

COURSE: EDMX 633

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

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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.

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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
 - 1.5 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
 - 1.6 laws (e.g., the Hughes Bill), regulations, and ethics governing behavioral support of students with special needs from diverse cultural, linguistic, and socioeconomic background
 - 1.7 the use of peer tutoring, partner learning, and social justice curriculum to promote natural peer supports and peer mediated instruction

- 1.8 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

INFUSED COMPETENCIES

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. See "Authorization to Teach English Learners Competencies." (*Approved by CCTC in SB 2042 Program Standards, August 2002*)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Teacher Performance Expectation (TPE) Competencies

Course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject and Mild/Moderate and Moderate/Severe Education Specialist Preliminary credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. You will be required to formally address the following TPEs in this course:

- B. ASSESSING STUDENT LEARNING**
 - TPE 2 - Monitoring Student Learning During Instruction**
 - *Using instructional strategies and techniques to support students' learning*
 - TPE 3 - Interpretation and Use of Assessments**
 - *Understanding a range of assessments*
 - *Using and interpreting a range of assessments*
- C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**
 - TPE 4 - Making Content Accessible**
 - *Selecting and using various instructional strategies, activities, and resources to facilitate student learning*
 - TPE 5 - Student Engagement**
 - *Understanding of academic learning goals*
 - *Ensuring active and equitable participation*
 - *Monitoring student progress and extending student thinking*
 - TPE 6 - Developmentally Appropriate Teaching Practices**
 - a. - c. Developmentally Appropriate Practices in Grades K-12**
 - *Understanding important characteristics of the learners*
 - *Designing instructional activities*
 - *Providing developmentally appropriate educational experiences*
 - d. Special Education**
 - *Collaborating with others to plan, teach and assess students with special characteristics*
- D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**
 - TPE 8 - Learning about Students**
 - *Using methods to learn about students*
 - *Connecting student information to learning*
 - TPE 9 - Instructional Planning**
 - *Connecting academic content to the students backgrounds, needs, and abilities*
 - *Selecting strategies/activities/materials/resources*
- E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**
 - TPE 10 - Instructional Time**
 - *Allocating instructional time*
 - *Managing instructional time*
 - TPE 11 - Social Environment**
 - *Understanding the importance of the social environment*
 - *Establishing a positive environment for learning*
 - *Maintaining a positive environment for learning*
- F. DEVELOPING AS A PROFESSIONAL EDUCATOR**
 - TPE 12 - Professional, Legal, and Ethical Obligations**
 - *Taking responsibility for student academic learning outcomes*
 - *Knowing and applying professional and ethical obligations*
 - *Knowing and applying legal obligations*
 - TPE 13 - Professional Growth**
 - *Evaluating teaching practice and subject matter knowledge*
 - *Using reflection and feedback to improve teaching practice and subject matter knowledge*

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:

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. Students must attend more than 80% of class time to receive a passing grade for the course at the discretion of the instructor. Should there be extenuating circumstances, talk with the instructor immediately. (Adopted by the COE, December, 1997)

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

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 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."

Grading Criteria

Grading Scale (in percentages):

A: 94-100 A-: 92-93 B+: 89-91 B: 86-88 B-: 83-85 C+: 80-82

Qualitative Criteria for Grading:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

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

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

<u>Text Abbreviation</u>	<u>Text Title, Author, and Publisher</u>
TVN	Thousand, J., Villa, R., & Nevin, A. (2002). <u>Creativity and collaborative learning: A practical guide to empowering students, teachers, and families</u> (2 nd ed.). Baltimore: Paul H. Brookes.
VT	Villa, R., & Thousand, J. (2000). <u>Restructuring for caring and effective education: Piecing the puzzle together</u> (2 nd ed.). Baltimore: Paul H. Brookes.
WebCT Resources	Additional readings, manuals, lecture guides, Power Points, and case studies will be posted in WebCT Resources and Class Meeting sites. Check often, download, and bring to class. Some assignments must be posted in WebCT (e.g., social skills lesson and cooperative group lesson). Other assignments may be posted in WebCT or submitted as a hard copy in class.
Web Sites	www.disciplinehelp.com , http://www.nichcy.org

