

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

15.293.534 Classroom Organization for Special Education
Spring 2014 (3 credits) ONLINE Sections 90 01/27/2014 - 05/04/2014
(1/12/14 syllabus)

Instructor: Cynthia Bott, Ed.D., BCBA-D
Email: cbott@rci.rutgers.edu

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

The following objectives correspond to the New Jersey Teaching Standards as delineated. Upon completion of this course, students can expect:

- To be familiar with the basic components of major historical models of school discipline (*Content: Standard #4, Content Knowledge; Instructional Practice: Standard #7, Planning for Instruction*)
- To understand and be able to apply basic principles of classroom organization and management to working with students with special needs (*Content: Standard #4, Content Knowledge; Instructional Practice: Standard #8, Instructional Strategies*)
- 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 (*The Learner and Learning: Standard #1, Learner Development; Content: Standard #4, Content Knowledge*)
- To understand & be able to use appropriate data recording approaches & graphically represent & interpret behavioral data (*Instructional Practice: Standard #6, Assessment*)
- To be able to use multiple data sources to craft responsive approaches to help students succeed (*Instructional Practice: Standard #6, Assessment; Instructional Practice: Standard #7, Planning for Instruction*)
- To understand the basics of functional behavioral assessment and behavioral intervention planning (*Instructional Practice: Standard #6, Assessment*)
- 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 (*The Learner and Learning: Standard #3, Learning Environments; Instructional Practice: Standard #8, Instructional Strategies*)
- To understand basic issues, challenges, and interventions associated with harassment, intimidation, and bullying (HIB), disruptive behaviors, and violence in schools (*The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #3, Learning Environments; Content: Standard #4, Content Knowledge*)
- To understand and be able to apply surface management techniques in response to classroom behaviors of concern (*Instructional Practice: Standard #8, Instructional Strategies*)
- To understand and be able to appropriately apply basics approaches such as time-out, token economies, and behavioral contracting (*Content: Standard #4, Content Knowledge; Instructional Practice: Standard #8, Instructional Strategies*)
- To understand the basic underpinnings and components of the Positive Behavioral Supports and Social Emotional Learning models (*The Learner and Learning: Standard #1, Learner Development; The Learner and Learning:*

Standard #3, Learning Environments; Content: Standard #4, Content Knowledge)

- To understand needs and challenges associated with collaborating with families, & school and allied agency colleagues (*Professional Responsibility: Standard #10, Collaboration*)
- To understand that students' behavioral difficulties can reflect influences in multiple domains, far beyond a within-the-individual, deficits-based model (*The Learner and Learning: Standard #2, Learning Differences*)

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:**
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 within our eCollege course site (in “Doc Sharing” under the “Assigned Readings” tab).

ONLINE STUDY GROUPS

Students are encouraged to form online study groups. All students who wish to exchange names and email addresses to help find study group partners should email the instructor who will post the list of names and email addresses on the class eCollege site, available to all enrolled students. After that, students can contact one another about forming study groups.

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—hopefully, you are part of a study group. But if you can't resolve the issue, post the question and the instructor will usually post an answer that day (or sometimes the next day, depending on when the question was posted). 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.

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

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 to ensure that they receive appropriate supports commensurate with their needs.

COURSE GRADING PLAN

1. Class discussion participation (@ 6 points per session x 12 sessions = 72 points).
2. Quizzes (11 quizzes at 15 points each = 165 points)
3. Student-Produced Study Guide (20 points)
4. Website Review Sheets (24 points)
5. Completion of HIB online quiz (GSE requirement)

6. 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 on sakai.**

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 assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 92.99 %	
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 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, 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. Quizzes:** The course includes 11 brief session quizzes (sessions 2-12) based on the assigned readings. Many of the earlier quizzes are designed to help students engage in structured review of critical content from each week's assigned readings. Some later quizzes will involve specific skill building and problem solving activities. Quizzes will be open notes, open book, but students are not allowed to consult with other people regarding the quiz questions unless a specific quiz is listed as eligible for team efforts. Any questions regarding the quizzes must be directed to the course instructor.

Students are strongly encouraged to form study groups and email Dr. Bott about parts of the readings for which they have questions.

- 3. Student-produced Study Guide.** Beginning at session #2, 1-2 students per session will each post a 5-6 page, single spaced, outline form, bulleted study guide for a particular reading from that week. Each student will be assigned a different reading. The student-produced study guide will be posted on the class eCollege site, available to all students enrolled in the course. An exemplar completed study guide assignment will be posted on the site.
- 4. 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 #8**.
- 5. 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.
- 6. 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.** This part of the project is worth 75 points.

