSE DESCRIPTION and COLLEGE MISSION

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

Course Prerequisite

Admission to the Level I Education Specialist Credential Program.

College of Education Mission Statement

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

II. PERFORMANCE GOALS

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

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

- 1.1 the use of formal and informal cooperative group learning structures and class meetings to create a caring and cooperative classroom climate
- 1.2 the use of a "pyramid" hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility

- 1.3 analyze the extent to which a school and district provides a comprehensive system of behavioral support for students and recommend improvements in the system
- 1.4 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior
- 1.5 laws (e.g., the Hughes Bill), regulations, and ethics governing behavioral support of students with special needs from diverse cultural, linguistic, and socioeconomic background
- 1.6 the use of peer tutoring, partner learning, and social justice curriculum to promote natural peer supports and peer mediated instruction
- 1.7 student, family, and teacher involvement in IEP, ITP, and age of majority rights activities at the secondary level

2.0 Social Relationships

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

3.0 Effective Communication and Self Determination

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

4.0 Inclusion in General Education Curriculum and Community

- 4.1 the use of creative problem solving to formulate supports for students who present behavioral challenges or who have disabilities so they can meaningfully participate in shared activities in general education and community environments
- 4.2 the use of ecological analysis, functional analysis of behavior, and principles of positive behavioral supports to facilitate participation in inclusive settings
- 4.3 the use of MAPs and a Multiple Intelligences approach to assessment and programming in developing instruction and Individualized Transition Plans for post-secondary employment, living, and continuing education opportunities

III. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. “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. Examine WebCT6 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, including the Custom Reader (referred to as the “Hymnal”).
3. Word-process all written documents. Keep an electronic copy of all work. You will want these for your records and use as TaskStream and professional portfolio entries.
4. 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. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. Select a class “buddy” to ensure you receive handouts and information if you miss class.
Buddy: Telephone: e-mail: Fax:
7. TaskStream Electronic Portfolio. Students must register online for TaskStream access for a minimum of one year. Fees are paid online at www.TaskStream.com. This is a requirement of every credential candidate. Candidates learn how to use this site in EDUC 422. Students post selected assignments and make reflective comments in response to Education Specialist Level I Preliminary standards identified in the syllabus. Once you have an account, click on “My Programs.” Under the list on the top of the page find “Self-Enrollment Options.” Click here. A box appears asking for a program code. The Education Specialist Level I Auto Enrollment Code is 2FSA56.
8. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade to the assignment or the class as a whole.

IV. SCHOLASTIC REQUIREMENTS

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend and actively participate in all classes. Students must attend at least 80% of class time 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 COE Governance Community, December, 1997).*

Grading Scale (in percentages):

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

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

V. COURSE FEATURES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Academic Writing Requirement

This course ensures that the university’s minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and TaskStream postings for Level I Education Specialist standards assigned to this course.

Education Specialist Level I Standards

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

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

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

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

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

Standard 24 - Positive Behavior Support (TaskStream - Behavior Support Plan Reflection)

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

VI. BOOKS, WEB SITES AND MATERIALS NEEDED FOR CLASS

Text and Text Abbreviation

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

Thousand, J., Villa, R., & Nevin (2002). *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families* (2nd ed.). Baltimore: Paul H. Brookes. (TVN)

Web Sites

www.pbis.org/PBISandlaw.htm
www.disciplinehelp.com,
www.nichcy.org

WebCT6 Resources

Additional readings, PowerPoints, lesson plan forms, and resources are posted on WebCT6 for you to download and keep. Check often as new materials are posted periodically.

VII. CLASS SCHEDULE WITH READINGS AND ASSIGNMENT DUE DATES

To the right of each class session and date are the topics for the class and listings of the readings and assignments due for that class. Texts are abbreviated by first initials of authors' last names (e.g., KKS, TVN). The reader is referred to as the "Hymnal." Please bring the hymnal to every class, as it is used in each class session.

NOTE: Contingent upon instructor discretion, late assignments may not receive full credit.

