

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

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*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands,CA*

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***COURSE SYLLABUS***

Course: EDSP 515

Course Title: Planning, Case Management, and Behavioral Strategies for Students with Disabilities

Term: April 21 - May 21, 2014

Days/Times: Mondays and Wednesdays, 5:30 - 9:30 PM

# Class Location: TBA

Faculty: Dawn Meade-Duffy, M.A.

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Catalog Course Description

Candidates learn about roles and relationships of education specialists as they work with families and other professionals involved in the special education pre-referral, referral, and service delivery process. Candidates develop professional communication skills necessary for working with administrators, regular education personnel, specialists, paraprofessionals, and district personnel. Pre-referral services and interactions are addressed, with particular focus on the roles and responsibilities of education specialists in the context of Response-to-Intervention models and schoolwide behavior support models. Candidates learn about education specialists’ roles, responsibilities, and communication strategies within student study/student success teams, IEP/ITP teams and co-teaching models. This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students by developing a Behavior Support Plan (BSP).

Course Goals

1. Utilize a variety of data collection strategies to determine where/when the target behavior is likely to occur or not occur and the communicative intent of the behavior.
2. Demonstrate an understanding of the purpose and process of behavior management approaches especially as they relate to identifying and applying appropriate reinforcement in the classroom.
3. Display the ability to write and implement an effective behavioral goal for an IEP.
4. Understand the concept of a functionally equivalent replacement behavior (FERB), and how to identify and implement the behavior. Comprehend the acting out cycle and how to address disruptive/noncompliant behavior in the classroom.
5. Demonstrate the ability to design a Behavior Support Plan that meets Positive Environments, Network of Trainers (PENT) statewide guidelines.
6. Understand the concepts required to communicate with an IEP team for implementation of effective behavior management strategies.
7. Demonstrate understanding of the IDEA mandates as they relate to Manifestation Determinations and Positive Behavior Intervention Plans (Hughes Bill legislation).
8. Display the ability to communicate effectively as a case manager and team member in IEP, ITP, ITSP, Student Study Team, Manifestation Determination, and pre-referral intervention teams. (16)
9. Demonstrate understanding and application of collaboration and consultation in relation to issues of diversity and explain a philosophy of inclusion of students with special needs. (5d,e)
10. Show competence with a systematic interpersonal problem solving sequence as it relates to case management of individuals with exceptional needs. (10a)
11. Understand and apply legal and ethical practices needed for case management and collaboration in public schools, including confidentiality issues around students receiving special education services. (12)

Textbooks

Friend, M. & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals.*

(5th ed.), Boston, MA: Pearson Education, Inc.

Stormont, M., Lewis, T. J., Beckner, R., & Johnson, N. W. (2008*). Implementing positive behavior support systems in early childhood and elementary settings*. Thousand Oaks, CA: Corwin Press.

Other Required Readings

Browning Wright, D. (2007). *The BSP Desk Reference*. Available free from Positive Environments, Network of Trainers (PENT) Web site: <http://www.pent.ca.gov>

CDE (2007). *Transition to Adult Living: An Information and Resource Guide*. Sacramento, CA: California Department of Education.

CDE (2001*). Handbook on Developing Individualized Family Service Plans and Individualized Education Programs in Early Childhood Special Education.* Sacramento, CA: California Department of Education. Downloaded from [http://www.scoe.net/SEEDS/pdf/developing.pdf](http://www.scoe.net/seeds/pdf/developing.pdf).

CDE (2000) *Handbook on Assessment and Evaluation in Early Childhood Special Education.* Sacramento, CA: California Department of Education. Downloaded from <http://www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf> (M/M Standard 2)

Held, M. F., Thoma, C. A., & Thomas, K. (2004). “The John Jones Show”: How one teacher facilitated self-determined transition planning for a young man with autism. *Focus on Autism and Developmental Disabilities. 19*(3), p. 177-188. (Program Standard 7)

Assessment of Learning

### Class Activity and Homework (Participation):

Active participation is valued and expected, as is respect for colleagues, speakers and the instructor. Please arrive or login on time and be prepared for each class session by having completed the assigned reading and any activity assigned from the previous class. Class activity points will include answering when called upon, participating in small group and class discussions, in-class writings, chats, reading/voting responses, etc. and can only be earned during class time.

