



**FAYETTEVILLE STATE UNIVERSITY
FAYETTEVILLE, NORTH CAROLINA**

**School of Education - Department of Middle Grades, Secondary
and Special Education
Graduate Studies - Special Education**

I. LOCATOR INFORMATION

Course: SPED 580 - Advanced Management of Learning Environments

Credit Hours: 3

Semester: Fall

Year: 2009

Time Class Meets: Online via Blackboard

Instructor: Dr. Cathy Kosterman

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION

Emphasis on effective behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Includes examination and application of various models, approaches and techniques to provide positive behavioral supports for students and prevent discipline problems, where possible.

Emphasis will also be placed on self-management and development of appropriate social-emotional skills.

III. TEXT AND READINGS

Text: Wolfgang, C.H. (2005). *Solving Discipline and Classroom Management Problems*. Hoboken, NJ: John Wiley & Sons

Additional readings will be assigned within the course Blackboard site

IV. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

IV. STANDARDS

Professional

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Group Discussion Lesson Activities Culminating Project
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Group Discussion Lesson Activities Culminating Project

X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Group Discussion Lesson Activities Culminating Project
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	Group Discussion Lesson Activities Culminating Project
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Group Discussion Lesson Activities Culminating Project

MASTER'S DEGREE STANDARDS

Standard 1: Teacher Leadership
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Teacher leaders will know and be able to:
• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
• Facilitate mentoring and coaching with novice teachers.
• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
• Participate in professional learning communities.

Standard 2: Respectful Educational Environments
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.
Teacher leaders:
• Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
• Facilitate and model caring and respectful treatment of individuals within the learning community.
• Demonstrate knowledge and understanding of diverse world cultures and global issues.
• Encourage high expectations for all students.
• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

SPED: General Curriculum Standards

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.

- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.

- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).

- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).

- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.

- Demonstrate how to teach social skills using explicit and systematic instruction.

- Demonstrate competency to conduct and analyze a functional behavior assessment.

- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.

- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies

- Establish effective interagency collaboration with adult service providers

- Model evidence based variations of co-teaching

- Collaborate and consult with interpreters, transliterators and other related / adult service providers.

- Maintain confidentiality

- Provide effective paraeducator supervision

Advanced SLD

Standard 2: Twenty first century teachers use research-verified instructional strategies to improve academic and behavioral outcomes for students with learning disabilities.

Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and instruction for students with learning disabilities.

- Promote the use of intervention strategies to address basic needs of children and ensure access to the general curriculum
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- Assist students in making transitions throughout school levels and to post secondary environments

Advanced ID

Standard 3: Teachers utilize data and specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.

Teachers demonstrate their understanding of how to provide a comprehensive series of daily instructional lessons. They know how to utilize augmentative/alternative communication equipment to develop skills and promote student learning. They provide motivating tasks and actively engage all students. The classroom is well managed and an appropriate learning environment.

- Know the North Carolina Standard Course of Study including the Occupational Course of Study and the Extended Content Standards
- Provide direct instruction in adaptive skills (e.g. Communication, Social, Daily Living)
- Use methods and assistive technology to enable students to learn and communicate effectively (including creating and customizing assistive technology devices)
- Use a variety of materials and equipment to increase generalization of skills and promote student independence across environments
- Create stimulating learning environments, which promote active student participation and engagement
- Structure, direct, and support the activities of Para educators
- Select, adapt, and use assessment tools, instructional strategies, and materials according to characteristics of students with intellectual disabilities
- Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services
- Use formative and summative assessment to inform instruction

Advanced SED

Standard 2: Twenty first century teachers know how to collect, analyze, and use behavioral and academic data that will assist in instructional planning and decision-making.

The identification of skill deficits requires teachers to collect, analyze, and use behavioral/academic/observational data, information from student and family interviews, and data from other types of assessments. It is important that deficits be identified early to ensure that instruction is provided when it can be of most benefit. It is also important that teachers appreciate the developmental, cultural and leaning problems that may either confound or complicate the behavioral and emotional problems being displayed by students.

