

Course & Section Nos.	EDMX 633
Course Title	Creating Accessible Learning Environments
Class Roster No.	40303
Course Day(s)	Wednesdays
Time	5:30pm – 8:20pm
Course Location	Zoom Meetings and Online Instruction
Semester / Year	Fall 2020
Instructor	Dr. Rebecca Brooks
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Office	Zoom Meetings or Phone Calls
Office Hours	By Appointment

WELCOME

Welcome to EDMX 633! I'm very excited to spend this semester with you as we take an amazing journey together learning about all the many ways in which we can support ALL students. Provided the right supports, we can create environments where all students can learn and grow successfully.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Focuses on methods and strategies for creating accessible learning environments for all students, including both academic and social skills development. Emphasizes the collaborative development and implementation of positive behavioral support plans, curricular adaptations, and person-centered planning. Teaches and models the importance of creating a sense of belonging, cooperative group learning, peer supports, and student empowerment.

Course Objectives

After completion of EDMX 633, students will demonstrate competence in the following areas through successful completion of an assignment and/or activity:

- ability to produce a Social Skills Lesson Plan
- understanding of the 14 Decisions of Cooperative Group Learning (CGL)
- knowledge of IDEIA
- ability to read and understand an FBA & BIP
- skills to implement a MAPS
- understanding of the meaning of Credo of Support

Unique Course Requirements

Students will complete the MAPS and High School Observation and assignments through a school observation and meeting off campus (See Assignment Description below).

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Brown F., McDonnell, J., & Snell, M. E. (2020). *Instruction of students with severe disabilities* (9th ed.) Pearson. [Also used in EDMX 627, 631, 633, 635]

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

Pineda, Y., & Brooks, R. (2017). *Adapting Unstoppable Learning*. Solution Tree.

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

Required Subscription

Conversations That Matter website: <http://conversationsthatmatter.org/user>

- 1) Click on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button.
- 2) Student registration will show as \$20. Select CSUSM, provide your Student ID #, and select Rebecca Brooks as the instructor.
- 3) Click on the CONTINUE TO NEXT STEP button, then click on the ADD TO CART button.
- 4) E-mail and billing information will be requested. Complete all fields and click CONTINUE TO NEXT STEP.
- 5) You then are directed to PAYPAL where you can pay through your PAYPAL account or with a credit card.
- 6) After paying, PayPal displays a page stating your transaction was successful. **You must click on the link provided on this page** to return to the Conversations That Matter website. This will activate your account.
- 7) You will immediately receive an e-mail with a link that provides access to the site with a temporary password. If you don't receive an e-mail, check your junk mail. If you still can't find the e-mail, go to the website and click on "Get Login Help". Enter your email address and another e-mail will be sent to you.

Cougar Courses

The Cougar Courses site <http://cc.csusm.edu> provides additional materials such as the syllabus, rubrics of assignments, “drop boxes” for assignment, reading materials, power points, weekly course information, etc.

TaskStream Account

The School of Education uses TaskStream to manage candidates’ TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild to Moderate and Extensive Support Needs Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year.

Concurrent Candidates

After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2019-2020** - by going to your home page, finding the Self-Enrollment area & clicking *Enter Code* button. Enter **concurrent1920** as the program code. If this is the correct program, click the *Enroll* button.

Add-On Candidates

After enrolling, access your specially designed education specialist program bucket – **Add On Ed Specialist Credentials 2020-2021** by going to your home page, finding the self-enrollment area, and clicking the enter code button. Enter **addon2021** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show on your TaskStream home page when you log in. Remember your enrollment name and password.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

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

- 1.1 the use of formal and informal cooperative group learning structures and class meetings to create a caring and cooperative classroom climate
- 1.2 the use of a “pyramid” hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility
- 1.3 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior
- 1.4 crafting effective behavioral supports for students with diverse behavioral, communication, and learning characteristics
- 1.5 the use of peer tutoring, partner learning, and peer mediation curriculum to promote natural peer supports and peer mediated instruction, support, and problem solving
- 1.6 student, family, and teacher involvement in IEP, ITP, and age of majority rights activities at the secondary level

