

**California State University San Marcos
COLLEGE OF EDUCATION**

**COURSE: EDMX 633 Community Access through Supported Environments (CASE):
(CRN #: 41739) Positive Behavioral Supports and Functional Assessment,
Curriculum, and Instruction (3 credit units)**

CLASSROOM: University Hall 441 – Mondays – 5:30 – 8:15 PM

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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 Multiple Subject/BCLAD with Special Education Specialist Credential: Learning Handicapped Teacher 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. WHAT ARE THE PERFORMANCE GOALS?

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

- 1.0 Best Practices to Promote Community, Discipline with Dignity, and Positive Behavior Supports**
 - 1.1 the use of formal and informal cooperative group learning structures and 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 friendship-building methods (e.g, Circle of Friends) 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;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Examine WebCT at least twice weekly for messages and newly-posted materials or resources. Download and print off materials needed for each class prior to class and bring all required resources to class.
3. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). If you 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. Task Stream 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 the Teacher Performance Expectations and/or the Education Specialist Level I Preliminary standards identified by the instructors. Once you have an account, you must enroll in one or more of the “buckets.” For those who already have a basic (i.e., Multiple Subject or Single Subject) credential, on the TaskStream main page, 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. If you also are concurrently earning your Multiple Subject credential, also enroll in the Multiple Subject bucket, using the Auto Enrollment Code, ZNJ5MR.

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 have extenuating circumstances, notify the instructor immediately. (*Adopted by the COE Governance Community, December, 1997*).

Grading Scale (in percentages):

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

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

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 the Teacher Performance Expectation (TPE) competencies and 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. CLASS SCHEDULE WITH READINGS AND ASSIGNMENTS DUE BY CLASS DATE

On the following two pages, please find the schedule for the topics for each of the classes of this course. Note that to the right of each class date and topic is a listing of the readings and assignments due for that class.. ***Contingent upon the assignment and at the discretion of the instructor, assignments submitted late may not receive full credit.***

<u>Class</u>	<u>Date:</u>	<u>TOPIC</u>	<u>READINGS FOR TODAY</u>	<u>ASSIGNMENTS DUE TODAY</u>
#1	08/27	The 3 Rs: Discipline Pyramid, Circle of Courage Prevention		Purchase Texts Download Syllabus Purchase Custom Reader
		SEPTEMBER 3RD – LABOR DAY (NO CLASS)	KKS 18	
#2	09/10	Prevention: Rules & Quick Recovery High School IDEIA Assessment Assignment How to Read Kagan et al. (KKS)	TVN Ch. 9 & KKS Ch. 8 H.S. IDEIA Materials KKS 6.4 – 6.27 & 14.14 – 14..26 (Pyramid: Prevention)	Reading Reflection #1 (4 points)
#3	09/17	Prevention: Class Meetings & Low-Level Interventions	KKS iii– xxi & Chs. 1–3 & 7 (Review VT Ch. 3) KKS Ch. 14.56 – 14.70 (Quick Recovery & Next Steps)	Reading Reflection #2 (4 points) TaskStream Sign Up
		SEPTEMBER 24TH – NO CLASS: Arrange and begin H.S. IDEIA VISITATION		
#4	10/1	Conflict Resolution; Oral and Written Planning Social Skills Lesson Plan Development	KKS 13 (for Reflection #3) KKS 14.27 – 14.34, 14.71 - 81	Reading Reflection #3 (4 points)
#5	10/8	Prevention Continued: Teaching Social Skills	TVN pp. 201-205 & Ch. 19 KKS 20 (Long Term Supports)	Reading Reflection #4 (4 points)
#6	10/15	Self-Determination as a Concept and Practice MAPs Assignment	TVN 4 MAPs Materials	Draft Social Skills Lesson Plan
#7	10/22	Goal Structures, PIGSFace	“Structuring Coop. Learning” pp. 180-184 KKS 18.20 – 18.27 & Ch 19 (CGL & MI, Prevention)	H.S. IDEIA Assessment (15 points)
#8	10/29	Experience a Lesson Teacher’s Role in CGL	TVN Ch. 20 Structuring Coop. Learning” pp. 184 - 197	Final Social Skills Lesson Plan (15 points)

