

EDSP 371/571
Positive Behavior and Instruction Management In SPED (3 units)

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August 1-18, 2011
M/T/W/R 4 to 7:15 p.m.
Class: Mother Rosalie Hill Hall 133

Office: (619) 260-4292

Available 15 minutes before class in MRH 133

NOTE: Key Program Policies & Procedures are Included in Syllabi

COURSE DESCRIPTION

Self-determination knowledge and strategies to provide teachers and students with skills to identify manage and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

Embedded Assignments¹ (TaskStream Special Education E-folio): The Behavioral Intervention Plan (BIP) Project requires integrating field observed behaviors with theory and strategies discussed in class. Each student must relate the BIP Project to school and/or community settings. This will be further discussed in class. **Master Degree Candidates:** All M.ED. students are required to complete an additional scholarly research component for graduate degree credit. Specific additional requirements for each graded assignment are included in detailed course assignment handouts.

COURSE PURPOSE

Initial Preliminary Education Specialist Credential Mild to Moderate Authorization:

CEC Initial Content Standards Meeting:

5. Learning Environments and Social Interactions

CTC Education Specialist Preliminary Credential Common Standards Meeting:

5. Assessment of Students

7. Transition & Transitional Planning

11. Typical & Atypical Development

13. Curriculum & Instruction of Students with Disabilities

14. Creating Healthy Learning Environments

CTC Mild/Moderate Authorization Standards Meeting:

4. Positive Behavior Support

6. Case Management.²

Goals/Learning Outcomes Special Education Program

The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards* (CEC). Course objectives also align with the *New Teacher & Assessment Consortium principles* (INTASC) and the *Commission on Teacher Credentialing: Education Specialist Standards* (CCTC). Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array

¹ Signature Assignment, Embedded Signature Assignment and Centerpiece Artifact are used interchangeably throughout program documents. They refer to required course aligned demonstration of performance competency. These required assignments are listed in the *Education Specialist's Assessment Guide*.

² Refer to the Standard Match Matrix in your Education Specialist Candidate Manual for complete title of standards. You can also use TaskStream Standard Generator to find the detailed descriptions of each standard domain and factors.

of investigative pursuits.

- § Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.
- § can safely intervene with individuals with exceptional learning needs in crisis.
- § Coordinate all these efforts and provide guidance and direction to paraeducators, and others, such as classroom volunteers and tutors.
- § Teach student how to use appropriate self-regulatory and expression skills.

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs
- Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.
- Learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.
- Learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- § Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- § Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.

Textbooks/Readings:

USD Bookstore:

Flick, G. L. (2011). *Understanding and managing emotional and behavioral disorders in the classroom*. Upper Saddle River, NJ: Pearson. (ISBN: 978-0-13-041713-8).

Heflin, L. J., & Alaimo, D. F. (2007). *Students with autism spectrum disorders: Effective instructional practices*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 13-118170-X. [This text is also required in EDSP 374/574 & EDSP 370/570]

Reference Style Required: All course assignments must follow the 6th Edition APA Style of writing & citation. This includes web-based citations. No exceptions!!!

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed. 2nd Printing). Washington, DC: Author.

Recommended Text: (this text material will be covered by graduate students in EDSP 571, EDSP 574, EDSP 570)

Bruce, S. M., & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teacher College Press. (ISBN 978-0-8077-5091-9).

REQUIRED WEB-BASED RESOURCES

Two web-based systems are mandatory for this course. Specifics and procedure for enrolling will be discussed in class and is included in Blackboard website for this course.

- BLACKBOARD - USD PORTAL: Internet Access Account Information Supplement (CE6): <https://ceconnect.sandiego.edu>
 - *Course Delivery & Assignment Submission: Most of the readings, assignments and discussion [including grading] will occur via Blackboard.*
 - You are responsible for checking the Course Pacing Guide in Course Content folder prior to each class.
- TASKSTREAM Special Education Electronic Portfolio Account Access Information Supplement: <https://www.taskstream.com>
 - Submit required Embedded Signature Assignment(s) from course in **Special Ed Credential & Master Degree Folio**.
 - **EDSP 371/571 Management Beh**
 - Self Enrollment USD Special Education TaskStream Folio use code:
 - **X3TSD5**

COURSE ASSIGNMENTS: CEC STANDARD 5 LEARNING ENVIRONMENTS & SOCIAL INTERACTIONS

There are four assignments that influence your course grade for this class. An *Assignment Detail Sheet* is located in the Assignment Folder in Blackboard. The detail sheet delineates all components for credential and degree evaluation. In depth discussion of the

specific assignment and the *Assignment Detail Sheet* will take place during class.