V. 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.

<u>Session</u>	<u>Date:</u>	<u>TOPIC</u>	<u>READINGS FOR TODAY</u>	<u>ASSIGNMENTS DUE TODAY</u>
#1	01/24	The 3 Rs: The Pyramid, Circle of Courage Prevention and Universal Design		Purchase Texts & Access WebCT
#2	01/31	Prevention: Rules & Quick Recovery Discipline Health Interview Assignment High School IDEA Assessment Assignment	VT 3 & 23 Discipline Interview Materials H.S. IDEA Materials	Reading Reflection #1 (4 points)
#3	02/07	Prevention: Class Meetings & Low-Level Interventions	TVN 9 & 15	Reading Reflection #2 (4 points)
#4	02/14	Conflict Resolution; Oral and Written Planning Social Skills Lesson Plan Development	VT pp.140-149 & 152-161 TVN pp. 201-205 & Ch. 19	Reading Reflection #3 (4 points)
#5	02/21	Prevention Continued: Teaching Social Skills		Discipline Health Interview (15 points)
#6	02/28	Self-Determination as a Concept and Practice MAPs Assignment	VT pp.575 - 580 & TVN 4 MAPs Materials	Reading Reflection #4 (4 points)
#7	03/07	Goal Structures, PIGSFace	"Structuring Coop. Learning" pp. 180-184	Draft Social Skills Lesson Plan
#8	03/14	Experience a Lesson Teacher's Role in CGL	TVN Ch. 20 "Structuring Coop. Learning" pp. 184 - 197	High School IDEA Assessment (15 points)
#9	03/21	Jigsaw of Lesson Plans Lesson Plan Design	TVN Jigsaw of Ch. 21 Lessons and TVN pp. 371 - 378	Final Social Skills Lesson Plan (15 points) Reading Reflection #5 (5 points)
#10	03/28	Informal Cooperative Learning Structures Complete Reading Reflection #6 In Class	"Structuring Coop. Learning" (Review for Reflection #6)	Prep for Reading Reflection #6 (5 points) Draft CGL Lesson Plan

<u>Class</u>	<u>Week of:</u>	<u>TOPIC</u>	<u>READINGS FOR TODAY</u>	<u>ASSIGNMENTS DUE TODAY</u>
	04/04	FREE CLASS TIME TO IMPLEMENT MAPS & WORK ON OTHER ASSIGNMENTS		
#11	04/11	Positive Behavior Supports - Plans that Work (Pt. 1) Functional Assessment and "Model" Interventions Jan Israel - Guest (NOTE: CLASS WILL BE FROM 6:30 TO 8:30 PM TONIGHT)	<u>Screening for Understanding</u> & related readings for Reading Reflection #7 Behavior Intervention Plan Assignment Materials	Reading Reflection #7 (6 points)
#12	04/18	Positive Behavior Supports - Plans that Work (Pt. 2) Behavior Support Plan - In-Class Design Kathy Miller - Guest	WebCT Class Materials	CGL Final Revisions (25 points)
#13	04/25	Positive Behavior Supports - Plans that Work (Pt. 3) Behavior Support Plan - In-Class Design Kathy Miller - Guest		Discipline Pyramid Assignment (14 points) Behavior Support Plan (16 points)
	05/02	FREE WEEK TO COMPLETE MAPS AND ANY OUTSTANDING ASSIGNMENTS		
#14	05/09	Student-Led IEPs (SLI) Catherine Garrigan - Guest (Peer Tutoring & SL-IEPs) Course Evaluation & Celebration	NICHCY SL-IEP Guide TVN 18. 22, & 23 (Optional)	MAPS Assignment (25 points) NICHCY SLIEP Guide