CLASS	DATE	TOPIC	READINGS	ASSIGNMENTS
Class 1	08/25	Discipline pyramid; Circle of Courage; TaskStream sign up		Purchase texts & Custom Reader
Holiday	09/01	Labor Day - No Class	KKS 18	Study syllabus
Class 2	09/08	Rules and quick recovery techniques; H.S. IDEIA assignment	TVN Ch. 9 KKS Ch.8 Optional: KKS 6.4-6.27 & KKS 14.14-14.26	Reflection #1
Class 3	09/15	Class meetings; Quick recovery & next step low level interventions	KKS iii– xxi KKS Chs. 1, 2, 3 & 7 Optional: KKS 14.56-14.70	Reflection #2
Class 4	09/22	Conflict resolution; Oral and written planning; Social skills lessons	KKS Ch. 13 KKS 14.27-14.34 KKS 14.71-14.81	Reflection #3
Class 5	09/29	Modeling of social skills lesson	TVN pp. 201-205 TVN Ch. 19 Optional: KKS Ch. 20	Reflection #4
Class 6	10/06	Self-determination; MAPs assignment	TVN Ch. 4; MAPs materials	Draft of Social Skills Lesson
Class 7	10/13	Goal structures; PIGSFace elements of CGL lessons; Sign up for Reflection #5	Optional: KKS Ch. 19 (CGL & MI)	H.S. IDEIA assignment
Class 8	10/20	Experience a CGL lesson; Teacher's role in CGL	"Structuring Coop. Learning" (in Hymnal) Optional: TVN Ch. 20	Final Social Skills Lesson
Class 9	10/27	Reflection #5 lesson jigsaw; CGL lesson plan design	Jigsaw of TVN Ch. 21	Reflection #5
Class 10	11/03	Informal CGL structures; In-class Reflection #6 creation	"Structuring Coop. Learning." (in Hymnal); CGL Hymnal materials	Prep for in-class Reflection #6; CGL lesson draft
Class 11	11/10	Positive behavior supports; Sensory integration; <i>Guest: Kathy Montilluer</i>	"Screening for Understanding" & other PBS Hymnal pages Optional: KKS 10 & 11	Reflection #7

Class 12 & Class 13	11/17	In-class design of Behavior Support Plan (BSP) Note: This is a “double” class meeting from 4:45 - 8:45 p.m.; Pizza provided!	BSP materials in Hymnal	Final CGL lesson
Free Class Time	11/24	No class meeting. Complete Discipline Pyramid, MAPs, & TaskStream postings		Post TaskStream Standards 15 & 24
Class 14	12/01	Student-led IEP (SLIEP); Course evaluation and celebration	SLIEP Hymnal materials; Optional: TVN 18, 22, & 23	MAPs; Discipline Pyramid; Post TaskStream Standard 22
	12/08	Last day to submit class assignments & TaskStream postings		

VIII. ASSIGNMENTS

Weekly Class Attendance and Participation	(42 points)
Reading Reflections	(33 points)
Social Skills Lesson Plan	(15 points)
Cooperative Group Lesson Plan	(25 points)
High School IDEIA Observation and Interview	(15 points)
Discipline Pyramid	(14 points)
<i>TaskStream – Standard 15</i>	<i>(05 points)</i>
Positive Behavior Support Plan	(16 points)
<i>TaskStream – Standard 22</i>	<i>(05 points)</i>
MAPS	(25 points)
<i>TaskStream – Standard 22</i>	<i>(05 points)</i>

Total Maximum Points: 200 points

Weekly Class Participation (3 points/class X 14 classes = 42 points maximum)

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

Reflections/Lesson Applications (33 points maximum)

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

Criteria for Written Products:

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

Reflection Prompt Questions and Due Dates:

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

Reading Reflections & Lesson Applications (33 points maximum)

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

Extra Credit Option (3 maximum extra credit points)

You may earn an optional 3 extra credit points by implementing your social skills or cooperative group lesson plan and preparing a reflection on your implementation. Other extra credit options may be negotiated with the instructor.