At every class meeting, we will have educational activities that are intended to help you grasp the course content and intended learning outcomes. In addition, it is hoped that the “educational activities” will not just engage you with the course content, but also provide the opportunity for you to reflect on the issues and concepts, and interact and response with your classmates. This time will also help prepare you for the exams and the Signature Assessment. As educators and adults, a significant portion of learning will be experience through dialogue. Therefore, it is important to make every effort not be to absent. You need to arrive on time and stay for the entire class. Please note that class activity points cannot be made up. Thus, if you have to be absent more than once, your final grade may be affected.

***Worth 50 Points***

1. Signature Assignment #1[[1]](#footnote-2): Behavioral Data Collection & Functional Analysis of Behavior.

For this multi-step assignment, you will do the following:

* 1. Complete the Environmental Observation Form (Functional Behavioral Assessment) in the BSP Desk Reference (Section 3, pages 11-14) on your student. There is an example done on a student (pages 15-16) named “Diana.” It is ok to copy the forms from the Desk Reference and hand-write your legible responses. *This is worth 50 points.*
  2. Complete 4A: Interval Data Sheet and 4B: Communicative Intent Matrix (50 points each), in the BSP Desk Reference (Section 3, pages 19 & 21, respectively). *These two sheets have a total value of 50 points.*
  3. Fill out the “Hypothesizing the ‘Why’ of Behavior” worksheet for three student behaviors. The behaviors can be for the same student, or for up to three different students. *This is (This is worth 50 points)*

***All steps of this assignment are collectively worth 150 points****.*

1. Positive Behavior Support Plan for the School & Classroom (to address reviewers’ request for more information in support of M/M Standard 4)

Candidates will develop a proposal for a Schoolwide Positive Behavior Support Program (SW-PBS), based upon readings from the text by Stormont, M., Lewis, T. J., Beckner, R., & Johnson, N. W. (2008*). Implementing positive behavior support systems in early childhood and elementary settings.*  The required components for this assignment will include: a) description of a leadership team, including membership, responsibilities, and ways of communicating and disseminating information to school staff; b) professional development of teachers and staff on SW-PBS, including timelines and selection of trainers, timelines for training, and follow-up training and support; and c) program assessment, including needs assessment prior to program implementation, and formative and summative assessments of program efficacy. Please see course handouts and lectures for more information about this assignment.

***Worth 50 points***

1. ITP-ISFP Participation & Resource Files

Candidates participate in and reflect on an IFSP or a Post-Secondary Transition meeting, which may take place as part of an IEP meeting. As part of this profile, candidates gather detailed information about a local resource or agency that may be used as an ISFP for students with mild/moderate disabilities or ASD and his/her family members. The student and family must be from a culturally and/or linguistically diverse background. This information will be used to complete an ISFP Resource File Handout (template provided by the instructor). This resource handout for an ISFP resource will be shared with other classmates so that all candidates will have several local community resources and contacts for early transition resources for future reference. A similar handout will also be prepared for post-secondary community resources and options for ITPs. As part of this assignment, candidates reflect upon communication and collaboration between professionals and with family members during the course of the meeting.

***Worth 100 points***

1. Signature Assignment #2:[[2]](#footnote-3) Collaborative Behavior Support Planning Case Study.

The Signature Assignment will consist of two parts: a fieldwork component and a case study.

