

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

15.293.534 Classroom Organization for Special Education
Fall 2014 (3 credits) ONLINE Section 91 09/2/2014 - 12/19/2014
(9/1/14 syllabus)

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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
- Use of least intrusive strategies
- Use of more intensive strategies, crisis de-escalation and intervention

This course examines multiple approaches to classroom organization and 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 review of readings and additional content, case analysis activities, online discussions, skill-building activities, quizzes on the assigned readings every session (except session#1), 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:**

Practical Classroom Management, Second Edition, Loose Leaf (2015), by Vern Jones, ISBN 10: 0-13-336705-3

▪ **BOOK #3:**

Bullying Prevention and Intervention: Realistic Strategies for Schools. [Paperback]
(2009) Swearer, Espelage, & Napolitano ISBN-13: 978-1606230213

- Additional required readings available online within our eCollege course site (in “Doc Sharing” under the “Assigned Readings” tab).

Q & A FORUM

Students are encouraged to post questions they have about the more challenging parts of the assigned readings, as well as related topics the class covers, in the online **QUESTION and ANSWER Forum**. It is always a good idea to first try to answer your own questions by rereading content and conferring with fellow students. If you can't resolve the issue, post the question and I shall post an answer within 24 hours. Chances are that if you are confused about part of the readings, some fellow students are also confused, so everyone can benefit from this feature of the course. Use this also to ask about assignments.

PROFESSIONAL DISCOURSE

As current and future teaching and allied field professionals, students are expected to present themselves and act in the online class discussions 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 be respectful of divergent beliefs and opinions that may be voiced in online 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 language that objectifies human beings as “things” of pity, such as, *wheelchair-bound*, *confined to a wheelchair*, or *suffers a disability*.

LATE ASSIGNMENTS POLICY

All assignments are expected on time. Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment 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 assignment 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

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.**

ACCOMMODATIONS FOR DISABILITIES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

COURSE GRADING PLAN

1. Class discussion participation (@ 5 points per session (week) x 14 sessions = 70 points).
 2. Website Review Sheets (15 points) Due Last Day of Week Eight
 3. Completion of HIB online quiz (GSE requirement)(2 pts.)
 4. School Discipline Manual Project (with integrated classroom management plan module and culturally responsive classroom management component*) (13 points)Due Week 14 Last Day of Week
- * classroom management plan module with culturally responsive classroom management component MUST be submitted to your electronic portfolio**

Course Grades: (out of 381 possible points)

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course
B+	87.00 – 92.99 %	
B	80.00 – 86.99 %	
C+	76.00 – 79.99 %	
C	70.00 – 75.99 %	

F	Under 70 %	assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.
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ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

- 1. Participation:** Students are required to participate in online class discussions for every session. There are also several required activities with products to submit (skill-building graphing, behavioral recording, and related activities) that are required in order to earn participation points for particular sessions. The instructor will post **3-4 discussion prompts for each session**. For **each** discussion prompt, each student is required to post an original contribution (about 4-6 sentences), and also at least one reply to another student’s original posting or student’s response to another student’s original posting (also about 4-6 sentences). **Students’ will be graded on the thoughtfulness, originality, and overall quality of their postings/replies to others** (see examples below of high and low quality postings). Students must post all of their comments for each session no later than the evening before the beginning of the next session (week), as listed in the syllabus reading assignments. Students are required to read all student postings.

EXAMPLE DISCUSSION PROMPT: Discuss what you see as potential promises and pitfalls associated with RTI.

EXAMPLE high-quality posting: I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a “wait-to-fail” approach, RTI can help change the learning trajectory for many early elementary students for the better. But to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well.