Assignment One: Instructional and Case Management Organizer

Individual Activity (25 points)

Project Focus: Research Investigation: Teacher Organization & Management of Curriculum, Instructional Time, Learning Space, Student Personal Behavior, Active Social Engagement of Students with Behavior Issues & Personal Time.

Standards Addressed: This assignment addresses a skill set required to become a Preliminary Education Specialist. CEC Standard 5 and the CCTC Standard 15 require you, as an education specialist, to demonstrate your knowledge, skills and dispositions that relates to your own behaviors as an education specialist.

Assignment Focus: *The learning experience for students and teacher are enhanced when we have a plan for managing the classroom environment, content and ourselves.* Evidence-based research authors stress the need to ensure that there is no hidden curriculum. Those who remain teachers over time identify ongoing management of self, students, curriculum and learning environment as vital to a successful learning and teaching experience. This task provides a frame of reference for strategically mapping out the learning community that provides greater opportunities for success as a teacher.

Task: Create a five to eight page document that uses evidence based practices and organizational strategies to self-reflect on how you plan to organize your curriculum instruction, classroom learning community and your various functions of an education specialist. As a newly assigned teacher to a school site you need to design learning and teaching environment that builds upon evidence based best practices.

Your role as an educator: Your master plan needs to cover planning and organizing your space and time, plan the pacing and schedule for that allows time to address the CA content standards for a specific grade. You must consider your students and a variety of behavior problems potentially arising from the diversity of students in your classroom. Overarching class rules and procedures along with a plan to deal with inappropriate student and class behavior need to be considered. How will you create a learning community where students with a variety of inappropriate behaviors need to actively learn together in cooperative peer experiences? Decide how you will address inappropriate behaviors that escalate and require more structured positive intervention. Plan how you will facilitate paraeducator and inclusive general educator transference and generalization of your management system to other parts of the campus. Besides creating a safe learning environment how do you plan to ensure your personal life and mental health are nurtured.

Role as a case manager: Your response must demonstrate your awareness and understanding of the complexity of the roles and responsibilities of a Preliminary Education Specialist as a case manager. Woven into your paper must be a discussion and planning for your other education specialist duties. These should include 1) administering, scoring/reporting and interpreting individual standardized assessments, 2) organizing and managing IEP meetings, annual reviews and triennial reviews, 3) dispositions, skill set and approach to co-teaching and other roles when serving students within inclusive general education content classes, 4) teaming and management of roles and responsibilities of paraeducators in both the special education and inclusive general education instructional setting, 5) meeting and planning individualized instruction and support strategies general educators should be using when engaging with one or more students on your caseload students as active participants within grade appropriate state mandated content standards instruction, and 6) meeting, planning and collaborating with the families of your special needs students.

Master Degree Candidates: Include a minimum of two additional citations from professional journal or book. Demonstration of graduate level scholarly writing and use of persuasive in-depth analysis skills will affect grading. Undergraduates may do extra work, however, the grading will be based on undergraduate level knowledge, skills and experience. A 300 series special course counts towards a Preliminary Education Specialist Credential. It cannot count a graduate level course upon entering master degree program of study. (See assignment sheet for expanded description of assignment requirements and expectations for graduate and undergraduates.)

Assignment Two: Behavior and Social Needs Analysis and Planning RtI Vignettes (Problem Based Learning) and Positive Behavior Design Tier 1 to Tier 3 Intervention (25 points)

Group Activity (10 points)

Project Focus: This assignment is designed to use problem-based learning strategies to rectify behavior problems exhibited by students with different mild to moderate disabilities. The team goal is collaboration and communication bridging. The individual task is application of the three-tiered response to intervention model in relationship to inappropriate behaviors.

Task: You will be assigned to a team for the vignette assignment. Your task will be to lead the class in analyzing the behavior situation. This is a “who, what, where, when, how & why” experience. Your eyes identify measurable situations and circumstances and then plot effective, efficient and timely interventions that are least disruptive to the learning experience.

