

Special Education – Discipline

EDUO 9403, 2 Semester Credits/Units

Instructor: Mary Lou Varni

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Public Syllabus

Note: This is a Public syllabus of the course. For a Full detailed syllabus please email the instructor.

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

Course Overview

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.
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.

Course Relation to CCS or Other Professional Standards

This course aligns with the following professional teaching standards (<http://www.cde.ca.gov/pd/ps/index.asp>):

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing learning Experiences for all Students

Course Text (required)

1. Klor, Gerry (2015). [Getting to know special Ed: The general educator's essential guide](http://www.shoplrp.com/product_p/300172.gen.htm). LRP Publications, Palm Beach FL. (http://www.shoplrp.com/product_p/300172.gen.htm)
2. Articles and case studies provided
3. Interaction with the university instructor who supports participants throughout the course.
4. Online resources:

Support resources (highly recommended, but not required)

1. [Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life](#), by Thomas Armstrong.

Unit 1: Introduction to Special Education and Discipline

- Students will complete an attitude
- Students will write a reflection on the results of their survey 1A: Readings:
 1. *Read Getting to know special Ed: The general educator's essential guide.*
 2. IDEA Federal Regulations, Discipline
 3. Online Resources listed provided by the instructor.

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.
- Using this information, students will create a general education/special education comparison chart.

2A: Readings:

1. As provided by the instructor.

2B: Assignments:

1. Locate and understand your site's discipline policy.

Unit 3: Discipline and students with disabilities 3A:

Readings:

1. As provided by the instructor.

3B: Assignments:

1. Legal Case Study.

Unit 4: Crisis behavior and discipline

- Students will identify and conduct an observation of a student in their class/at their site that demonstrates frequent problem behaviors.
- Students will write a reflective essay identifying the problem behavior.

4A: Readings:

1. As provided by the instructor.

4B: Assignments:

2. Read and reflect.

Unit 5: Case Study

5A: Readings: None

5B: Assignments: Case Study review and write up.

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
Content and quality of written assignments reflected thorough understanding of course content and demonstrate likely improvement in student outcomes if implemented	Content and quality of written assignments reflected satisfactory understanding of course content and demonstrate possible improvement in student outcomes if implemented	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
Assignments were aligned with the proper grade level and common core standards.	Common core standard lessons were presented.	Assignments did not reflect common core standards.
Completed required hours	Completed required hours	Did not complete required hours.
Written assignments are thoughtful, detailed, and written at a graduate level.	Written assignments cover required topic adequately with few errors in grammar, syntax, and spelling.	Written assignments are unclear, and include many errors in grammar, syntax and spelling.

- You are allowed 9 months to complete the course
- For questions involving your registration please contact us at support@dominicanCAonline.com, or call (800) 626-5080.
- To change your address, link to your Dominican Store account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>