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

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Web Sites	www.disciplinehelp.com , http://www.nichcy.org

VI. WHAT ARE MY ASSIGNMENTS?

Weekly Class Attendance and Participation	(42 points)
Reading Reflections	(32 points)
Social Skills Lesson Plan	(15 points)
Cooperative Group Lesson Plan	(25 points)
Discipline and Positive Behavior Support Interviews	(15 points)
High School IDEA '97 Observation and Interview	(15 points)
Discipline Pyramid	(15 points)
Positive Behavior Support Plan	(16 points)
MAPS	(25 points)
Total Maximum Points:	200 points

Weekly Class Attendance Participation (3 points per class X 14 sessions = 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 (32 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:

1. For reading reflections, 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 the following pages
See class schedule for due dates.

<u>Reading Reflections & Lesson Applications</u>	(32 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	5 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 text 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.

REFLECTIONS (30 Points Maximum)

Reading Reflection #1 (4 points)

Read Chapter 3 & 23 in the Villa & Thousand (VT) text. In what ways were the four dimensions of the Circle of Courage fulfilled for Cecelia? In what ways could/will you apply the principles of the Circle of Courage in structuring your classroom environments, routines, and methods of teaching responsibility (i.e., otherwise known as "discipline") to your students? (1-2 pages)

Reading Reflection #2 (4 points)

In what ways will the strategies described in Chapter 9 & 15 of the Thousand, Villa, and Nevin (TVN) text assist you as a teacher of children like Mariah, Billy, or Ricardo? What approaches from Chapter 9 or 15 are most appeal to you and why? (1-2 pages)

Reading Reflection #3 (4 points)

Read Chapter 19 and pages 201 - 205 (the 2nd C: Constructive Conflict Resolution) of the TVN text AND pages 140 - 149 & 152 - 162 in the VT text. Use your Multiple Intelligences and creativity to represent in any way that you wish:

- a) what you learned about conflict resolution and the development of responsibility, and
- b) specific strategies you will use to develop your students' responsibility/response-ability. (1-2 pages)

Reading Reflection #4 (4 points)

After reading pages 575 - 580 of VT and Chapter 4 of TVN answer the following:

- a) In pages 575 - 580 of Chapter 22 in VT, the authors propose that self determination is an essential education outcome if students with disabilities are to succeed in and out of school. To what extent do you agree with this premise? Provide a justification for your evaluation of this premise. (2 points)
- b) Given the components of self-determination and the methods for building connections described in Chapter 4, how will you use these methods to structure/promote self determination for your students? What other methods will you use to promote student self determination? (2 points)

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

Read and be prepared to discuss the lesson on pp 371 - 378 or the TVN text. Read and prepare to teach one of the cooperative group lesson plans included in Chapter 21 in class to a team of classmates. You will use a format provided in Class Materials to prepare for your instruction. As part of this assignment you also will create a visual or a 1-page handout that represents the critical elements of the lesson. Lessons will be assigned in class.

Reading Reflection #6: (5 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
 - b) describe 3 key learnings on how cooperative learning supports the education of diverse learners
- This reading reflection will be composed in class. However, feel free to bring written responses to class so that you are optimally prepared for the in-class composition of this reflection.

Reading Reflection #7: (6 points)

Read Screening for Understanding and the associate readings concerning positive behavior supports posted in the Class Materials of WebCT.

1. Under what circumstances should a functional behavioral assessment be initiated?
2. The purpose of a functional behavioral assessment is to hypothesize the specific "communicative intent" or "perceived function" of a student's behavior. What are the various pieces of information you need to gather to accurately formulate this hypothesis? (Clue: See the planning form for your PBS assignment)
- 3.a. What is a manifestation determination?
- 3.b. What 4 things must an IEP team determine in a manifestation determination?
- 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 (15 points)

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 when construction this reflection. Feel free to be as creative as you wish in your presentation. (For example, one student created a 3-ring notebook with dividers that included details on each intervention and room for new strategies to easily be added in the future; another student constructed a 3-D pyramid with strategies "housed" at each level.)

