

**Rutgers University**  
**Graduate School of Education**  
**Department of Educational Psychology, Special Education**

**15:293:534:B1      Classroom Organization for Special Education**

(5/9/13 DRAFT syllabus; minor changes may follow)

Summer, 2013  
Tuesdays & Thursdays  
1:00-4:45/5:00 pm – 8:45 pm  
Scott Hall, Room 221/215  
3 credits

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Summer office hours: By appointment

Note: To reach me, you will be most successful using email.

### **Course Description**

The focus of this course is on special education classroom and behavior management, primarily from an ecological systems perspective. Course content covers a continuum, including:

- Establishing a positive and productive learning environment
- Building and facilitating positive relationships
- Systematic organization and management of the classroom
- Proactive data-based assessment and management of behavioral issues
- Utilization of least intrusive strategies
- Use of more intensive strategies, crisis de-escalation and intervention

This course examines multiple approaches to behavior management in special education designed to assist K-12 students with special needs finding success in academic and social-emotional domains. The course provides participants with a research-based understanding of theory and practice in providing appropriate educational services and supports to students. The course stresses multiple perspective-taking, tapping into literatures from several fields, addressing the complex and dynamic nature of interactions that can occur across multiple ecological levels and in varied systems and contexts. The overarching goal of the course is to prepare course participants to be well-educated, thoughtful, and highly skilled practitioners who can offer the most vibrant, positive, and appropriate classroom instruction and management support to meet the needs of their students. The course uses a multiple strand approach, addressing various dimensions and levels of classroom organization and behavior management while also following a section-by-section progression throughout the course.

**The course contains the following strands that run fairly continuously throughout the course:**

- Reviewing research with linkages to best-practices programming
- Developing an ability to embrace multiple perspective-taking, learning from multiple literatures, and cultivating a flexible and complex approach to thinking about the needs of students
- Thinking across the ecology of the student, taking a complex approach to analysis and intervention that may incorporate systemic and transactional issues at the peer, family, school, and neighborhood levels.
- Addressing the importance of collaborative working relationships and team-building with all stakeholders
- Thinking in terms of team-based review and analysis of student needs and collaborative intervention planning.
- Cultivating a posture of proactive thinking, ongoing self-evaluation, and positive approaches to working with students with E/BD
- Discussing appropriate professional behaviors, a professional code of ethics, the challenges of “slippery slopes,” and maintaining an ethical compass in trying times

## **Course Learning Objectives**

**Upon completion of this course, students can expect:**

- To be familiar with the basic components of major historical models of school discipline
- To understand and be able to apply basic principles of classroom organization and management to working with students with special needs
- To understand and be able to apply basic principles of instructional organization to daily academic lessons to facilitate student progress and proactively minimize behavioral problems
- To understand & be able to use appropriate data recording approaches & graphically represent & interpret behavioral data
- To be able to use multiple data sources to craft responsive approaches to help students succeed
- To understand the basics of functional behavioral assessment and behavioral intervention planning
- To understand models of the student acting-out behavioral cycle, cues at each level, and supportive efforts the teacher can provide to keep the class safe and minimize harmful behavior.
- To understand basic issues, challenges, and interventions associated with harassment, intimidation, and bullying (HIB), disruptive behaviors, and violence in schools.
- To understand and be able to apply surface management techniques in response to classroom behaviors of concern

- To understand and be able to appropriately apply basics approaches such as time-out, token economies, and behavioral contracting
- To understand the basic underpinnings and components of the Positive Behavioral Supports and Social Emotional Learning models
- To understand needs and challenges associated with collaborating with families, & school and allied agency colleagues
- To understand that students' behavioral difficulties can reflect influences in multiple domains, far beyond a within-the-individual, deficits-based model.

## OVERVIEW OF COURSE ACTIVITIES

The course includes substantial weekly readings, structured interactive review of readings and additional content, case analysis discussions, in-class quizzes on the assigned readings every session (except session#1), student-led presentation/ discussions, in-class activities, Website review project, and school discipline manual project.

## COURSE MATERIALS

- **BOOK #1:**  
Managing Classroom Behaviors: A Reflective Case-Based Approach (5th Edition) [Paperback]  
(2011) Kauffman, Pullen, Mostert, & Trent ISBN-13: 978-0137056798
- **BOOK #2:**  
Elementary Classroom Management: Lessons from Research and Practice (5th Edition) [Paperback]  
(2011) Weinstein, Romano, & Mignano ISBN-13: 978-0073378626
- **BOOK #3:** Bullying Prevention and Intervention: Realistic Strategies for Schools. [Paperback]  
(2009) Swearer, Espelage, & Napolitano ISBN-13: 978-1606230213
- Additional required readings available online at SAKAI (<https://sakai.rutgers.edu/>)

## ATTENDANCE POLICY

**Students are required to attend every class.** More than one unexcused absence will result in lowering the student's final grade by the equivalent of one full letter grade (e.g., from B+ to C+) for each additional unexcused absence beyond one (except for documented emergencies, illness, religious observance, or other serious needs). More than three absences total (regardless of absences being excused) will likely necessitate repeating the course to earn credit. Bona fide emergencies and highly unusual situations should be discussed in private with the instructor to explore the possibility of special accommodations and/or arrangements.