2.0 Social Relationships

- 2.1 methods for creating a positive school climate, developing a community of learners, and facilitating social behavior in diverse educational settings based upon the Circle of Courage
- 2.2 the integration of social skills and social skill curricula into the general education curriculum and cooperative group learning and partner learning structures
- 2.3 methods for teaching interpersonal skills, including conflict resolution
- 2.4 the use friendship-building methods to build social networks
- 2.5 the use of assessment methods such as MAPS to identify IEP goals and objectives that address valued life outcomes, including social relationships

3.0 Effective Communication and Self Determination

- 3.1 the preparation of students to be self-advocates, using principles of self determination
- 3.2 accurately detecting and interpreting the communicative intent of behavior (3.3 the identification of communication supports for students with communication challenges

4.0 Inclusion in General Education Curriculum and Community

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

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Preliminary Mild to Moderate and Moderate to Severe (Extensive Support Needs) Education Specialists 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. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course addresses all of the TPEs listed in the Teacher Performance Expectations table on page 25.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The CSUSM credential programs are using the CalTPA (California Teacher Performance Assessment). Multiple and/or single subject California credential candidates must successfully complete the state-approved CalTPA.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Preliminary Mild to Moderate and Extensive Support Needs Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality.

SCHEDULE/COURSE OUTLINE				
Tentative schedule may be adjusted as needed to enhance learning				
CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1	9/2	Building a Sense of Community Self-Discipline Pyramid		
#2	9/9	Triangle of Supports Collaboration/Co-Teaching	~ AUL Ch. 3 & 4 (Download Reproducible Forms from Publisher)	
#3	9/16	Goal Writing (GLOC)	~ VTN Ch. 1 & Ch. 9	~Reflection #1 Collaborating with Students
#4	9/23	MAPs – Making Action Plans	~ VTN Ch. 7 ~ MAPs materials on Cougar Courses ~Brown Ch 14-16 (8 th Edition) OR Brown Ch 15-16 (9 th Edition)	
#5	9/30	Person-Centered Support	~Win Win iii – xxi Ch. 1, 2, 3, & 7	~Reflection #2 Creating a Visual
#6	10/7	Strengths-based and trauma-informed support to learning and social- emotional development	~Win Win Ch. 9	
#7	10/14	The Hidden Curriculum	~ Win-Win Ch. 8, 13 & 18 ~VTN Figure 9.1	~Reflection #3 Preventative Procedures & Strategies/Structures
#8	10/21	Social Skills Lesson Planning & Gradual Release of Responsibility (GRR)	~Brown Ch. 11 (8 th Edition) OR ~Brown Ch. 12 (9 th Edition)	

SCHEDULE/COURSE OUTLINE

****Tentative schedule may be adjusted as needed to enhance learning****

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#9	10/28	Accessible Curriculum	~AUL Introduction & Ch. 1 & 2 ~Win Win Ch. 17 & 20 ~VTN Ch. 6 & 8 ~Brown Ch. 5 (8 th Edition) OR Brown Ch. 5 & 6 (9 th Edition)	~Reflection #4 Life Skills
#10	11/4	Communicative Intent of Behavior	~Win Win Ch. 4-6 and 10-12	
#11	11/11 Veteran's Day No Zoom	Social Skills Lesson Plan Peer Review & Revision	~Win Win Ch. 19	~Social Skills Lesson Plan to share with a peer
#12	11/18	In-class design of Functional Behavioral Assessment and Positive Behavior Intervention Plan	~ Win Ch. 14 -16 ~Brown Ch. 7 (8 th Edition) OR ~Brown Ch. 8 (9 th Edition)	~ Social Skills Lesson Plan
#13	11/25 No Zoom	Quick Cooperative Structures Students as Peer Tutors	~AUL Ch. 4 ~VTN Ch. 3 & 4 ~Brown pp. 144-147 (8 th Edition) OR Brown pp.144-146 (9 th Edition)	~ Curriculum Adaptation Assignment
#14	12/2	Cooperative Group Learning (CGL) Jigsaw of CGL 14 Decisions	~VTN Ch. 2 & 5	~Jigsaw of CGL 14 Decisions
#15	12/9	Credo of Support Final Group Project	~Review Credo of Support Final Group Project prompt	~ MAPS Implementation