NOTE: You guide us to think about the scenario and use evidence-based techniques to pinpoint behavior issues and potential causes. You are building your team leadership skills not your specific behavior knowledge skills. You probe your classmates with focused

prompts that help clarify the antecedents, behavior and consequences from different points of view. You loose points if you give the answers!!!

TEAM leads discussion. The leading prompts are the same as the prompts for everyone's individual written response to every vignette. Everyone has to read and prepare notes for the class discussion. Any response needs identification of where the evidence appears in the case study.

Assignment Three: Functional Behavior Assessment Report (FBA)

Group & Individual Activity Components (25 points)

Project Focus: In a cooperative team mode candidates' will prepare a Functional *Behavioral Assessment Report* for the individual described in the assigned behavior case scenario. Goal is to demonstrate emerging understanding and competency skills relevant to: a) gathering observable measurable and archival data, b) synthesizing information in a format that informs key players about what is occurring presently and in the past, and c) examples of clear and succinct visual presentation of information in charts and graphs (bonus points for using software programs to create data summaries) and d) a summation of the findings that lead to development of a behavior intervention plan (BIP).

Group Activity (10 points)

Task: In assigned teams you will use data from the assigned "behavior case scenario" to create a behavior analysis report. The assessment will be in the format of a "functional behavior assessment" as described: in the text, course discussion, in learning Management system documents and research of grounded FBA as found in journals. The procedures used by each team are Required to meet the CA Title V Education Code FBA mandates and federal law.

As a group you will identify critical information that informs your strategy for conducting a functional behavior assessment. You synthesize information provided in the case study. Then you will identify additional "fictitious" data to round out the antecedent, behavior and consequence analysis. Next your team will meet to review the gathered assessment data to plan and develop a performance report that includes charts, graphs, and observation forms that showcases the collective knowledge base of each group member.

Individual Activity (10 points)

Write a summary report of three to five pages detailing salient target behavior areas. Where directly relevant to the observed and measured behavior you may include identified background-supporting statements.

This statement must clearly identify the "function" the target behavior(s) appear to serve for the student. NOTE: This report must include additional grounded citations that explain your decision making process. The summary report is intended as the "Showcase of your scholarship". Undergraduates minimum 3 citations. Graduates minimum 5 citations.

Class Share (5 points)

Each team will sign-up for an in class 10-minute presentation of the process and findings from their FBA & BIP. Instructor will meet with each team to prepare for the class sharing presentation.

Assignment Four: Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing (BIP)

Group & Individual Activity Components (25 points)

Project Focus: Demonstration of knowledge and skill ability relevant to designing a behavior intervention plan. Candidates draw upon their team functional behavior assessment report to design a positive behavior intervention strategy intended to ensure student inclusion in age or grade appropriate learning or social situations. Candidates demonstrate through a reflective written report an ability to integrate research grounded professional journal articles, books and Internet resources into an evidence based behavior change plan.

Group Activity (10 points)

Task: In a group project format candidates will use data from the group "behavior case scenario" to create a behavior analysis report. In addition the information from the team *functional behavior assessment* (FBA) will provide the evidence that supports the positive behavior plan. The action plan will be written up using a district or agency *behavior intervention plan* (BIP). The BIP procedures used by each team is required to follow the California Title 5 Education Code Section 3052 Positive Behavior Intervention regulations using the course text, student manual and Blackboard resources to design the behavioral plan.

Behavior Intervention Plan

Format BIP: Use a district or agency BIP form to prepare the formal behavior intervention plan.

Target Goals: State clearly the observable and measurable change in student behavior

Intervention Strategy: Identify a specific strategy including the author of the technique, the name of the technique and citations of the research-evidenced appropriateness of the strategy (ies). *You must ground your BIP Strategies in citations!* This means give the appropriate name to the intervention strategy and provide a citation of the theorist who developed the technique. This must satisfy the No Child Left Behind requirement for evidence based research practices.

Individual Activity (10 points)

Write a summary report of three to five pages in which you provide strategies with evidence grounded citation(s) for selecting specific positive intervention strategies listed in the BIP.

Include an evidence-based rationale for each of the named strategies listed.