Class	Week of:	TOPIC	READINGS FOR TODAY	ASSIGNMENTS DUE TODAY
#9	11/05	Jigsaw of Lesson Plans Lesson Plan Design	TVN Jigsaw of Ch. 21 Lessons and TVN pp. 371 – 378	Jigsaw Reflection #5 (6 points)
#10	11/12	Informal Cooperative Learning Structures In Class Creation of Reflection #6	"Structuring Coop. Learning"	IN-CLASS Reflection #6 (6 points) (Review for Reflection #6) Draft CGL Lesson Plan
NOVEMBER 19TH – THANKSGIVING WEEK (NO CLASS):			Revise CGL Lesson based upon WebCT6 instructor feedback. Complete MAPS & Discipline Pyramid Prepare Reflection #7	
#11	11/26	Positive Behavior Supports – Plans that Work (Pt. 1) Functional Assessment and "Model" Interventions Kathy Montilluer – Guest	<u>Screening for Understanding</u> & additional pages on PBS in "Hymnal" KKS Chs. 10 & 11	Reading Reflection #7 (6 points) Final CGL Lesson Plan
#12 & #13	12/3	Positive Behavior Supports – Plans that Work (Pt. 2) Behavior Support Plan – In-Class Design	Materials in "Hymnal" KKS Chs. 16 & 17 (Replacement Behavior, FBA, BIP) www.pbis.org/PBISandlaw.htm (Focus on Exceptional Children article, pp. 17 & 18)	Discipline Pyramid Assignment (15 points) In-Class Behavior Support Plan (16 points) TaskStream Posting for Standard 15 & 24
#14	12/10	Student-Led IEPs (SLI) Course Evaluation	NICHCY SLIEP Guide TVN 18, 22, & 23 (Optional)	MAPs (25 points) TaskStream Posting for Standard 22 (MAPs)

Note: This class is a "double" class session starting at 4:30 pm and ending at 8:45 pm. Pizza is provided!

DECEMBER 17 – Last day to submit TaskStream Posting for Standards 15, 22, and 24. Postings must be submitted by 7 p.m. to receive points.

VII. WHAT BOOKS, WEB SITES AND MATERIALS DO I NEED FOR CLASS?

<u>Text Abbreviation</u>	<u>Text Title, Author, and Publisher</u>
KKS	Kagan, S., Kyle, P., & Scott, S. (2004). <u>Win-win discipline: Strategies for all discipline problems</u> . San Clemente, CA: Kagan Publishing.
TVN	Thousand, J., Villa, R, & Nevin (2002). Creativity and collaborative learning: The practical guide to empowering students, teachers, and families. (2 nd ed.) Baltimore: Paul H. Brookes.
WebCT6 Resources	Additional readings, manuals, lecture guides, Power Points, and case studies will be posted on WebCT6. Check often, download, and bring to class.
Web Sites	www.pbis.org/PBISandlaw.htm (see Focus on Exceptional Children article, pages 17 & 18 on behavior) www.disciplinehelp.com www.nichcy.org www.positivebehaviorsupportonline.com

VIII. WHAT ARE MY 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 (TaskStream Standard 15 posting)	(14 points)
Positive Behavior Support Plan (TaskStream Standard 24 posting)	(16 points)
MAPS (TaskStream Standard 22 posting)	(25 points)
TaskStream Postings for Standards 15, 22, and 24	(15 points)
Total Maximum Points:	200 points

Weekly Class Attendance Participation

(3 points per 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

(33 points maximum)

Reflections (30 points maximum)
The purpose of the reading reflections 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 processes and turned in by the due date. Rubrics are provided on WebCT6.

Overall Criteria for Written Products:

- Overall Criteria for Written Products:**

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

Reflection Prompt Questions and Due Dates

See prompt questions for Reflections # 1 - #7 on this and the following page.
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 3 points maximum (3 maximum extra credit points)

You may earn an optional 3 extra credit points by a) implementing your social skills lesson and preparing a reflection on your implementation, b) implementing your cooperative group lesson plan and preparing an implementation reflection, c) writing a reflection on any of the readings in the texts that relate to the topic of student self determination, or d) attending an approved (by instructor) professional conference and writing a reflection regarding the conference.

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? (2 - 3 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.

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 that you wish:

- what you learned about the development of social life skills including conflict mediation skills, and
- 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. 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 the Structuring Cooperative Learning 18-decision article (by Jacqueline Thousand)

- 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 at least 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 diverse.

(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 page, the Summary of IDEIA 2004 pages that follow. Based upon all of these reading, answer the following questions.

- 1.a. In your own words, what is a manifestation determination?
- 1.b. Under what conditions must a manifestation determination occur for a student with an IEP?
- 2.a. Under IDEIA 2004 (see the Focus on Exceptional Children article), what TWO questions must an IEP team NOW answer to determine if a behavior in question was or was not a manifestation of the student's disability?
- 2.b. What must the IEP team collect and examine in order to make an informed decision as to whether a behavior was a manifestation of a child'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 *Screening for Understanding*, what are the various pieces of information you need to gather to accurately formulate a hypothesis? (Clue: Also see the planning form for your PBS assignment)
- 4.a. What is a “slow trigger” versus a “fast” trigger?
- 4.b. In what ways does knowledge of the “slow trigger” and the formulation of a “global hypothesis” help a team understand a student's behavior and formulate a plan?
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)**MUST BE POSTED 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 make this as useful a document as you can for yourself. Use reflections, lecture notes, readings, and your own experience when constructing this pyramid. Feel free to be creative!