Reading Reflection #1 (4 points)

In what ways will the strategies described in Chapter 9 of the Thousand, Villa, and Nevin (TVN) text and Chapter 8 of the Kagan, Kyle, & Scott (KKS) text assist you as a teacher of children like Mariah, Billy, or Ricardo? What approaches from Chapter 9 or 8 are most appeal to you and why? (1 - 2 pages)

Reading Reflection #2 (4 points)

Read pages iii – xxi and Chapters 1, 2, 3, & 7 of the KKS text. Create a graphic organizer (search the web for templates by googling “graphic organizer”) to help you remember the 4 types of disruptions, the 7 positions, the 3 pillars, and key ‘win-win’ principles. Also write a 1-paragraph summary of how the information in these chapters

and pages interface with Circle of Courage (Ask for readings and search for websites if you are not familiar with the Circle of Courage.)

Reading Reflection #3 (4 points)

Chapter 13 of the KKS text is a gold mine of structures and strategy for responding to the 7 positions. Note that strategies and structures are two different things. This reflection is designed to assist you in adding to your discipline pyramid (Levels #2 and #3 and #4 and maybe others) and to familiarize you with strategies and structures for *each* of the 7 positions. Select *two* strategies/structures for *each of the 7 positions* (for a total of 14) that absolutely must be on your Discipline Pyramid. Name the strategy/structure, indicate where on the pyramid you are placing each of the 14 and compose a brief rationale for your selection.

Reading Reflection #4 (4 points)

First read the parable on page 20.26 of the KKS text. Then carefully read Chapter 19 and pages 201 – 205 (the 2nd C: Constructive Conflict Resolution) of the TVN text AND Chapter 20 of the KKS text. Use your Multiple Intelligences to represent in any way:

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

Cooperative Group Lesson Jigsaw Reflection #5: (5 points)

Read and prepare to teach a team of classmates one of the cooperative group lesson plans included in Chapter 21 of TVN. Use the 1-page landscape lesson plan in the “hymnal” to prepare for your instruction. Turn this in along with a 1-page handout that creatively represents what you consider to be unique and interesting features of the lesson. Make 5 copies of the lesson plan and the handout for your small group teammates and instructor. Lessons are assigned in class.

Reading Reflection #6: (6 points)

Based upon your reading of pp. 197-201, 212-218, & Chapters 20 & 21 of the TVN text, class lectures and PowerPoints, AND the *Structuring Cooperative Learning* 18-decision article (by Jacqueline Thousand) as well as other cooperative group learning materials in the Hymnal:

- a) define in your own words EACH of the five critical elements of PIGS Face (i.e., positive interdependence, individual accountability, group processing, social skills, face-to-face interaction) in an effective cooperative learning group
- b) provide two examples of ways in which you can structure that element into a lesson
- c) describe 3 key learnings on how cooperative learning supports the education of a diverse learners.

NOTE: THIS IS AN IN-CLASS REFLECTION. BE PREPARED TO CREATE IT ON THE DATE INDICATED IN THE SYLLABUS.

Reading Reflection #7: (6 points)

Before responding to the following questions, read all of materials that follow this reflection prompt in your “Hymnal,” including the *Screening for Understanding* article. Some questions require you to integrate information from the *Focus on Exceptional Children* pages and the *Summary of IDEA 2004* pages that follow. Based upon all of these readings, please answer the following questions.