This summary must clearly identify under what conditions and in what settings the positive strategies will be applied. Include a description of the observable measurements you plan to implement to formatively monitor the BIP. This is intended as the “showcase of your scholarly abilities.” Undergraduates minimum 3 citations. Graduates minimum 5 citations.

Class Share (5 points)

Each team will sign-up for an in class 10-minute presentation of the process and findings from their FBA & BIP. Instructor will meet with each team to prepare for the class sharing presentation.

Additional Degree Grading Criteria

Each course assignment also contains an undergraduate and graduate degree related assessment of research and scholarship. The following four criteria aligned with the degree program an individual candidate is enrolled in will make up the remainder of the course points.

- § Scholarly Professional Writing Conventions
- § Professional Development Planning & Delivery
- § Collaboration
- § Overall Productivity & Effort³

Grade distribution is broken down in the “Grading” section. Grading criteria will be further discussed in class. An assignment detail sheet is included in the course assignment section of Blackboard. **DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA** is listed under the attached Program Policies and Procedures.

Remember:

*No goldmine is better than peer collaboration and sharing. Keep in touch with your classmates.
There is no such thing as a stupid question. If you need clarity ask and more information and direction will be provided.*

Assignment Breakdown & Grading Criteria

All graduate degree candidates are required to provide additional depth and/or content and scholarly researcher skills across course assignments and class participation. Where applicable additional graduate student requirements are listed on the individual assignment sheets. These sheets are located in the Assignment Folder in Blackboard. **DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA** is listed under the attached Program Policies and Procedures.

Breakdown of Assignments Earning Points Towards Final Grade. (Note M.Ed. Candidates: Point Distribution for Candidates in the Master Degree Program Will Take into Account Scholarship, Research Skills, and Reflective Writing As Expected of an Advanced Degree Candidate.)			
1. Instructional and Case Management Organizer	25 points	5. Scholarly Professional Writing Conventions	10 points
2. Behavior and Social Needs Analysis Positive Behavior Intervention Planning	25 points	6. Professional Development Planning & Delivery	10 points
3. Functional Behavior Assessment (FBA)	25 points	7. Collaboration	10 points
4. Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing (BIP)	25 points	8. Overall Productivity & Effort	10 points

Grading			
A	96 - 100	C+	78 – 82.9
A-	93 - 95.9	C	75 - 77.9
B+	88 - 92.9	C-	73 - 74.9
B	85 - 87.9	F	BELOW 73.0
B-	83 – 84		

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

³ Overall Productivity & Effort is based on a combination of attendance, effort in class activities, ability to integrate readings and discussion into class problem-solving activities

PROGRAM POLICIES AND PROCEDURES
University, School of Leadership and Education Sciences, Department of Learning and Teaching and Special Education Program

GRADE OF INCOMPLETE

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

REQUESTS FOR ACCOMMODATION

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner. Students needing such requirements must identify themselves to the University of San Diego Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD’s website at <http://www.sandiego.edu/disability>.

ACADEMIC INTEGRITY

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Your primary resource for all credential and degree requirements is included in the Special Education Candidate Manual. Your Program Advisor and the Coordinator of Special Education – Dr. Jerry Ammer (MRH 224A ammer@sandiego.edu; (619) 260-4292) are available to assist you in your journey through the credential and/or degree process. You must be in regular contact with your advisor and the program coordinator to ensure you are meeting all the requirements and procedures established by the University of San Diego and the California Commission on Teacher Credentialing. *If you have a question or conflicting information check with the Special Education Program Coordinator!*

OFFICIAL USD INFORMATION:

ALL STUDENTS MUST USE THE FREE USD INTERNET ACCOUNT ‘YOURUSDNAME’@SANDIEGO.EDU. THIS USERNAME AND PASSOWRD ALSO PROVIDES ACCESS TO THE USD PORTAL [HTTP://MY.SANDIEGO.EDU](http://my.sandiego.edu). MYSANDIEGO IS THE OFFICIAL INFORMATION EXCHANGE

FOR THE UNIVERSITY. ALL STUDENTS ARE RESPONSIBLE FOR MONITORING THIS SITE AND ITS CONTENT. YOU WILL BE HELD RESPONSIBLE FOR ALL POSTING REGARDING POLICIES, PROCEDURES, THE USD ACADEMIC CALENDAR, COURSE REGISTRATION AND YOUR UNOFFICIAL TRANSCRIPT IN ‘DARS’.