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 will be worth 25 points. Additionally, students must create a 2-page

addendum to the classroom management plan that addresses culturally responsive classroom management practices. The school-wide project may be done individually or by a team of two students, but the classroom management plan and culturally responsive classroom management addendum 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 remaining reviews must be completed on discipline manuals from other states. 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 can be found in doc sharing. **Project due at the end of the final week of class: by 3pm Sunday, May 4th.**

SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

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

SESSION	CONTENT COVERAGE	READINGS (by shortened name)
1 1/27-2/2 (67pp.)	<ul style="list-style-type: none"> • Foundations of Classroom Organization and Behavior Management 	<ul style="list-style-type: none"> • Weinstein, Chapters 1 & 2 • Kauffman, Chapters 1 & 2 • Kauffman Case: <i>Avoiding the Issue</i>
2 2/3-2/9 (78pp.)	<ul style="list-style-type: none"> • Foundations of Classroom Organization and Behavior Management • Understanding Students Basic Psychological Needs 	<ul style="list-style-type: none"> • Understanding Students Basic Psychological Needs (Jones & Jones, Chapter 2) • Weinstein, Chapter 3 • Kauffman Case: <i>Alone in the Dark</i>
3 2/10-2/16 (88pp.)	<ul style="list-style-type: none"> • Establishing Behavioral Norms • Identifying, Analyzing, and Changing Behavior 	<ul style="list-style-type: none"> • Kauffman, Chapters 3, 4, & 5 • Weinstein, Chapter 4 • Kauffman Case: <i>Winnie</i> • Kauffman Case: <i>James's Uncertain Future</i>
4 2/17-2/23 (84 pp.)	<ul style="list-style-type: none"> • Fundamental Principles of ABA • Intervention Planning /Monitoring Progress • Multiple Baseline Graphing Practice 	<ul style="list-style-type: none"> • Yell Chapter 4 • Kerr & Nelson, Chapters 4 & 5 • Kauffman Case: <i>Charley</i>
5 2/24-3/2 (82 pp.)	<ul style="list-style-type: none"> • School-wide PBS (Watch 22 minute PBIS Video) • Functional Behavior Assessments • Behavior Intervention Plans 	<ul style="list-style-type: none"> • Darch & Kameenui, Chapter 10 • Yell Chapter 5 • Darch & Kameenui Chapter 8 • BIP Slides.pdf
6 3/3-3/9 (86 pp.)	<ul style="list-style-type: none"> • Social Emotional Learning (SEL) 	<ul style="list-style-type: none"> • SEL in early Childhood • Safe & Sound (pp. 1-26) • Character Education, Prevention, PYD • DSACS Coordinated Approach to SECD
7 3/10-3/16 (104 pp.)	<ul style="list-style-type: none"> • Working with Individual Students • Working with Peers • Working with Special Needs • Supporting students with ADHD 	<ul style="list-style-type: none"> • Kauffman Chapters 6 & 7 • Weinstein, Chapter 5 • OSEP ADHD Guide • Kauffman Case: <i>The Truth About Alice</i> • Kauffman Case: <i>What's Inclusion got To Do</i>

		<i>With It?</i>
Week of 3/17/14	No Class – Spring Recess	
8 3/24-3/30 (74pp.)	<ul style="list-style-type: none"> • Working with Families • Video Discussion: School/Family Meetings • Working with Other Educators • Video Discussion: Interagency Meetings Website Reviews DUE	<ul style="list-style-type: none"> • Weinstein Chapter 6 • Kauffman Chapter 9 • Kauffman Chapter 8 • Kauffman Case: <i>The One That Got Away</i> • Kauffman Case: <i>Grandma's Boy</i>
9 3/31-4/6 (89 pp.)	<ul style="list-style-type: none"> • Bullying Prevention and Intervention • School Climate and Bullying 	<ul style="list-style-type: none"> • Bullying Prevention and Intervention Chapters 1-4 & 7 • Bully Busters • Bully-Proofing your School • NJDOE 12/2011 Bullying Guidance Document-Chapters 1&2
10 4/7-4/13 (87 pp.)	<ul style="list-style-type: none"> • Surface Management Techniques • Responding to Violations of Rules & Procedures • Managing Aggressive and Challenging Behavior 	<ul style="list-style-type: none"> • Surface Management Booklet (2 pp.) • Jones & Jones Chapter 8 • Walker Ramsey Gresham (WRG) Chapter 5 • WRG Case Studies (pp. 318-348)
11 4/14-4/20 (75 pp.)	<ul style="list-style-type: none"> • Organizing and Managing Instruction 	<ul style="list-style-type: none"> • Weinstein, Chapters 7, 8, & 9 • Mayer & Patriarca (2007)
12 4/21-4/27 (71 pp.)	<ul style="list-style-type: none"> • Organizing and Managing Instruction • Bridging Systems of Discipline • Course Synthesis Discussion 	<ul style="list-style-type: none"> • Weinstein, Chapters 10 & 11 • How Can We Improve School Discipline?
4/28-5/4	Final Project Completion (School Discipline Handbook/Classroom Management Plan)	Project Due by 3pm Sunday, 5/4/14