Fieldwork observations and instruction must take place in a K-12 setting that serves students with mild/moderate disabilities (e.g., Resource classroom, Special Day Class, Inclusion setting in general education). Fieldwork placement is subject to approval of the instructor and the Fieldwork Director. Fieldwork will consist of at least five hours of whole class observation and ten hours of instruction with a student with mild/moderate disabilities or ASD. Fieldwork Log and 3-2-1 Fieldwork Reflection Report must be filled out as you complete these hours and must be signed by the supervisor or teacher where you volunteer.

For the case study: Candidates implement positive behavioral strategies and collaborative consultation models to design learning environments and programs that have the greatest positive effects on student learning and behavior. Following the intervention, candidates reflect upon how characteristics of an individual with mild/moderate disabilities inform, predict, and interact with behavioral and social/emotional challenges.

***Worth 100 points***

Grading System/Scale

Evaluation of your work will be based on the following criteria:

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

Class Schedule

| Session # | Topics covered | Read & bring to class | Due by this class date |
| --- | --- | --- | --- |
| 1 | Course Introduction, syllabus, What is a BSP and why do I have to write them?  Behavior Support Forms and Data Collection Forms,  Colvin video on Defusing Anger and Aggression, common questions about behavior. Develop Classroom Observation Form in class.  IRIS Module 1 | Read BSP Desk Reference: Sections 1-3,  Go to the “Laws” button on the PENT website and print out and read:  Top Ten Email Queries | Print out BSP Desk Reference and bring to class.  Complete IRIS Modules: *Encouraging Appropriate Behavior*  *Measuring Behavior* |
| 2 | Defining Behavior, Environmental Factors, what are predictors of behavior?  Functional Factors, what is a “FERB?”  Manifestation Determination Analysis,  Sprick’s “25 Minutes to Better Behavior” video and worksheet.  Introduce Schoolwide Positive Behavior Support (SW-PBS) systems | Read BSP Desk Reference: Sections 4-6,  Go to the “Laws” button on the PENT website and print out and read:  Manifestation Determination Analysis  Read Chapter 1 of Stormont, M., Lewis, T. J., Beckner, R., & Johnson, N. W. (2008*).* | Environmental Observation Form,  Interval Data Sheet, & Communicative Intent Matrix |
| 3 | Teaching and Reinforcement, Reactive Strategies, Behavioral Goals,  Four sample case studies,  IRIS online behavior game on reinforcement.  Lecture and think-pair share on ways to create and design schoolwide behavior support plans, based on Chapter 2 and 3 of Stormont, Lewis, Beckner, and Johnson (2008).  Introduce Assignment 3, *Positive Behavior Support Plan for the School & Classroom* | Read BSP Desk Reference: Sections 7-9,  Go to the “Laws” button on the PENT website and print out and read:  Behavior Plans in CA: Emergency Interventions.  Read Chapters 2 and 3 of Stormont, Lewis, Beckner, & Johnson, (2008*), Chapt*ers 2 & 3: *“Supporting Systems Change” and “Team Leadership”* | Hypothesizing the ‘Why’ of Behavior form.  Read Chapters 4 – 6 of Stormont, Lewis, Beckner, and Johnson (2008). |
| 4 | Scoring your BSP  BSP vs. PBIP?  Guest speaker: Implementation of Schoolwide Postitive Behavior Support programs; facilitated discussion on Chapters 4-6 of Stormont, Lewis, Beckner, and Johnoson (2008). | Read BSP Desk Reference: Sections 10-12 & 15, Go to the “Laws” button on the PENT website and print out and read:  Checklist for Components for FAA/PBIP (annotated) | Bring for class a rough draft of your BSP to score in class.  Choosing What I Like reinforcement questionnaire is due.  Read Chapters 7 - 8 of Stormont, Lewis, Beckner, and Johnson (2008). |
| *5* | Communication and Teaming,  Fine tune your BSPs,  Colvin video, “Rainbow Club,”  BSP progress monitoring. What to do when a BSP “doesn’t work,” Resources  Discuss Stormant et al., Ch. 7-8 | Read BSP Desk Reference: Section 13-15 (review it again) | Bring your BSP rough draft for additional scoring.  Assignment 3, *Positive Behavior Support Plan for the School & Classroom* due |