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Features and Professional Requirements

1. **Person-First Language.** “Person-first” language (e.g., “Student with autism” rather than “autistic student”) must be used throughout all written and oral assignments and discussions.
2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep electronic copies of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” to ensure you receive handouts and information if you miss class.

Course Assignments

Class Participation (5 points per class)	(75 points)
Reading Reflections (10 points each)	(40 points)
Social Skills Lesson Plan	(15 points)
Jigsaw of CGL14 Decisions	(10 points)
Adaptation Assignment	(10 points)
FBA and BIP Plan	(15 points)
MAPs Implementation	(25 points)
Credo of Support Final Exam	(10 points)
Total Maximum Points:	200 points

Grading Standards

Grades for assignments will be posted on Cougar Courses as they are completed throughout the semester.

A: 100 - 93%	A-: 92 - 90%	B+: 89 - 87%	B: 86 - 83%	B-: 82 - 80%	C+: 79 - 78%
200 -185	184 -179	178 - 173	172 – 165	164 - 159	158-156

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.

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor’s discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value and will only be accepted within 2 weeks of the due date.

Criteria for Written Products

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

School of Education/Course Attendance Policy

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

You may **not miss more than 2 class meetings** in order to pass this class. **Five (5) points will be deducted** for each absence. **Points will be deducted** for arriving to class 15 or more minutes late and/or leaving early. Points may be deducted for lack of participation in class.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s).

GENERAL CONSIDERATIONS

School of Education Civility Statement

This fall semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at <https://www.csusm.edu/dos/advocacy/conduct/index.html>

Student Virtual Expectation Link

Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.

https://www.canva.com/design/DAECjPp-ayg/9fDNO2ablJM3A70PElph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer

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 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.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may

include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

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

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- The combination of face-to-face time during zoom classes and out-of-class time associated with online assignments, discussion forums, and homework will total at least 45 hours per unit of credit.

All University Writing Requirement

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

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association (APA Manual)*. This manual is required across graduate-level 600-level courses.

Course Format

Per the CSUSM Online Instruction Policy and due to COVID-19, EDMX 632 is being taught as a remote, online (RO) course.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and/or in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit [IITS For You Student page](#).

If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit [IITS For You Appointment page](#).

The new [USU](#) computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed.

Electronic Communication Protocol

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

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

DESCRIPTION OF ASSIGNMENTS

Weekly Class Participation (75 points maximum)

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

- You may **not miss more than 2 class meetings** in order to pass this class.
- **Points will be deducted** for each absence.
- **Points will be deducted** for arriving to class 15 or more minutes late and/or leaving early.
- Points may be deducted for lack of participation in class.

Reading Reflections (40 points maximum)

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

Reflection #1 – Collaborating with Students (10 points)

- Read Chapters 1 and 9 of the Villa, Thousand, and Nevin (VTN) text.

Part 1: From Chapter 1, Which two of the rationale for collaborating with students are the most compelling for you? Why?

Part 2: From Chapter 9, Which of the strategies and tools presented are new to you? Which must you absolute include in your OWN discipline pyramid? Be as comprehensive and inclusive as you can.

Reflection #2 – Creating a Visual (10 points)

Watch this introductory YouTube videos to become oriented to *Win Win Discipline*.

<http://www.youtube.com/watch?v=cAciWa6H4To>

Then read pages iii – xxi and Chapters 1, 2, 3, & 7 of Win Win.