- Use and interpret a variety of behavior rating scales and academic assessments to inform instruction, document student progress, and make educational decisions
- Collect and analyze observational data in the classroom and other school settings
- Conduct student and family interviews and interpret data for instructional planning
- Conduct functional behavioral assessments (FBAs) to design, implement and evaluate behavior intervention plan (BIPs)
- Recognize and articulate family/community strengths and use those strengths to develop and implement effective IEPs

Standard 3: Twenty first century teachers use effective classroom management skills and research verified instructional strategies to improve behavioral and academic outcomes for students with emotional disabilities.

Teachers must be skilled in the use of positive behavior supports (PBS) to create classroom environments that support appropriate behavior. They must employ specific behavior supports that teach needed social skills and address the more severe behavioral needs of students. Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and provide instruction for students.

- Teach rules and routines to explicitly convey behavioral expectations
- Use behavioral interventions (i.e., positive reinforcement, negative reinforcement) to promote appropriate behavior
- Use research-verified instructional strategies to address student needs and ensure access to the general curriculum
- Task-analyze complex academic tasks
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- De-escalate aggressive behavior and avoid coercive interactions (e.g., power struggles)
- Develop a crisis plan to ensure the safety of all involved with a violent or disruptive behavior

Standard 5: Twenty first century teachers demonstrate the capacity to collaborate effectively with families and professionals and advocate for services and resources required to address the educational needs of students.

Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children.

- Demonstrate effective communication strategies with family and community members, and professionals in agencies involved with service delivery in a wraparound system
- Appreciate family diversity
- Know research-verified approaches for linking schools and families with the community
- Demonstrate the capacity to collaborate and consult with families, school personnel, and professionals in community agencies

Standard 6: Twenty first century teachers know early intervention research regarding social and emotional development and advocate for services for children with persistent behavioral problems. Teachers recognize the importance of knowing early intervention research-verified practices for students with persistent behavioral problems.

• Demonstrate skill in helping students form and maintain relationships with others

• Demonstrate knowledge of how to approach young children who are socially withdrawn, aggressive and/or demonstrate persistent behavior problems

• Utilize strategies to promote social competence, social role formation and maintenance, and prosocial behavior

VI. REQUIREMENTS

Class Attendance/Discussion Board: Students will sign in to the course site regularly and participate in group online discussion through the Discussion Board on Blackboard (7 Prompts @ each= total points)

Unit/Lesson Assignments: Students will complete 4 course units (Unit 1=lessons 1-15; Unit 2=lessons 1-2; Unit 3=lessons 1-2; Unit 4=1 lesson). For each lesson, students will complete activity assignments and receive points toward the final grade. See Blackboard Course Info., Assignment Schedule and Points Assignment). Each Unit with accompanying lessons and assignments are fully explained in Blackboard,

Course Documents.

Overview of Assignment Topics

Discussion Board Prompts #1-7

ABA Definitions

Behavioral Objective

Time Out

Back-Up Resources

Assertive Discipline

Case Study Analysis

Consequences

Class Meeting

Frequent Misconceptions

Key Concepts

Parent Scenario

Web Search

Legal Resources

Fights

Violence/Bullying

Prev./Res.F

FBA Questions

PBS Ppt

Parent Involvement

Col. Applied Res.

Post. Applied Res.

Dispositions

Parents

Culminating Project

VII. EVALUATION

The course grading is based on accumulated points. Points may be accumulated by completing assignments (see above and Blackboard Course Information, Assignment Schedule and Points Assignment). [Points are assigned based on quality of student products. It should be noted that all assignments should be completed to receive any grade in the course.] The points accumulated translate to a letter grade at the end in the following manner:

A 92-100 % of points = A

B 83-91 % = B

C 73-82 % = C

F 73 % or less (Academic Failure)

I *=See new grading policy attached to end of this syllabus;

FN*= Failure due to not attending; See new grading policy attached to end of this syllabus following the references section

Total Possible Points=1000

NOTE: Students who cannot complete the course are expected to withdraw themselves according to the dates in the University calendar and in accordance with University regulations. Failure to do so may result in an F grade and removal from graduate school. No Incomplete grades will be given except for emergencies occurring near the end of the semester at the instructor's discretion. Final grades are based upon completion of all assignments.