| 6 | * Definitions of collaboration, consultation, and case management (collaboration in IDEA, dilemmas of collaboration, frameworks for collaboration) * Introduce Signature Assignment, *Collaborative Behavior Support Planning Case Study* * Interpersonal problem solving, reactive vs. proactive problem solving, steps in problem solving | Friend & Cook, Chapters 1 & 2 | Quiz or collaborative activity  3-2-1 Fieldwork Reflection Report that addresses transition planning or transition activities for students with M/M disabilities or students with ASD. |
| 7 | Problem solving teams: characteristics, stages, & challenges  How to maximize team effectiveness  Assignment 5: The Collaborative Case Management Profile | F & C, Chapters 3 & 4 | Quiz or collaborative activity |
| 8 | Co-Teaching (Chapter 5)   * Rational * Approaches * Administrative considerations * Introduction to transition planning   Signature Assignment rubric and sign up, APA style, Teams, Conducting meetings.  Consultation: concepts, benefits, choosing a model, consulting with diverse cultures, consultation and collaboration | F & C Chapters 5 & 6  Chapters 7 & 8 | Co-teaching model—collaborative activity  Fieldwork assignment: observe co-teaching instruction at a local school |
| 9 | Transition planning and self-determination (to address Program Standard 7)  Assessments for Early Childhood Special Education  Transition planning and older students and promoting self-determination among students with M/M disabilities and autism (“The John Jones Show”)  IFSP and transition planning for young children with disabilities  Academic & assessments for young children with disabilities transitioning to K-12 (M/M Standard 2), pages 19-22 of CDE Handbook. | Held, M. F., Thoma, C. A., & Thomas, K. (2004). “’The John Jones Show’: How one teacher facilitated self-determined transition planning for a young man with autism”  CDE “Handbook on Developing Individualized Family Service Plans”  CDE “Handbook on Assessment & Evaluation of Early Childhood Special Education” |  |
| 10 | Paraeducators: qualifications, responsibilities, working with paraeducators, factors to consider for Latino students as shared by Latino Paraeducators, ethical issues.  Work on collaborative Signature Assignment in groups | F & C, Chapters 9-10 | 1st “multicultural communications” due; selected Powerpoint presentation s  Groups meet in class to plan Signature Assignment |
| 11 | Practical matters: time for planning, scheduling services, staff development planning and implementation | F & C, Chapters 11-12 | Collaborative Case Management Profile due |
| 12 | Interpersonal communication: communication types, cross-cultural communication, listening, how to improve your skills. |  | Quiz or collaborative activity  Group draft of introduction handout for Signature Assignment |
| 13 | Using statements that provide, seek or clarify information, giving verbal feedback |  | Quiz or collaborative activity  2nd paper on “conflict management” due; selected Powerpoint presentations |
| 14 | Difficult interactions, understanding conflict, conflict response styles, dealing with resistance.  Progress, questions on Signature Assessments |  | Think-pair-share activity  Report progress or questions on Signature Assessments |
| 15 | Working with administrators and other disciplines, family issues, multicultural contexts.   * Signature Assignment presentations |  | Last Quiz on Chapters 11 & 12,  Signature Assignment Presentations  Hand in Signature Assignment & reflection |

1. All Signature Assignments (graded) must be submitted as part of the *Education Specialist Candidate Exit Portfolio* upon completion of the program as evidence of meeting the Education Specialist Teacher Performance Expectations (TPEs) [↑](#footnote-ref-2)
2. All Signature Assignments (graded) must be submitted as part of the *Education Specialist Candidate Exit Portfolio* upon completion of the program as evidence of meeting the Education Specialist Teacher Performance Expectations (TPEs) [↑](#footnote-ref-3)