HANDBOOK/GUIDES:

ALL SPECIAL EDUCATION CREDENTIAL AND/OR DEGREE CANDIDATES ARE RESPONSIBLE FOR THE CONTENT IN THE USD *SPECIAL EDUCATION PROGRAM CANDIDATE HANDBOOK* AND SUPPLEMENTS. These include 1) *Special Education Program Candidate Handbook*, 2) *Field Experience Student Teaching Supplement*, 3) *Enrollment Student Teaching Process and Procedures*, and 4) *Guide for Preparing Special Education Program Master Degree Action Research Focused Poster Presentation Supplement*. These guides are available on the SOLES website, included in Blackboard course learning management folders and directly available from the Coordinator of Special Education – Dr. Ammer.

DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA:

MASTER DEGREE and GRADUATE LEVEL CREDENTIAL CANDIDATES are evaluated at a different caliber of expectations than UNDERGRADUATES WHO ARE CREDENTIAL ONLY CANDIDATES. Specific additional graduate level assignments or added assignment requirements are listed in each course syllabi.

Admission to the USD master degree program is based on demonstration of a comprehensive set of academic skills that were mandated and demonstrated for granting of a bachelor degree. Course performance evaluation of research, scholarship, field- based experience and in-class discourse by graduate students is held to a higher set of criteria. Demonstration of graduate level scholarly writing, skills as a researcher and use of persuasive in-depth analysis skills will affect grading.

UNDERGRADUATE STUDENTS performance evaluation of research, scholarship, field-based experience and in-class discourse is evaluated in alignment with the university and professor expectations of a candidate for a bachelor degree. Additionally the bachelor level professional coursework in education is only related to credential criteria and not degree requirements for undergraduates.

Undergraduates may do some or all of the extra assignment work required of graduate students, however, the grading will be based on expectations for an undergraduate level knowledge, skills and experience. A 300 series special education course counts towards a Preliminary Education Specialist Credential. It cannot count as a graduate level course upon entering the master degree program of study.

REQUIREMENTS FOR ALL EDUCATION SPECIALIST CREDENTIAL CANDIDATES:

SOLES TECHNOLOGY WORKSHOP: All special education, multiple subject and single subject teaching candidates are required to complete an online technology workshop. Sign-up for the workshop by contacting Kathy Estey (kestey@sandiego.edu). In your E-mail provide your full name, USD ID# and your USD username. The workshop is uploaded into your WebCT space. The workshop is free. You review the resources at your own pace. When completing each section answer the multiple choice and short answer questions. When successfully completed a verification is automatically submitted to your credential file.

FIRST CLASS ADVISEMENT: KEY DEGREE AND CREDENTIAL PROGRAM POLICIES AND PROCEDURES

This ongoing critical portion of course introduces, describes and provides all education specialist credential and undergraduate and master degree candidates with information necessary to complete program requirements. Discussion includes procedures for Submitting assignments for feedback, evaluation and final midpoint and final point recommendation for degree and/or credential. These policies apply to both the Preliminary Education Specialist Credential Mild Moderate & the Level I Education Specialist Credential Programs.

Program Overview Prequel to Instruction	Themes
<p>Prequel to Modules: Framing Purpose – Plotting the Journey</p> <p><i>Special Education Student Manual: Policies and Procedures</i> Modules of Learning in Blackboard: <i>Beginning the Journey – Your Itinerant</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> ACE & 6 Disposition Overarching Themes of SOLES <input type="checkbox"/> Special Education E-Portfolio in TaskStream <input type="checkbox"/> Embedded Assignments and Course Assignments <input type="checkbox"/> Advisement and Support from Coordinator of Special Education <input type="checkbox"/> Focus EDSP 371/571: <i>Beginning the Journey – Your Itinerant</i>

Remember your Program Advisor and the Coordinator of Special Education are always available for advisement and clarification of polices and procedures. All policies and procedures are included in the Special Education Candidate Manual available on compact disk and in the handbook section of the School of Leadership and Education Sciences website.

COURSE MODULES/TOPICAL OUTLINE

The course delivery by session is organized in a modular framework. The themes and readings relate to the California credential knowledge and skills standards required of a Preliminary Education Specialist. Instruction delivery, readings and assignments incorporated into this course require rigorous engagement in research evidenced theory and practice expected of an undergraduate and graduate degree candidate. Additional assignment tasks and the quality of participation, scholarship and demonstration of research skills expected of *master degree students* will influence their course grade.