Class sections start at 1:00/5:00 sharp. Students are expected to arrive at class a few minutes before class begins. Students who will arrive late for a legitimate reason are expected to email the professor in advance or in case of a last minute delay (traffic jam), call the professor's office number (see top of syllabus) and leave a message to that effect. **Two unexcused tardy arrivals** (defined as arriving more than 10 minutes late for class) **constitute one unexcused absence.**

## PROFESSIONAL DEMEANOR

As current and future teaching and allied field professionals, students are expected to present themselves and act in class as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to focus totally on class activities and not engage in alternate activities (social conversations, text messaging, email/Web multitasking, etc.).
- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use *person-first* language when speaking of students with disabilities (e.g., *student with a learning disability*, **NOT**, *LD student*), and never use demeaning terms such as *retard*. Students should avoid terminology that objectifies human beings as “things” of pity, such as, *wheelchair-bound*, *confined to a wheelchair*, or *suffers a disability*.

## USE OF ELECTRONIC DEVICES

This course will utilize a *Student Response System* (handheld radio frequency “clickers”) as part of an effort to offer improved learning options and greater variability in class activities. Students will be oriented to clicker use at the first class session. This technology facilitates instant feedback from students on an anonymous basis and can support student learning and engagement in multiple ways. This technology should comprise less than 10% of total class learning activity, and will be used selectively and strategically.

Students are expected to put all other electronic devices away during class, including telephones/text messaging devices. Students with bona fide reason for accessing text messaging during class (emergency situation) will be permitted to do so, but are requested to privately contact the instructor in advance as to the need. Laptop/notebook computers are not to be used in class unless by special advance arrangement with the instructor (students are provided class notes for every session on SAKAI).

## LATE ASSIGNMENTS POLICY

**All assignments are expected on time.** Late assignments will receive a reduced grade, generally, the equivalent of 10% of the total possible project grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. **The instructor will work constructively and collaboratively with students who communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on project due dates.**

## STUDENT CONDUCT and ACADEMIC HONESTY

The Rutgers University Code of Student Conduct can be accessed at:

<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to:

<http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog:

[http://catalogs.rutgers.edu/generated/gse\\_current/pg32.html](http://catalogs.rutgers.edu/generated/gse_current/pg32.html)

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades (students need to express themselves using their own language).

**Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.**

## ACCOMODATIONS FOR DISABILITIES

Students requiring accommodations related to disabilities will be provided all necessary supports and accommodations. In such circumstances, students should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services (<http://disabilityservices.rutgers.edu/>) to ensure that they receive appropriate supports commensurate with their needs.

## COURSE GRADING PLAN

1. Participation (@ 2 points per class x 12 sessions = 24 points).
2. Quizzes (10 quizzes at 15 points each = 150 points)
3. Student-Led Presentation/Discussion (30 points)
4. Website Review Sheets (24 points)
5. School Discipline Manual Project (with integrated classroom management plan module and culturally responsive classroom management component\*) (100 points)

**\* classroom management plan module with culturally responsive classroom management component MUST be submitted to your electronic portfolio**

**Course Grades: (out of 328 possible points)**

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	<b>Point totals will be converted to percentages.</b>  <b>N.B. A grade of 86.99 earns a B, not a B+</b>  <b>Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.</b>
B+	87.00 – 91.99 %	
B	80.00 – 86.99 %	
C+	76.00 – 79.99 %	
C	70.00 – 75.99 %	
F	Under 70 %	

## ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

1. **Participation:** Students are expected to come to class having completed all assigned readings for that week **in advance** and to participate in class discussions, offering **informed** ideas and opinions.

**Breakdown:** 1 point for attendance AND active attention throughout class session; 1 point for active discussion/participation (no points earned when absent, except in excused absence cases of serious, documented emergencies/religious observance/illness/etc.—then 1 point is awarded)

2. **Quizzes:** The course includes TEN quizzes based on the required readings. Students will be required to demonstrate a complete knowledge of key points and issues in the readings and also to apply this knowledge with critical thought. Quizzes will be ***open notes, open book***. **Students are strongly encouraged to highlight, underline, and take notes on readings—available for use on quizzes.** Bring all assigned readings for the week to each class. Students who do not bring their materials may not borrow the instructor's or classmates' materials during quizzes. There will be make-ups for quizzes **ONLY** in cases of excused absences (usually requiring documentation on the reason for absence, or in an obvious emergency or other serious situation).