Discipline and Positive Behavior Support Interview and "Health" Diagnosis (15 points)

The purpose of this assignment is to develop participants' understanding of a) the discipline climate and practices in their school and classroom, b) the behavioral support strategies currently employed, and c) staff perceptions of discipline in the school. Using the provided Staff Questionnaire and the 4-page "Program Indicator" tool, assess the discipline and positive behavior support characteristics of your school and classroom. To do this, first make 3 copies of the Staff Questionnaire. Interview at least 3 people from your school using this instrument, but only after you have administered the instrument to yourself first. Get a copy of the school and district's discipline and behavior support policies and procedures and study them carefully. Next, using the information from your 4 interviews and the policy and procedures documents, complete the four pages of the "Program Indicator" tool. If you don't feel you have adequate information to rate a particular item, ask the principal, guidance personnel, or "trusted" teachers to provide an assessment of the item. Assemble all of these materials into a packet along with a 3 to 4-page written assessment of your school's discipline and positive behavioral support "health" that is based upon your research and what you know so far about "best practices" in teaching responsibility and promoting self discipline. Be prepared to compare your findings with your classmates on the due date.

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. Development of the lesson will begin in class and participants should be prepared to teach the lesson to classmates and to students whom they serve. 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 reflecting upon 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 reflecting upon the delivery of the cooperative group lesson.

Positive Behavior Support Plan (16 points)

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 two of the last classes of the course)

MAPs Implementation (25 points)

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

Each participant develops a "MAPs" report for one focus individual. Although the ideal focus individual would be a student identified as eligible for special education, because you may not be the service coordinator for such a student, you may need to be creative and identify a person for whom the MAPs process would make a positive contribution to the person's life. If it is not possible to perform this assignment with a student you serve, solicit the participation of a friend, family member, or a youth not eligible for special education to be the focus person. Be sure to also invite as many significant others (i.e., family members, friends) as possible as well as appropriate professionals to participate in the MAPS process. The more the merrier. Your write up should be comprehensive and 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. Using your local IEP form, translate the outcomes of the MAPS session into 3 goals. Each goal must have at least two accompanying objectives/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 the important dimensions that emerged from the MAPS process. (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.

High School Special Education: Implications of IDEA 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 placement experience, which will be totally self-directed.

The minimum requirements are that you spend the equivalent of at least one 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 high schools in pairs or trios, 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 that directly relate to the changes that IDEA '97 created in the roles of educators, students, and teachers. Schools continue to improve their ways of best 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 set of IDEA 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.

The permanent product you will generate to reflect your analysis, synthesis, and evaluation of the high school experiences has two components. The first component of this report is a summary of your findings regarding all nine of the IDEA High School questions. Each of the nine responses should be no less than 1/2 page in length. The second component emulates questions posed in an SST meeting. Specifically, in 1 to 2 pages write about:

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



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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
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



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January 24, 2005

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

IDEA '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 planning activities carried out for students at age 14? At age 16? 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 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

32 points

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

Assignments

126 points

- Discipline Pyramid _____ (15 points)
- Discipline and Positive Behavior Support Interviews _____ (15 points)
- High School IDEA '97 Observation and Interview _____ (15 points)
- Social Skills Lesson Plan _____ (15 points)
- Cooperative Group Lesson Plan _____ (25 points)
- Positive Behavior Support Plan _____ (16 points)
- MAPS _____ (25 points)

TOTAL POINTS

(200 Points Maximum)

Grading Scale (in percentages)

A: 94-100 A-: 92-93 B+: 89-91 B: 86-88 B-: 83-85 C+: 80-82