Pacing Your Readings and Daily Preparation For Class: The course is divided into a series of learning modules framed in the overall big picture learning outcomes expected of candidates for the Education Specialist Credential and/or the undergraduate or graduate degree in education. In addition to this course outline, you are responsible for checking the *Course Pacing Guide* located in the *Content Material* folder in Blackboard. Preparation and participation during class influences your grade. *Remember to bring your text and a wireless equipped computer to access course content material in Blackboard.*

Session	Module	Themes
	MODULE ONE: FOUNDATIONS OF BEHAVIOR DISORDERS	
1	CH 1 <i>Behavior Disorders & Intervention in Today's Classroom</i> (Flick, 2011, pp. 3-16)	<ul style="list-style-type: none"> § Background historical perspective behavior disorders & other forms of situational unaccepted behavior § Diversity, perspective and social justice frame of reference § Building & Earning Trust – at risk management: diversity within and amongst: English learners, autism spectrum disorders, communication exchange challenges § Building Community of Learners § Family-School Collaborative Approach to Intervention § IDEA, Title V and Community Implications for Managing <ul style="list-style-type: none"> § Teaching & Role as Special Educator § Curriculum & Instruction § Class & Individual § Action Research – empowering teachers to create own community for learning <ul style="list-style-type: none"> ○ Creating a Community of Learners <ul style="list-style-type: none"> ○ (Critical Framing: individual teacher, class as a whole, Individuals, building, district, community at large) ○ Creating a Safe Community of Support & Solving Problems <ul style="list-style-type: none"> ○ Building & Earning Trust <ul style="list-style-type: none"> § (At-Risk Management: diversity within and amongst, English Learners, autism spectrum disorders, communication exchange challenges)
2	CH 2 <i>Understanding Emotional & Behavior Disorders</i> (Flick, 2011, pp. 17-36) CH 3 <i>Educational Outcomes of Students with Emotional & Behavior Disorders</i> (Flick, 2011, pp. 37-46) CH 9 <i>Enhancing socialization and social competency</i> (Helfin & Alaimo, 2007, pp. 271-300)	<ul style="list-style-type: none"> § Theories & Models Framing Approach to Behavior Change § Focus Perspective: home, school, community & adult living § Inclusive Education and Response to Intervention § Learning Centered Environments § Creating Community of Learners, Trust and Social Fairness in classroom § Considering Motivation and Diversity in Analysis of Behavior Manifestations § Social Skill Building Across home, school, community and work settings § Improving School Survival Skills & Social Skills § Suicide awareness and prevention – positive self image building
	MODULE TWO: RECOGNIZING EMOTIONAL & BEHAVIOR DISORDERS	
3	CH 4 <i>Externalizing Disorders</i> (Flick, 2011, pp. 49-59) CH 5 <i>Mood Disorders & Other Behavior Disorders</i> (Flick, 2011, pp. 60-70)	<ul style="list-style-type: none"> § External manifestation of behaviors: attention deficit, oppositional defiant disorder, conduct disorder, tics & Tourettes § Mood disorders: depression, bipolar disorders § Other behavior disorders: traumatic brain injury, Fragile X Syndrome, Fetal Alcohol Syndrome § Frustration and reaction a secondary expression of a primarily disability (mental retardation, learning disability, autism, etc.) other than behavior disorder
4	CH 6 <i>Pervasive Developmental Disorders & Psychotic Disorders</i> (Flick, 2011, pp. 71-80) CH 9 <i>Enhancing Socialization Social Competency</i> (Helfin & Alaimo, 2007, pp. 271-300)	<ul style="list-style-type: none"> § Pervasive Developmental Disorders: autism & Asperger's Syndrome § Psychotic Disorders: childhood schizophrenia § Social skill competency building for inclusive education, community living & independence and/or job sustainability
	MODULE THREE: IDENTIFYING & ASSESSING BEHAVIOR DISORDERS	
5	CH 7 <i>Assessments of Behavior Disorders</i> (Flick, 2011, pp. 83-100)	<ul style="list-style-type: none"> § Action researcher frame for assessing a teacher's learning settings § Naming measurable and observable identification of behavior & expected outcomes § Methods of data collection, analysis and reporting to operationalize behavior change § Graphing observed measurable & observable behavior § Multidisciplinary collaborative input from home, school & community (Parents, general educators, student, administrators, employers, etc.) § Formal and informal assessment tools
6	CH 8 <i>Functional Behavior Assessments</i> (Flick, 2011, pp. 101-138)	<ul style="list-style-type: none"> § Functional Behavior Assessment: focus, approaches and identification of function of behavior

