

**Rutgers University**  
**Graduate School of Education**  
**Department of Educational Psychology, Special Education**  
**Summer, 2015**  
**Classroom Organization for Special Education**  
**15.293.534.B2**  
**Section B2**  
**(3 credits) ONLINE**  
**05/26/2015 - 07/02/2015**

Instructor Name: Alexis Rich, Ed.D	Email address: alexis.rich@gse.rutgers.edu
Phone Number: 732-614-5515	Location: Online
Office Hours: By appointment	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

### 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.

## **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 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 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 de-escalation, and intervention.

## **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] (2011) Weinstein & Romano ISBN: 9780078024542
- **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 ecollege

## **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, in-class quizzes on the assigned readings every session (except session#1), Website review project, and school discipline manual project.

## **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.

## 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. Homework assignments (4 @ 20 points each x 3 = 80 points)
6. Classroom Management Plan Project (30 points)

**Course Grades: (out of 391 possible points)**

GRADE	PERCENT	POINTS
A	90.00 – 100.0 %	<b>Point totals will be converted to percentages.  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+	86.00 – 89.00 %	
B	80.00 – 85.00 %	
C+	76.00 – 79.00 %	
C	70.00 – 75.00 %	
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 required to participate in online class discussions for every session. There are also several required activities with products to submit (skillbuilding graphing, behavioral recording, and related activities) that are required in order to earn participation points for particular sessions. The instructor will post 3-5 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 10 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. Rich 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. A grading rubric will be posted on the site as well as an exemplar completed study guide assignment.
- 4. Website Review Sheets:** Students will review (8) 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 class session #7.**
- 5. Homework Assignments:** Students will have four (4) team-based HW assignments, which are meant to help translate research-to-practice. 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 PowerPoint presentation including pictures and at least one video component 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 slide PowerPoint presentation 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 information 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.**

## **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.**

## **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.

## SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

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

SESSION	CONTENT COVERAGE	READINGS (by shortened name)
<b>1</b> 5/26/15 (67pp.)	<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> 5/29/15 (78pp.)	<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 and Chapter 4</li> <li>• Kauffman Case: <i>Alone in the Dark</i></li> </ul>
<b>3</b> 6/3/15 (88pp.)	<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> <li>• Kauffman Case: <i>James's Uncertain Future</i></li> </ul>
<b>4</b> 6/5/15 (84 pp.)	<ul style="list-style-type: none"> <li>• Fundamental Principles of ABA</li> <li>• Intervention Planning /Monitoring 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>
<b>5</b> 6/8/15 (82 pp.)	<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> </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> </ul>
<b>6</b> 6/10/15 (86 pp.)	<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, PYD</li> <li>• DSACS Coordinated Approach to SECD</li> </ul>
<b>7</b> 6/12/15 (104 pp.)	<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> <p style="text-align: center;"><b>WEBSITE REVIEWS DUE</b></p>	<ul style="list-style-type: none"> <li>• Kauffman Chapters 6 &amp; 7</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>
<b>8</b> 6/17/15 (74pp.)	<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>
<b>9</b> 6/19/15 ( 89 pp.)	<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 Busters</li> <li>• Rethinking effective bully and violence prevention effects</li> <li>• Bully-Proofing your School</li> <li>• NJDOE 12/2011 Bullying Guidance Document-Chapters 1&amp;2</li> </ul>
<b>10</b> 6/24/15 (87 pp.)	<ul style="list-style-type: none"> <li>• Surface Management Techniques</li> <li>• Responding to Violations of Rules &amp; Procedures</li> <li>• Managing Aggressive and Challenging Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Surface Management Booklet (2 pp.)</li> <li>• Jones &amp; Jones Chapter 8</li> <li>• Walker Ramsey Gresham (WRG) Chapter 5</li> <li>• WRG Case Studies (pp. 318-348)</li> </ul>
<b>11</b> 6/26/15 (75 pp.)	<ul style="list-style-type: none"> <li>• Organizing and Managing Instruction</li> </ul> <p style="text-align: center;"><b>Classroom Management Plan DUE</b></p>	<ul style="list-style-type: none"> <li>• Weinstein, Chapters 7, 8, &amp; 9</li> <li>• Mayer &amp; Patriarca (2007)</li> </ul>

<b>12 6/30/15 (Due 7/2/15) (71 pp.)</b>	<ul style="list-style-type: none"><li>• Organizing and Managing Instruction</li><li>• Bridging Systems of Discipline</li><li>• Course Synthesis Discussion</li></ul>	<ul style="list-style-type: none"><li>• Weinstein, Chapters 10 &amp; 11</li><li>• How Can We Improve School Discipline?</li></ul>
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\*\*Syllabus is subject to change