Part 1: Create a visual to help you remember the 4 types of disruptions, the 7 positions, the 3 pillars and the 3 building blocks: Follow Ups, Moment-of-Disruption, and Prevention. If you wish to use prepared graphic organizers, you can search the web for templates by goggling “graphic organizer” and/or foldables at www.pinterest.com/alwayslearning/foldables-as-graphic-organizers/

Part 2: Compose a 1-paragraph summary of how the information in these chapters and pages interface with the four dimensions of the Circle of Courage. To learn more about the Circle of Courage, see pages 12 & 13 in VTNN and/or google “Circle of Courage”.

Reflection #3 – Preventative Procedures and Strategies/Structures (5 points)

You will share your understanding of strategies to support positive psychosocial development and self-determined behavior by creating a graphic organizer for Part 1 and Part 2. If you wish to use prepared graphic organizers, you can search the web for templates by goggling “graphic organizer” and/or foldables at www.pinterest.com/alwayslearning/foldables-as-graphic-organizers/

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

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

Reflection #4 – Life Skills (10 points)

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

- a) what you learned or were reminded about the development of social life skills including conflict mediation skills
- b) the specific strategies you will use or life skills you will teach to develop your students’ responsibility/response-ability
- c) The content of **both** chapters, including the parable, must be clearly represented in your Part a and b representations.

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 supports students’ social behavior development. The lesson plan will be inclusive of Interventions and Instruction appropriate to students’ chronological age, developmental levels, and disability-specific needs. The lesson plan will also include systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. Implementation of instruction of communication and social skills, along with creating and facilitating opportunities for interaction will be evident in the lesson plan.

This assignment will allow you to demonstrate your ability to use evidenced-based high leverage practices with a range of student needs, sharing a variety of pedagogical approaches to instruction, including instructional sequences within your lesson plan in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

A lesson format provided by the instructor is used to organize this lesson. The lesson will be reviewed by peers in class for revisions. Five extra credit points may be earned for delivering the lesson to students and submitting a one-page typed reflection about the delivery of the lesson, including what went well about the lesson and what you would change next time you implement it.

Curriculum Adaptation Assignment (10 points)

Following the instruction provided in class on curriculum adaptations, you will identify an assignment **and** classroom assessment that you feel could benefit from being adapted using the strategies taught in class, along with any other creative ideas you may have. You will create adaptations (accommodations and/or modifications) specific to a student(s) with disabilities that allow access to a learning activity and assessment of your choosing. Incorporate instructional and/or assistive technology and alternative/augmentative communication systems as necessary to optimize the learning opportunities and outcomes. You will include appropriate accommodations on assessments that do not fundamentally alter the nature and/or content of what is being tested, unless specified otherwise in a student’s IEP.

You will provide a copy of the original assignment and classroom assessment along with the adapted versions that you created. You will also include a paragraph explaining what adaptation strategies you implemented and why you chose those them.

Jigsaw of Cooperative Group Learning (CGL) 14 Decisions (10 points)

From VTN Chapter 2, you will be given a subset of the 14 teacher decisions and will teach that subset to a small group of classmates. In preparing to teach, create a 1-page graphic organizer or design an interactive activity/game that creatively represents what you consider to be the most important things to know and remember. Some decisions include illustrative stories, so be prepared to tell the stories. Be prepared to email your graphic organizer or any needed materials to your in-class assigned group members and/or share your screen. Remember to use all that you know about effective instruction (e.g., active engagement with materials, checking for understanding, visual representations, effective questioning) in your teaching so it is a lively demonstration of your teaching skills. You must upload your graphic organizer or picture of your interactive activity/game and explain how you made your lesson interactive. **Note: A portion of this assignment involves in-class teaching which cannot be made up, so be sure to be in class to receive full points.**

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) (15 points)

As a team in class, considering behaviorally based teaching strategies and communicative intent students will conduct a Functional Behavioral Assessment (FBA) and considering manifestation determination and MTSS (Multi-Tiered System of Supports), students will develop a Behavior Intervention Plan (BIP) for a student presented in video. Students will demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

MAPs (Making Action Plans) Implementation (25 points)