**Students are strongly encouraged to form study groups and email Dr. Mayer about parts of the readings for which they have questions (at least one full day prior to class).**

3. **Student-led presentation/discussion.** Beginning at session #2, one or more students will individually present on a selected reading during each class. Following a brief introduction in which the presenter states the topic and previews the main presentation content (1 minute, with accompanying presentation overview slide), the main content part of the presentation will last 8-9 minutes, to be followed by 9-10 minutes of facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 1-minute summary/closure with accompanying slide. **Under no circumstances can the total time exceed 20 minutes per presenter** (due to other content coverage and activities during class). Students should rehearse to make sure their presentation timing is appropriate and they are responsible to bring a small clock or other timing device to help them manage their presentation time. Students will sign up for topics during session #1. The oral presentation should **cover just the main concepts and major informational points** from the selected reading—not all of the content. A rubric will be distributed at class session #1. The student must prepare three things to accompany the presentation:

- a. A brief PowerPoint slide show for the presentation. Email the PPT to Dr. Mayer no later than 5pm the day before the presentation. **See the exemplar PPT with content, design, and presentation TIPS for student presenters on SAKAI**
- b. Copies of a 4- to 5-page (single spaced) detailed handout (with more detail than in the PPT show) for class members containing summary information
- c. A list of 4 - 6 challenging discussion questions (higher order thinking) for the class with prepared follow-up probes in case of limited audience response on certain questions.

4. **Website Review Sheets:** Students will review selected special education, classroom organization, and behavior management resource Websites, filling out a review sheet on each Website (review sheets provided by instructor at class session #2). Students will complete ALL of the review sheets **individually** (no team efforts) and **turn them in at class session #9.**

- 5. School Discipline Manual Project:** The project involves designing, writing, and publishing (in print and electronic form--MS WORD) a comprehensive school handbook on a hypothetical school discipline/behavior management system. This handbook will speak to three audiences: Students, Parents, and Faculty. The project may be geared to the mid- to upper elementary (grade 3-5), middle, or high school level. **Pre-K- Grade 2 will NOT be considered appropriate for this project.**

The project includes a 6-8 page **Classroom Management Plan** that integrates smoothly with the school-wide plan, both conceptually and operationally. **That classroom management plan will be a separate module in the project, and is required to be submitted to your electronic portfolio.** Additionally, students must create **and submit to their electronic portfolio** a 2-page addendum to the classroom management plan that addresses culturally responsive classroom management practices. Students need to review the project rubric received from the instructor and also pages 28-30 of the PDF document, *INSTRUCTIONS ON USING THE SAKAI TEACHER EDUCATION PORTFOLIO SITE TO SUBMIT ePORTFOLIO ARTIFACTS*, for complete information on this requirement. The school-wide project may be done individually or by a team of two students, **but the mandatory electronic portfolio artifacts (classroom management plan and culturally responsive classroom management component) must be created as individual student projects.**

This school-wide project requires review of FIVE existing REAL school handbooks on behavior management/discipline systems that can be found on the Internet by using search engines such as Google (for team projects, 10 such handbooks must be reviewed). Up to two NJ local school handbooks may be used (up to four for a team project). The students are required to include the reviewed handbooks with an analysis and critique of the structure and content of these handbooks, in addition to creating their own handbook. The critiques of the handbooks must be explicitly linked to the creation of the new handbook, with a clear explanation of explicit linkages from source handbooks to the new product handbook. That linkage explanation will be provided on a separate 2-3 page single-spaced document turned in along with the main project. No content from any source handbooks may be cut and pasted verbatim—only broad concepts and approaches. A detailed project rubric will be distributed and discussed at class session #2. **Project due at class session #11.**

## SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

**N.B. Assigned reading to be completed BEFORE the session.**

(Extra credit for students submitting notes per Dr. Mayer’s email for Session #1 advance reading)