1. In your own words, what is a manifestation determination?
2. Under IDEIA 2004 (see the *Focus on Exceptional Children* article), what *two* questions must an IEP team answer to determine if a behavior in question was or was not a manifestation of the student’s disability?
- 3.a. The purpose of a functional behavioral assessment is to hypothesize the specific “communicative intent” or “perceived function” of a student’s challenging behavior. Under IDEIA 2004, what automatically triggers the initiation of a functional behavioral assessment?
- 3.b. From the *Screening for Understanding* article, what are the various pieces of information you need to gather to accurately formulate a hypothesis as to the function of a behavior?
4. What is a “slow trigger” versus a “fast” trigger?”
5. In developing a positive behavior support plan, why is it important to have *both specific and global hypotheses*? What does each contribute to the development of an effective plan?
6. Given the specific and global hypothesis statements about Matt found in Figure 2 of the *Screening for Understanding* article, how well do the interventions in Table 3 “fit” Matt’s situation? Justify your evaluation.

Discipline Pyramid (14 points)

POST REPRESENTATION ON TASKSTREAM FOR STANDARD 15

This is your discipline with dignity “final exam.” Given the discipline “pyramid” on page 143 of TVN, identify all of the interventions, strategies, and instructional and curricular approaches that you know and have learned about thus far for each of the six levels of the pyramid – from prevention to individualized support plans. Be sure to use your reflections, lecture notes, readings, and your own experience to construct your pyramid. Be as creative as you wish in your presentation. (For example, one student constructed a 3-D pyramid with strategies “housed” in drawers at each level..)

Positive Behavior Support Plan (16 points)

POST”REFLECTION” ON TASKSTREAM FOR STANDARD 24

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

(Note: This is an in-class assignment created as a team in the last classes of the course)

MAPs Implementation (25 points)

POST WRITE-UP ON TASKSTREAM FOR STANDARD 22

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

Each participant develops a “MAPs” report for one focus individual. Although the ideal focus individual would be a student identified as eligible for special education, because you may not be the service coordinator for such a student, you may need to be creative and identify a person for whom the MAPs process would make a positive contribution to the person’s life. If it is not possible to perform this assignment with a student you serve, solicit the participation of a friend, family member, or a youth not eligible for special education to be the focus person. Be sure to also invite as many significant others (i.e., family members, friends) as possible as well as appropriate professionals to participate in the MAPs process. The more the merrier. Your write up should be comprehensive and address at least the following components.

1. What was the rationale for choosing this student/person? Describe the person in terms of gender, age, strengths, and any other *relevant* characteristics such as educational needs or living situation. Describe the context of the MAPs process. Who was present? Where did it occur? (Note: Whenever possible, conduct the interview in the individual’s home) (4 points)
2. For each of the steps of the process, organize and report in writing the responses to MAPs questions and any other questions you asked. Document the decision-making process 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. Translate the outcomes of the MAPS session into 3 goals. Each goal must have a positively stated present level of performance (**PLOP**) statement and at least *two* accompanying interim *objectives* or *benchmarks*. At least one goal must relate to relationships, friendships, and/or social skills. At least one goal must relate to life beyond the current school context (e.g., recreational, living, or vocational life in the community, post-secondary life, transition to the next school). The remaining goal must directly relate to an important theme that emerges from the MAPS meeting. (9 points)
4. Compose a reflection on the experience that includes:
 - a) your own reaction to the process,
 - b) the reaction of the participants,
 - c) c) ways in which you would “better” prepare for or conduct a MAPS session in the future, and

- d) your thoughts, feelings or opinions about how best to promote family-centered and student-led assessment and planning for IEP development and long-range planning for a student's future. (5 points)

Criteria for Evaluation:

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

Social Skills Lesson Plan (15 points)

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

Cooperative Group Lesson Plan (25 points)

Each participant will develop a cooperative group lesson plan using the long lesson plan format provided by the instructor. By developing this plan, each participant to have the experience of thinking about each of the critical “teacher role” questions that must be considered when designing a formal cooperative group lesson. The *draft* of this lesson will be returned for revisions. The *final draft* must include requested revisions. Three extra credit reflection points may be earned for delivering and submitting a written reflection about the delivery of the cooperative group lesson.

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

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

A minimum requirement is that you spend the equivalent of a full school day in one or more high schools, shadowing one or more special education staff members, interviewing students and staff, attending after-school events, and observing classes which students attend. You will not be observing a particular student, so will not need specific permission for observations. Remember, however, in all of your note taking

and in any written product describing your high school experiences, you are to maintain confidentiality and not refer to a student by name.