EXAMPLE low-quality posting: I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can’t expect schools and teachers to solve all of the world’s problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

- 2. Website Review Sheets:** Students will review selected resource Websites, filling out a review sheet on each Website (review sheets posted on the course eCollege site). Students will complete the review sheets individually and **turn them in at the end of class session (week) #8**.
- 3. HIB Online Quiz:** This will only apply to Special Education Endorsement students who are in the 5-year Special Education program or who are NOT in any other 5-year GSE program (e.g., practicing teachers). This applies to both degree and non-degree. These students need to take the GSE HIB test in SAKAI as a requirement for 293:534 course completion, and will not receive a grade in the course until that requirement is met (with a grade of 85% or better on the HIB test; weekly test retakes are allowed until passing is accomplished). Students who are in any other GSE NON-SPED 5-year programs do NOT

take the HIB test as outlined above, as they will be taking the Legal One module to meet HIB requirements. (Week Nine Completion)

- 4. 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 (week) #2. **Due Week 14.**

SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

SESSION (Week)	CONTENT COVERAGE	READINGS (by shortened name)
1 Sept. 2 to Sept. 8	<ul style="list-style-type: none"> • Course Intro • Getting Involved in Classroom Management and Student Interactions and Needs Via Week One Assignments in Online Classroom • Get Familiar with the Online Classroom and the Syllabus 	Receiving Books from orders Read and reread syllabus Read and reread Doc Sharing Material Topics
2 Sept. 9 to Sept. 15	How to Analyze A Case	Kaufman Chapter One p. 2 to 10 Avoiding the Issue Kaufman p.141 Charley Kaufman p. 149
3 Sept. 16 to Sept. 22	Planning for the year Understanding Effective Classroom Management	Kaufman Chapter 2 p.11 to 20 Jones Text Chapter 1 p.1 to 20
4	Behavior Problems	Kaufman Chapter 3 p. 21 to 34

Sept. 23 to Sept. 29	Creating Positive Teacher Student Relationships Part I	Jones p. 21 to 59 Chapter 2 Part I
5 Sept. 30 to Oct. 6	Analyzing Behavior Problems Creating Positive Teacher Student Relationships Part II	Kaufman Chapter 4 p. 35 to 52 Jones Text p. 60 to 72 Chapter 2 Part II
6 Oct. 7 to Oct. 13	Changing Behaviors Working with Parents	Kaufman Chapter 5 p. 53 to 74 Jones Chapter 3 p. 73 to 98
7 Oct. 14 to Oct. 20	Talking with Students to Impact Management Developing Standards for Classroom Behaviors and Methods for Maximizing On-Task Behavior	Kaufman Chapter 6 p. 75 to 93 Jones Chapter 4 p. 103 to 139
8 Oct. 21 to Oct. 27	Website Reviews DUE Using Peer Influence for Classroom Mgmt. Increasing Students' Motivation to Learn	Kaufman Chapter 7 p. 94 to 106 Jones Chapter 5 p. 145 to 179
9 Oct. 28 to Nov. 3	Working with Other Teachers/Professionals Responding to Behaviors that Disrupt Learning	Kaufman Chapter 8 p. 107 to 117 Jones Chapter 6 p. 183 to 206
10 Nov. 4 to Nov. 10	Working With Parents and Families for Classroom Management Responding to Behaviors that Disrupt Learning Cont'd.	Kaufman Chapter 9 p. 118 to 130 Jones Text Chapter 6 p. 207 to 225
11 Nov. 11 to Nov. 17	Bullying Behaviors Across the Grades Social-Ecological Issues Associated with Bullying Developing Individual Behavior Change Plans	Bullying Prevention Swearer Text Chapter 1 and 2 p. 1 to 27 Jones Text Chapter 7 p. 231 to 255
12 Nov. 18 to Nov. 24	Understanding Bullying as a Social Relationship Issue Developing and Implementing an Effective Anti-Bullying Policy	Bullying Prevention Swearer Text Chapter 3 and 4 p.28 to 52
13 Nov. 25 to Dec. 1	Vacation Week	Bullying Prevention Swearer Text Chapters 5 and 6 p. 53 to 94
14 Dec. 2 to Dec. 8	School Discipline Manual Due Practical Strategies to Reduce Bullying Impact of Technology on Relationships	Bullying Prevention Swearer Text Chapter 7 and 8 p. 95 to 118

15
Dec. 9 to
December 14
Culminating the Course Content