SESSION	CONTENT COVERAGE	READINGS (by shortened name)
<b>1</b> <b>5/28/13</b> <b>(67pp.)</b>	<ul style="list-style-type: none"> <li>• Foundations of Classroom Organization and Behavior Management</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, Chapters 1 &amp; 2</li> <li>• Kauffman, Chapters 1 &amp; 2</li> <li>• Kauffman Case: <i>Avoiding the Issue</i></li> </ul>
<b>2</b> <b>5/30/13</b> <b>(78pp.)</b>	<ul style="list-style-type: none"> <li>• Foundations of Classroom Organization and Behavior Management</li> <li>• Understanding Students Basic Psychological Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Students Basic Psychological Needs (Jones &amp; Jones, Chapter 2)</li> <li>• Weinstein, Chapter 3</li> <li>• Kauffman Case: <i>Alone in the Dark</i></li> </ul>
<b>3</b> <b>6/4/13</b> <b>(88pp.)</b>	<ul style="list-style-type: none"> <li>• Establishing Behavioral Norms</li> <li>• Identifying, Analyzing, and Changing Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Kauffman, Chapters 3, 4, &amp; 5</li> <li>• Weinstein, Chapter 4</li> <li>• Kauffman Case: <i>Winnie</i></li> <li>• Kauffman Case: <i>James’s Uncertain Future</i></li> </ul>

<p><b>4</b> <b>6/6/13</b> <b>(84 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Fundamental Principles of ABA</li> <li>• Intervention Planning and Monitoring Student Progress</li> <li>• Multiple Baseline Graphing Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Yell Chapter 4</li> <li>• Kerr &amp; Nelson, Chapters 4 &amp; 5</li> <li>• Kauffman Case: <i>Charley</i></li> </ul>
<p><b>5</b> <b>6/11/13</b> <b>(89 pp.)</b></p>	<ul style="list-style-type: none"> <li>• School-wide PBS (Watch 22 minute PBIS Video)</li> <li>• Functional Behavior Assessments</li> <li>• Behavior Intervention Plans</li> <li>• Bridging Systems of Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Darch &amp; Kameenui, Chapter 10</li> <li>• Yell Chapter 5</li> <li>• Darch &amp; Kameenui Chapter 8</li> <li>• BIP Slides.pdf</li> <li>• How Can We Improve School Discipline?</li> </ul>
<p><b>6</b> <b>6/13/13</b> <b>(86 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Social Emotional Learning (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• SEL in early Childhood</li> <li>• Safe &amp; Sound (pp. 1-26)</li> <li>• Character Education, Prevention, and Positive Youth Development</li> <li>• DSACS Coordinated Approach to SECD</li> </ul>
<p><b>7</b> <b>6/18/13</b> <b>(104 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Working with Individual Students</li> <li>• Working with Peers</li> <li>• Working with Special Needs</li> <li>• Supporting students with ADHD</li> </ul>	<ul style="list-style-type: none"> <li>• Kauffman Chapters 6 &amp; 7</li> <li>• Weinstein, Chapter 5</li> <li>• OSEP ADHD Guide</li> <li>• Kauffman Case: <i>The Truth About Alice</i></li> <li>• Kauffman Case: <i>What's Inclusion got To Do With It?</i></li> </ul>
<p><b>8</b> <b>6/20/13</b> <b>(74pp.)</b></p>	<ul style="list-style-type: none"> <li>• Working with Families</li> <li>• Video Discussion: School/Family Meetings</li> <li>• Working with Other Educators</li> <li>• Video Discussion: Interagency Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein Chapter 6</li> <li>• Kauffman Chapter 9</li> <li>• Kauffman Chapter 8</li> <li>• Kauffman Case: <i>The One That Got Away</i></li> <li>• Kauffman Case: <i>Grandma's Boy</i></li> </ul>
<p><b>9</b> <b>6/25/13</b> <b>( 89 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Bullying Prevention and Intervention</li> <li>• School Climate and Bullying</li> </ul> <p><b>Website Reviews DUE</b></p>	<ul style="list-style-type: none"> <li>• Bullying Prevention and Intervention Chapters 1-4 &amp; 7</li> <li>• Bully-Proofing your School</li> <li>• Rethinking effective bully and violence prevention effects</li> <li>• NJDOE 12/2011 Bullying Guidance Document-Chapters 1&amp;2</li> </ul>
<p><b>10</b> <b>6/27/13</b> <b>(87 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Surface Management Techniques</li> <li>• Responding to Violations of Rules &amp; Procedures</li> <li>• Intersection of Instructional Practices and Student's Risk for More Severe Behavioral Outbursts</li> <li>• Managing Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Surface Management Booklet (2 pp.)</li> <li>• Jones &amp; Jones Chapter 8</li> <li>• Mayer &amp; Patriarca (2007)</li> <li>• Weinstein Chapters 7 &amp; 8</li> </ul>
<p><b>11</b> <b>7/2/13</b> <b>(74 pp.)</b></p>	<ul style="list-style-type: none"> <li>• Managing Instruction</li> <li>• Course Synthesis Discussion</li> </ul> <p><b>Handbook Project DUE</b> <b>Electronic Portfolio Items DUE</b></p>	<ul style="list-style-type: none"> <li>• Weinstein, Chapters 9, 10, &amp; 11</li> </ul>