

**Rutgers University**  
**Graduate School of Education**  
**Department of Educational Psychology, Special Education**  
**Summer, 2015** (5/13/15 revision; minor changes may follow)

**Classroom Organization for Special Education**

15.293.534

**Tuesdays & Thursdays**

Section B1: 1:00pm-4:40pm; Scott Hall Room 221

Section B3: 5:00pm-8:40pm; Scott Hall Room 215

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

Matthew J. Mayer, Ph.D.	<b>mayerma@rci.rutgers.edu</b>
848-932-0843	10 Seminar Pl Rm 335
Summer Office Hours: (by appt.)	Prerequisites or other limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  Directions about where to get permission numbers: N/A

**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-behavioral 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 and those at risk for emotional, behavioral, and social interaction difficulties
- 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 (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. Instructional Practice: Standard #6, Assessment)
- To be able to use multiple data sources to craft responsive approaches to help students succeed. (2014 NJ Professional Teaching Standards. Instructional Practice: Standard #6, Assessment; Instructional Practice: Standard #7, Planning for Instruction)

- To understand the basics of functional behavioral assessment and behavioral intervention planning. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. 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. (2014 NJ Professional Teaching Standards. The Learner and Learning: Standard #2, Learning Differences)

## **SPECIAL EDUCATION MASTERS PROGRAM GOALS**

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data-informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

## **COURSE CATALOG DESCRIPTION**

15:293:534 Classroom Organization for Special Education (3). Focuses on special education classroom and behavior management. This course is based on the premise that an effectively run classroom supports student engagement in learning; creates a caring, respectful environment; and facilitates self-discipline, independence, personal responsibility, and prosocial behavior. Course content moves along a continuum from functional

assessment of behavioral difficulties to prevention of problem behavior through effective management and instruction to utilization of less intrusive strategies to the use of more intensive strategies, crisis deescalation, and intervention.

## OVERVIEW OF COURSE ACTIVITIES

The course includes substantial readings for each class session, 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, four homework assignments, website review project, and classroom management plan 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 (6th Edition) [Paperback]  
(2015) Weinstein & Romano ISBN-13: 978-0-07-802454-2
- **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 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. Similar to the expectation for teachers reporting to work on time each morning, 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/email the professor (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 language that objectifies human beings as “things” of pity, such as, *wheelchair-bound*, *confined to a wheelchair*, or *suffers a disability*.

## APPROPRIATE & INAPPROPRIATE 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. Clickers are provided to students by the instructor at the beginning of each class.

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 (e.g., family member in hospital) 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 PPT notes for every session).

## 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.**

## ACADEMIC INTEGRITY and STUDENT CONDUCT

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

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

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

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.**

## OFFICE OF DISABILITY SERVICES: ACCOMODATIONS 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>.

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. Homework assignments (4 @ 20 points each = 80 points)
6. Classroom Management Plan Project (30 points)

**Course Grades: (out of 338 possible points)**

<b>GRADE</b>	<b>PERCENT</b>	<b>POINTS</b>
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 – 92.99 %	
B	81.00 – 86.99 %	
C+	76.00 – 80.99 %	
C	70.00 – 75.99 %	
F	Under 70 %	

**REQUIRED FOR COURSE GRADE: ONLINE HIB ASSESSMENT**

Students are required to take the online Harassment, Intimidation, and Bullying (HIB) assessment near the end of the course. **No course grade will be submitted to the Registrar until a student successfully passes the HIB online test with a grade of 85% or better.** Retakes are allowed with a 1-week waiting period between retakes. Information on accessing online HIB test will be provided to students around the mid-point of the summer course.