The purpose of this assignment is to give you practice applying the assessment skills of Intensive Discovery by obtaining information from the student, family members, and friends in an authentic and person-centered way. Review the MAPs materials on Cougar Courses and in Chapter 7 of the Villa, Thousand, and Nevin (VTN) text. Implementation You will demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

You will conduct a MAPs meeting and develop a “MAPs” report for one focus individual. You will facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. You will use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

The ideal focus individual is a student eligible for special education whom you serve. If you are not in clinical practice or are not the service coordinator for such a student, you may need to be creative and identify a person for whom the MAPs process would make a positive contribution to that person’s life. For example, do you have a friend with a family member or a youth not eligible for special education who could benefit from Intensive Discovery to plan for the future. Be sure to invite as many significant others (i.e., family members, friends) as possible as well as appropriate professionals to participate in the MAPs process. The more the merrier. Your written reflection should be comprehensive and must include the following components.

1. What was the rationale for choosing this student/person? Describe the person in terms of gender, age, strengths, and any other relevant characteristics such as educational needs or living situation. Describe the context of the MAPs process. Who was present? Where did it occur?
2. Evidence of input and feedback from MAPS participants may include a written description, photos of the MAPs posters, direct quotes of participants’ reactions, written summary of contents of each poster, etc. For each of the steps of the process, provide a picture of the poster paper. Share what was identified and prioritized as the most important needs and goals.
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 IEP-like goals.
 - At least one goal must relate to relationships, friendships, and/or social skills. At least one goal must relate to life beyond the current school context (e.g., recreation, living, vocational/employment, life in the community, post-secondary life, transition to the next school). All three goals must directly relate to an important theme that emerges from the MAPS meeting.
 - As on an IEP plan, each goal must have a positively stated (i.e., what the student can do!) present level of performance (**PLOP**) or baseline statement.
 - Each goal must have at least **two** activities between now and the goal’s target date to support accomplishment of the goal
4. Compose a reflection on the experience that includes all four of the following elements. (4 points)
 - 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, and
 - Your thoughts, feelings, and opinions regarding your role as an advocate for realizing your students’ dreams through person-centered and student-led planning in IEP development and futures planning.
5. Completeness and organization of information requested. Sensitivity and respect for student and family.

“Credo of Support” Final Exam Group Project (10 points)

The Frisbee Theory: “It seemed as though every time The Bee appeared, people dropped any thoughts of judgment or pretense. People began to **be** with each other instead of **around** each other.” (*Intentional Teaming*, p. 56)

Reading Brown’s Ch. 11, viewing materials on Cougar Courses, and together with what you already have learned about relationship and friendship building, you will be assigned a group and will collectively create a *Credo of Support* poster, PowerPoint, live demonstration performance, or other visual/audio product that provides 13 ways in which you, as a teacher, and your students can create **Bee together** opportunities – opportunities to develop and maintain **natural social and friendship-potential relations** and facilitate any student with learning or behavior differences being a **valued member of the classroom and school community**. In addition to the 13 Social Outcomes that are shared as practices and/or principles, provide a rationale or “anticipatory set” of why relationship development is important in the curriculum. Provide enough detail so that a naïve consumer could actually use each practice or principle.

Make this appealing and usable! So, include graphics, website citations & links, examples, real objects, pictures, YouTube videos, and anything else that would help a student, teacher, paraeducator, or parent understand your credo! Check to make sure you use People First Language. Bring any and all materials you might need to your group meeting to create your product.

EDMX 633 Tracking Form

Weekly Class Attendance and Participation

75 points

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

Reading Reflections

40 points

Reflection #1	_____	(10 points)
Reflection #2	_____	(10 points)
Reflection #3	_____	(10 points)
Reflection #4	_____	(10 points)

Assignments

85 points

Social Skills Lesson Plan	_____	(15 points)
Curriculum Adaptation Assignment	_____	(10 points)
Jigsaw of CGL 14 Decisions	_____	(10 points)
FBA & BIP	_____	(15 points)
MAPS Implementation	_____	(25 points)
Credo of Support Final Exam	_____	(10 points)

