



Course Syllabus

Special Education Series - Discipline EDUO 9403

Instructor: Allan Varni avarni@dominicancaonline.com

Self-Paced Units: 2

Goal: To identify and comprehend the requirements of disciplining a student with special needs.

Course Description:

Students with disabilities are subject to specific legal discipline procedures that do not apply to all students campus-wide. There are steps that must be taken when dealing with students with disabilities. This course will thoroughly review the law pertaining to these students, and provide you with valuable information on avoiding legal conflict.

Course Objectives:

By the end of the course, the participant will:

1. Demonstrate a basic understanding of special education law as it pertains to discipline and students with special needs.
2. Develop checklists of behavior as it relates to legal considerations for students with special needs.
3. Conduct a case study evaluation of a student with special needs with behavior difficulties.
4. Complete an attitude survey regarding personal attitudes toward discipline and its relationship to students with special needs.

Support resources:

1. Course texts: *Getting to know special ed: The general educator's essential guide.* (Klor text)
2. Klor, Gerry (2007). *Getting to know special Ed: The general educator's essential guide.* LRP.
3. Articles and case studies provided
4. Interaction with the university instructor who supports participants throughout the course.
5. Online resources:
 - <http://www.specialed.us/pl-07/pl07-bd.html>
 - <http://www.wrightslaw.com/advoc/articles/Crisis.html>
 - <http://www.wrightslaw.com/law/caselaw/ussupct.honig.doe.htm>
 - <http://www.wrightslaw.com/blog/?p=2192>

- <http://nichcy.org/schoolage/placement/disciplineplacements>
- <https://www.atpe.org/Protection/YourStudentsAndParents/speddisc.asp>
- <http://www.wrightslaw.com/blog/?p=1044>

Unit 1: Introduction to Special Education and Discipline:

- Students will complete an instructor-generated attitude survey regarding the discipline and the discipline of students with disabilities
- Students will write a 3-5 page reflection on the results of their survey

1A: Readings :

5. *Getting to know special ed: The general educator's essential guide*, pp. 1-61

6. Text: *What do I do when ...* Chapter 1

7. IDEA Federal Regulations, Discipline 1B: Assignments:

1. Attitude Survey
2. Attitude Survey Reflective Essay

Unit 2: What is Discipline?

- Students will locate and review their site's discipline policy manual. District discipline policies may be used to supplement the site manual.
- Using this information, students will create a general education/special education comparison chart regarding specific behaviors found in the manual.

2A: Readings:

1. Disciplining students with disabilities
2. Special Education Considerations
3. Sample School-Wide Behavior Program
4. School Wide-Expectations Handout
5. Discipline

2B: Assignments:

1. Locate your site's discipline policy. Does it address discipline for students with special needs? If so, how? Using the form provided by your professor, complete the General Education/Special Education comparison chart. Submit the completed chart to your professor.

Unit 3: Discipline and students with disabilities 3A:

Readings:

1. *John F* court case
2. Litigation: Persistent Concerns
3. Unit 3_Discipline_US_Supreme Court
(<http://www.wrightslaw.com/law/caselaw/ussupct.honig.doe.htm>)

3B: Assignments:

1. Legal Case Study: Using the internet, locate a court case not utilized in your course pertaining to discipline in special education. The case must involve a school district and a student with disabilities who was disciplined. Write a case study of your legal holding using the template provided by the professor. Provide a link/pdf copy of the case to your instructor when you submit your assignment.

Unit 4: Crisis behavior and discipline

- Students will identify a student in their class/at their site who demonstrates frequent problem behaviors. Students will conduct an observation of the student and/or interview the teacher.
- Students will create an ABC chart (antecedent-behavior-consequence) for three behaviors the student is exhibiting.
- Students will write a 3-5 page reflective essay identifying the problem behavior, antecedents and consequences, as well as they hypothesized purpose of the behavior, and relate it to what was learned in the chapter.

4A: Readings:

1. Strategies for Crisis Intervention
2. Staff Behavior
3. Emergency Interventions
4. ABC Chart) 4. Assignment Refusal

4B: Assignments:

1. ABC Chart requires ABC Case Study Doc
- 2.

Unit 5: Case Study

5A: Readings: None

5B: Assignments:

1. Case Study
 - a) Case Study Data Doc 1
 - b) Case Study Data Doc 2
 - c) Case Study Data Doc 3

Evaluation Procedures:

- A. 10% Readings (as reflected in quality of written work)
- B. 10% Essays
- C. 20% Behavior/Consequence Checklists & Data
- D. 60% Case Studies

Grading Rubric:

Exemplary: A+ to A-	Acceptable: B+ to B-	Resubmit Work
<p>Content and quality of written assignments reflected thorough understanding of course content and demonstrate likely improvement in student outcomes if implemented</p> <p>Assignments were aligned with the proper grade level and common core standards.</p> <p>Completed required hours</p> <p>Written assignments are thoughtful, detailed, and written at a graduate level.</p>	<p>Content and quality of written assignments reflected satisfactory understanding of course content and demonstrate possible improvement in student outcomes if implemented</p> <p>Common core standard lessons were presented.</p> <p>Completed required hours</p> <p>Written assignments cover required topic adequately with few errors in grammar, syntax, and spelling.</p>	<p>Content and quality of written assignments reflected minimal understanding of course content and lack of understanding of ways to transfer knowledge into positive student outcomes if implemented</p> <p>Assignments did not reflect common core standards.</p> <p>Did not complete required hours.</p> <p>Written assignments are unclear, and include many errors in grammar, syntax and spelling.</p>