VIII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

Topics—See Course Documents	Assignments Due
<p>Unit 1 Lesson 1-Discipline, Teacher Power, Systems of Management Lesson 2- The Behavior Analysis Model Lesson 3- Tools for Teaching: Discipline, Instruction, and Motivation Lesson 4- Assertive Discipline Lesson 5- Cooperative Discipline Lessons 6/7- Discipline Lesson 8- Teacher Effectiveness Lesson 9- Discipline Preferences Lesson 10/11/12- Legal and Social Issues Lesson 13- -Student Violence Lesson 14- Prevention Lesson 15- Parents/Families</p>	<p>See Blackboard Course Information (Course/Assignment Schedule)</p>
<p>Unit 2</p>	

Lesson 1-Resource Collection Lesson 2-Resource Dissemination	
Unit 3 Lesson 1- Self-Assessment of Dispositions Lesson 2- Self-Assessment/Parent Interaction	
Unit 4 Culminating Project	

IX. METHODS OF INSTRUCTION

The instructor will use a variety of presentation methods in this online course, including: notes, discussion, student presentations, and media.

X. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.unccsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

X1. DISABILITIES POLICY

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Additional policies available in University Catalogs

XII. REFERENCES

SELECTED BIBLIOGRAPHY ON-LINE RESOURCES

PBIS Web site

<http://www.pbis.org/main.htm>

Creating a Positive Climate: Parent Involvement

<http://www.indiana.edu/~safeschl/ParentInvolvement.pdf>

Honor Level System

<http://www.honorlevel.com>

Behavior and Social Skills (numerous articles)

<http://www.ldonline.org/indepth/behavior>

Classroom Management (numerous articles)

<http://www.ldonline.org/indepth/classroom>

Positive Behavior Plan

<http://www.bridges4kids.org>

Overview of Collaborative Consultation

<http://www.coe.unt.edu/rademacher/edsp5210/5210lecturenote/CollabOverview/CollaborationOverview.ppt>

A Guide to the IEP

<http://www.ed.gov/parents/needs/speced/iepguide/index.html>

Developing Positive Behavior Interventions

<http://wrightslaw.com/info/discipl.fba.jordan.pdf>

TEXTS

Albert, Linda. (2003). *Cooperative Discipline*. Circle Pines, MN: American Guidance Service, Inc.

Alberto, P.A., & Troutman, A.C. (2005). *Applied Behavior Analysis for Teachers*. Upper Saddle River, NJ: Merrill.

Danforth, Scot, & Boyle, Joseph R. (2000). *Cases in Behavior Management*. Upper Saddle River, NJ: Merrill.

Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching Adolescents with Learning Disabilities*. Denver: Love. [chapter 8: Social Skills Strategy Instruction, Scanlon, D.]

Emmer, Edmund T. et al. (1997). *Classroom Management for Secondary Teachers*. Boston: Allyn and Bacon.

Evertson, Carolyn M. et al. (1997). *Classroom Management for Elementary Teachers*. Boston: Allyn and Bacon.

Friend, Marilyn, & Bursuck, William. (2003). *Including Students with Special Needs*. Boston: Allyn and Bacon. [chapter 7: Analyzing Instruction Environments; chapter 10: Strategies for Independent Learning; chapter 12: Responding to Student Behavior; chapter 13: Approaches for Building Social Relationships]

Kauffman, James M. et al. (1998). *Managing Classroom Behavior: A Case-Based Approach*. Boston: Allyn and Bacon.

McEwan, Barbara. (2000). *The Art of Classroom Management: Effective Practices for Building Equitable Learning Communities*. Upper Saddle River, NJ: Merrill.

Mercer, Cecil D., & Mercer, Ann R. (2005). *Teaching Students with Learning Problems*. Upper Saddle River, NJ: Merrill. [chapter 5: Promoting social, emotional, and Behavioral Development]

Olson, Judy L. & Platt, Jennifer M. (2005). *Teaching Children and Adolescents with Special Needs*. Upper Saddle River, NJ: Merrill. [chapter 2: Beginning-of-the-Year Planning; chapter 10: Social Skills and Peer-mediated Instructional Strategies]

OTHER RESOURCES

Video Tape Series: Albert, Linda. (1999). Responsible Kids In School and At Home. Circle Pines, MN: American Guidance Service, Inc. (6 tape series)

Video Tape Series: Discipline Strategies. Circle Pines, MN: American Guidance Service, Inc. (6 tape series)

Rick Lovoie DVD Series: How Difficult Can this Be?; Last One Picked, First One Picked On; When the Chips are Down. <http://www.ldonline.learningstore.org/allproducts.html>