	CH 8 <i>Applying Functional Behavior Analysis & Positive Behavior Support Plan to Address Self-Injurious Behavior in a Student with Severe Disabilities</i> (Bruce, 2010, pp. 115-127) - See Module 4 content CH 9 <i>The Behavioral Intervention Plan & Development of the IEP</i> (Flick, 2011, pp. 139-164)	§ Preparing FBA Report § Purpose and design of Behavior Intervention Plan – BIP 101 § Behavior Intervention Incident Reporting § CA Title V Education Code Behavior Intervention regulations § Understanding function of behavior and establishing appropriate replacement behavior § Role of response to intervention in planning FBA and BIP § Action Research Model for Engagement in collaborative family, school & Community planning
	MODULE FOUR: MANAGING BEHAVIOR PROBLEMS IN THE CLASSROOM	
7	CH 11 <i>Positive Behavioral Interventions & Supports</i> (Flick, 2011, pp. 186-220) CH 4 <i>Creating Context for Instruction</i> (Helfin & Alaimo, 2007, pp. 117-140)	§ Behavior change and evidence based positive behavior supports & Interventions § Understanding positive and negative behavior § Focus on self-determination, active student involvement in knowing, understanding & changing behavior choices § Physical and temporal arrangement of space and options § Engaging activities with student including visual, concrete systematic and sensory accommodations
8	CH 12 <i>Specific Proactive Behavioral Interventions for Problematic Behaviors</i> (Flick, 2011, pp. 221-259) CH 6 <i>Using Applied Behavior Analysis Instructional Strategies</i> (Helfin & Alaimo, 2007, pp. 171-98)	§ Specific Proactive Choices § Narrowing the setting, situation & purpose of unacceptable behaviors: aggression, social skills, inattention, following instructions, self-monitoring, impulsivity, noncompliance and inappropriate verbalization § Applied Behavioral Analysis § Discrete trial and generalization § Pros, cons and alternatives to ABA and/or discrete trial
9	CH 10 <i>Establishing an Effective Classroom Environment</i> (Flick, 2011, pp. 167-185) CH 13 <i>Teaching Students with Behavior Disorders</i> (Flick, 2011, pp. 260-284)	§ Conditions of Teaching: behavior, instruction, roles & responsibilities, parents & site professionals o Beginning of year planning o Time management & personal organization & mental health o Instructional materials o Working with your paraeducator § Focusing on classroom milieu § Effective teaching and management of behavior and practices of education specialist § Classroom rules, communication, fairness and types of grouping for maximizing learning & instruction § Peer mediation, peer conflict, bullying and fair treatment § Teacher responsibility to intervene aggressively to prevent &/or stop school house bullying § Cyber bullying working with parents and school site personnel to proactively prevent &/or stop § Accommodations: IDEA, Section 504
	MODULE FIVE: PROMISING DIRECTIONS FOR SCHOOL-WIDE MANAGEMENT	
10	CH 14 <i>Developing A School-Wide Behavioral Program</i> (Flick, 2011, pp. 286-316)	§ Positive Disciplinary strategies and delivery § School assistance & support for students and teachers § Social Curriculum § School-wide behavior program design, education and implementation for students and staff § Wraparound perspective of holistic behavior supports: school, district and county agencies
11	CH 15 <i>Partnerships</i> (Flick, 2011, pp. 316-338) CH 16 <i>Future Directions with EBD Students</i> (Flick, 2011, pp. 339-346)	§ Parent engagement, involvement and trust building in home, school and community settings § Sibling engagement in positive behavior § Training for success: teachers, parents, student and community § Social networking and engaging school in community § Internet, technology and media resources
12	Final Examination	§ Functional Behavior Assessment & Behavior Intervention Plan – Student Presentation to Class

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