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

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

What will you look for and what will you ask? The following nine questions directly relate to changes that IDEA 1997 and 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, each of approximately of ½ to 1-page in length.

The *second* 1- to 2-page component is your 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).

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



California State University San Marcos

HIGH SCHOOL EXPERIENCE FIELDWORK TIME SHEET

Since you will receive credentials as a K - 12 special education professional, a critical part of your special education fieldwork involves spending a significant amount of time with learners across the grades, K – 12. In this field experience, you are to complete the equivalent of one full day in one or more high school settings. Attached you will find a letter of introduction which you should take with you to the school or the schools you visit. Phone the coordinator of special education services for the building (who may be the principal, assistant principal, a special education department chair, or a school-based coordinator) to make specific arrangements for the visitations. It is a “best practice” to meet your host teacher(s) face-to-face in advance to arrange a schedule. This, of course, may not be possible, due to time 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.

Name _____ Semester _____

School _____ District _____

Principal _____ Site Special Education Coordinator _____

Host Teacher _____ Host Teacher _____

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



California State University San Marcos

September 1, 2008

Dear Principal and Special Education Staff,

An important special education field experience for all Cal State San Marcos Mild/Moderate and Moderate/Severe special education 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 for transition planning.

It would be greatly appreciated if one or more of our credential candidates could spend approximately 8 hours under the guidance of one or more of your special education faculty engaged in the activities described above. Candidates might spend an entire day on campus – during, before, and/or after school hours. Observations could also be spread across more than one day.

The CSUSM credential program faculty sincerely hope that your teachers and students find this an interesting and valuable experience. As program coordinator, I also wish to thank you for your support of the professional development of the future educators enrolled in CSUSM's credential programs. If you have any questions or concern regarding this field experience requirement, please feel free to e-mail me at jthousan@csusm.edu.

Respectfully requested,

Dr. Jacqueline Thousand, Professor
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 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) What arrangements are made so *classroom teachers* actively participate as members of the IEP team?
- 5) In what ways do you ensure regular *communication* with classroom teachers to coordinate curriculum and instruction?
- 6) In what ways are students involved in the development and implementation of their own *ITP* by age 16? What are examples of *transition* activities and goals?
- 7) In what ways are students informed of their *age of majority rights* by age 17? Describe the process in as much detail as possible.
- 8) At www.cde.ca.gov/ta/tg/hs, please locate, download, print, and read both *Matrix 1: Matrix of Test Variations...* and *Q&A About Test Variations* to learn of a) the approved accommodations and modification 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.
- 9) How do you determine when the alternate assessment – the California Alternative Performance Assessment (CAPA) - will be used with students with severe disabilities who are not included in CST testing? What other alternate assessment approaches are used to provide meaningful information about student progress? Note: These question MUST be answered with depth. If you cannot find someone who works with students with severe disabilities who can fully answer these questions, research the answers by visiting California Department of Education websites such as www.cde.ca.gov/ta/tg/sr/capa.asp and www.startest.org/capa.html.

EDMX 633 Tracking Form

Weekly Class Attendance and Participation **42 points**

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

Reading Reflections **33 points**

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

Assignments **125 points**

- High School IDEIA Observation and Interview _____ (15 points)
- Social Skills Lesson Plan _____ (15 points)
- Cooperative Group Lesson Plan _____ (25 points)
- Discipline Pyramid (TaskStream Standard 15) _____ (14 points)
- TaskStream – Standard 15* _____ (05 points)
- MAPS (TaskStream Standard 22) _____ (25 points)
- TaskStream – Standard 22* _____ (05 points)
- Behavior Support Plan (TaskStream Standard 24) _____ (16 points)
- TaskStream – Standard 24* _____ (05 points)

TOTAL POINTS _____ **(200 max)**

Grading Scale (in percentages)

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