Positive Behavior Support Plan (16 points)**REFLECTION MUST BE POSTED ON TASKSTREAM FOR STANDARD 24**

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

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

MAPs Implementation (25 points)**ITEMS 1 – 4 LISTED BELOW MUST BE POSTED 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(es) used to identify and prioritize needs and goals. Also identify potential next steps. (7 points)
3. For the “Plan of Action,” recommend specific areas or skills to work on based upon the outcomes of the MAPS process. Translate the outcomes of the MAPS session into 3 goals. Each goal must have at least two accompanying benchmarks as well as a “positive” baseline or present level of performance statement. At least one goal should relate to relationships, friendships, and/or social skills. At least one goal should relate to life beyond the current school context (e.g., recreational, living, or vocational life in the community, post-secondary life, transition to the next school). The remaining goal should directly relate to an important theme that emerged from the MAPS meeting. (9 points)
4. Write a reflection on the experience that includes your own reaction to the process, the reaction of the participants, ways in which you would “better” prepare for or conduct a MAPS session in the future, as well as any other feelings and thoughts about how to implement and promote family-centered and student-led assessment and planning approaches in IEP development and futures planning. (5 points)

Criteria for Evaluation:

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

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 in Chapter 20 of the Thousand, Villa, and Nevin text. The purpose of this exercise is for each participant to have the experience of thinking about each of the critical “teacher role” questions that must be considered when designing a formal cooperative group lesson. The **draft** of this lesson will be returned for revisions. The **final draft** must include requested revisions. 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 cohort members will not have a special education field placement in a high school setting. Nevertheless, we want to make sure that you witness the unique aspects and challenges of supporting high school-aged youth with identified special education needs. Every elementary and middle school student eventually transition into these high schools. What happens to them when they get there? Find out through this field experience, which is totally self-directed.

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

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

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

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

If you wish to visit a high school with a partner, please do, as long as it meets the approval of the special education personnel who are hosting your visit. Crowds tend to draw attention away from instruction, so visitation groups larger than two or three are discouraged. You are a guest, so at all times behave in your most professional and courteous manner. Reserve any verbal critiques or judgments for written reflections and our class debriefing session.

What shall you look for and what shall you ask? The following questions directly relate to the changes that IDEA '97 and IDEIA 2004 created in the roles of educators, students, and teachers. Schools continue to

improve their ways of addressing these changes, so this is a great time to talk with school personnel about these issues. You are to ask questions, observe, and otherwise "fact find" in order to get responses to the IDEIA High School questions that are as comprehensive and complete as possible. You are free to ask any of your own questions. Keep your eyes open, as well; what you see may or may not "match" what you are told.

Your write up of the high school experiences has two components. The first component is a summary of your findings regarding all nine of the IDEIA High School questions. Each of the nine responses should be no less than 1/2 page in length. The second component of 1 to 2 pages requires you to analyze the high school and the practices examined by the nine questions in terms of the following:

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

Please submit the time sheet with signatures from the hosts with your write up



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

August 30, 2007

Dear Principal and Special Education Staff,

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

It would be greatly appreciated if one or more of our credential candidates could spend 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 on campus – during, before, and/or after school hours; or observations could be spread across several days.

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

Respectfully requested,

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

IDEIA High School Questions

- I. What are characteristics of an “exemplary” high school special educator?
What are the most fulfilling aspects of working as a high school special educator? What are the greatest challenges in working as a high school special educator?
- II. In what ways do special education faculty encourage and support student participation on IEP teams?
To what extent are the questions posed in the MAPs process employed to gather data in the IEP process? To what extent do students direct and lead their own IEP meetings? How are students taught and coached to direct their own IEPs?
- III. In what ways do special education faculty encourage and support parent participation on IEP teams?
- IV. In what ways have arrangements been made for classroom teachers to actively participate as members of the IEP team?
- V. In what ways do you ensure that there is regular communication with classroom teachers to coordinate curriculum and instruction personnel?
- VI. In what ways are the required transition activities carried out for students by age 16? What are examples of transition goals? Provide as much detail as possible about these transition activities.
- VII. In what ways are students informed of their age of majority rights before they turn 18? Describe the process in as much detail as possible.
- VIII. In what ways are students included in high stakes district and statewide assessments, such as the STAR testing? What are the most common accommodations provided for students?
- IX. 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 the district CAT6 assessment? What other alternate assessment approaches are used to provide meaningful information about student progress? Note #1: Find out as much information about it as you can through this question and the Calif. Dept. of Education website. Note #2: If the teacher you are interviewing cannot answer this question thoroughly, interview someone who works with students with severe disabilities and who can answer this question.. This question MUST be answered with depth.

Special Notes:

For questions II - IX, also ask, “What would help to make this practice work even better?” Include the interviewee’s responses as part of your answers to these questions.

Be sure to spend talking with (and shadowing) as many students as you can.

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

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)
<i>TaskStream – Standard 15</i>	_____ (05 points)
MAPS (TaskStream – Standard 22)	_____ (25 points)
<i>TaskStream – Standard 22</i>	_____ (05 points)
Positive Behavior Support Plan (TaskStream – Standard 24)	_____ (16 points)
<i>TaskStream – Standard 24</i>	_____ (05 points)

TOTAL POINTS

(200 Points Maximum)

Grading Scale (in percentages)

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

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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