TOTAL POINTS

_____ 200 maximum

Grading Scale

A: 100 - 93%	A-: 92 - 90%	B+: 89 - 87%	B: 86 - 83%	B-: 82 - 80%	C+: 79 - 78%
200 -185	184 -179	178 - 173	172 - 165	164 - 159	158-156

RUBICS

Rubric for Making Action Plans (MAPS) Implementation

ELEMENTS OF ASSIGNMENT	To what extent was competency demonstrated?			
	Missing	Approaching	Met	Exceeded
	Zero	Partial points	Full points	+
<p>Title Page & Rationale *Context of meeting and description of person *Completeness and organization of information demonstrating the ability to develop IEPs/ITPs with students and their families</p>			(2)	
<p>MAPSs Steps/Questions Facilitate and support a student in assuming increased self-advocacy based on individual needs by completing and organizing <i>evidence</i> of the contributions and outcomes at each step. *<u>Evidence</u> of input and feedback from MAPS participants may include a written description, photos of the MAPs posters, direct quotes of participants' reactions, written summary of contents of each poster, etc.</p>			(10)	
<p>Plan of Action with Goals, PLOPs and Activities to Support Goal Achievement Demonstrate the ability to develop 3 IEP/ITP goals for life beyond school, such as, independent living, post-secondary education, community participation, and careers. *All 3 goals must clearly represent information gleaned in the MAPS & relate to the input from the focus person and the other participants at the MAPS meeting. *Of the three goals, →at least one relates to <i>friendship, social skill, or interpersonal</i> development →at least one relates to <i>recreation, daily living, life in the community, employment interests, etc.</i> *EACH goal has a positive PLOP (present level of performance) or baseline statement of what the person currently does/knows with regard to the goal *EACH goal has at least 2 activities between now and the goal's target date to support goal accomplishment. *Sensitive to and respectful of student and family</p>			(9)	
<p>Reflection on MAPs experience 1) Your reaction 2) Participants' reactions 3) Ways to improve your use of MAPS in the future 4) Your feelings and thoughts about how to implement and promote family-centered and student-led assessment and planning approaches in IEP development and futures planning</p>			(4)	
Total Points ____/25				

Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) Rubric

ELEMENTS OF ASSIGNMENT	To what extent was competency demonstrated?			
	Missing	Approaching	Met	Exceeded
	Zero	Partial points	Full points	+
General Information & History			(5)	
FBA components:				
<ul style="list-style-type: none"> • Antecedents/Triggers • Observable & measurable behavior • Consequences • Functions of behavior • (Communicative Intent) • Manifestation of disability 			(1) (1) (1) (1) (1)	
BIP Components:				
* inclusive of interventions and multi-tiered systems of supports <ul style="list-style-type: none"> • Strategies to reduce behavior • Teach replacement behavior • (Positive communication systems) • Reinforcement • Consequences • Monitoring System 			(1) (1) (1) (1) (1)	
Total Points ____/15				

Curriculum Adaptation Assignment Rubric

ELEMENTS OF ASSIGNMENT	To what extent was competency demonstrated?			
	Missing	Approaching	Met	Exceeded
	Zero	Partial points	Full points	+
<p>Assignment and Classroom Assessment Identify an assignment <i>and</i> classroom assessment that you feel could benefit from being adapted using the strategies taught in class, along with any other creative ideas you may have.</p> <p>Provide the original assignment and the original classroom assessment.</p>			(2)	
<p>Adapted Assignment The adapted assignment allows access to the learning environment/activity and incorporates instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students and moves them toward effective inclusion in general education settings.</p>			(3)	
<p>Adapted Classroom Assessment The adapted assessment allows access to the learning environment/activity and incorporates instructional and assistive technology, and alternative and augmentative procedures to optimize assessment for all students and moves them toward effective inclusion in general education settings.</p>			(3)	
<p>A paragraph explaining: What adaptation strategies you implemented (accommodations, modifications, or both?)</p> <p>Why you chose those strategies.</p>			(2)	
<p>Total Points ____/10</p>				