**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. 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 7-8 minutes, to be followed by 10-11 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 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**
  - Copies of a 4- to 6-page (single spaced) detailed handout (with more detail than in the PPT show) for class members containing summary information
  - 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 eight (8) 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. Homework Assignments:** Students will have four (4) team-based HW assignments, which are meant to help translate research-to-practice. Student submissions will be publicly posted on the class SAKAI site as a shared learning resource accessible by class members (all grading/evaluative feedback kept confidential). This is part of an approach that models professional learning communities in schools. The HWs may be submitted by teams of 2 students or by individuals. Students may change team membership during the course as they see fit, but not during a HW assignment after a team has been formed. One assignment involves creating a song for K-2 students on having classroom rules, teaching them about the need for rules and key rule content. A second HW involves creating an SEL unit appropriate for grades 4-6, with two sample lesson plans from the unit. The third HW involves creating a 4-7 minute video targeted at K-2 students on best ways to handle social conflict, using sock puppets, stuffed animals, bag characters, etc to demonstrate key ideas. The fourth HW involves creating a 6-9 minute video on good student habits, note-taking, and study skills appropriate for either 3<sup>rd</sup>-5<sup>th</sup> graders, or 6<sup>th</sup>-8<sup>th</sup> graders, where the team specifies the target audience. Students will be provided with a detailed HW assignment guidance sheet when each HW is assigned.
- 6. Classroom Management Plan Project:** The project involves writing a 9-10 page **Classroom Management Plan** which includes addressing issues of culturally responsive instruction/classroom management. A general template is provided to students. **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> 5/26/15	<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> 5/28/15	<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> 6/2/15	<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 5</li> <li>• Kauffman Case: <i>Winnie</i></li> </ul>
<b>4</b> 6/4/15	<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> <li>• Introduction to Direct Behavioral Ratings (DBR)</li> </ul>	<ul style="list-style-type: none"> <li>• Yell Chapter 4</li> <li>• Kerr &amp; Nelson, Chapters 4 &amp; 5</li> <li>• DBR Overview</li> <li>• Kauffman Case: <i>Charley</i></li> </ul>
<b>5</b> 6/9/15	<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>
<b>6</b> 6/11/15	<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>
<b>7</b> 6/16/15	<ul style="list-style-type: none"> <li>• Working with Individual Students</li> <li>• Working with Peers</li> <li>• Working with Special Needs</li> <li>• Disproportionality in Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Kauffman Chapters 6 &amp; 7</li> <li>• Weinstein, Chapters 4 &amp; 6</li> <li>• New and Developing Research on Disparities in Discipline</li> <li>• Kauffman Case: <i>The Truth About Alice</i></li> </ul>
<b>8</b> 6/18/15	Supporting students with ADHD	<ul style="list-style-type: none"> <li>• OSEP ADHD Guide</li> <li>• Pfiffner &amp; DuPaul Chapter 24</li> </ul>
<b>9</b> 6/23/15	<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> <p style="text-align: center;"><b>Website Reviews DUE</b></p>	<ul style="list-style-type: none"> <li>• Weinstein Chapter 7</li> <li>• Kauffman Chapter 9</li> <li>• Kauffman Chapter 8</li> <li>• Kauffman Case: <i>The One That Got Away</i></li> </ul>
<b>10</b> 6/25/15	<ul style="list-style-type: none"> <li>• Bullying Prevention and Intervention</li> <li>• School Climate and Bullying</li> </ul>	<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</li> </ul>

		prevention effects <ul style="list-style-type: none"> <li>• Prevention of Bullying in Schools, Colleges and Universities Read Briefs 1-11</li> <li>• NJDOE 12/2011 Bullying Guidance Document-Chapters 1&amp;2</li> </ul>
<b>11</b> <b>6/30/15</b>	<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> </ul> <p><b>Classroom Management Plan Project DUE</b></p>	<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 12 &amp; 13</li> </ul>
<b>12</b> <b>7/2/15</b>	<ul style="list-style-type: none"> <li>• Managing Instruction</li> <li>• Course Synthesis Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, Chapters 8, 9, 10, &amp; 11</li> </ul>