

# Discussion Board Guidelines

## Purpose

Your peers have a lot to share with you and amazing stories to tell. As a result, the purpose of the discussion board is a platform to create a sense of community and facilitate a shared understanding of course materials. This experience provides a “back and forth” feel and emulates a real-time conversation as much as is possible.

## Netiquette

As a member of the CSS community, it is expected that you utilize proper [netiquette](#).

## Active Participation

Specifically, you are required to post on **three** different days.

1. By 11:59 pm on the first Sunday of the lesson, provide a substantive post that responds to the prompt(s) or a thoughtful comment on a post made by others.
2. You can't make all your posts on one day and get full credit. To get full credit you could make your first post on Tuesday, another on Wednesday, and a third on Saturday.
3. Discussion board activity should be completed by 11:59 pm on the second Sunday of the lesson unless otherwise noted.

## Substantive Posts

### What is a substantive post?

The following are some ideas to set the stage for substantive posts and for the development of your critical thinking skills:

- These can be responses to the prompt(s) or thoughtful comments to posts made by others.
- Ensure that the posting contributes to the overall discussion thread that is being developed. Stay on track by linking back to the lesson objective.
- Read other posts before making your posts. If you have similar ideas you want to share in your post, make connections with what others have already said (e.g., “to build off or add to what so and so wrote”), ask questions, and be sure to somehow add something new.
- Your posts need to add value to the discussion by adding something NEW, rather than just restating what was in another post.
- Use professional language.
- If you reference materials that are not part of the course, be sure to share your sources (e.g., the full title of article or book, link to website)

## Thoughtful Comments

What is a thoughtful comment?

The following are suggestions on how to give thoughtful comments on peers' posts:

- Share a related experience or example
- Connect the post to what we are learning in the course
- Share related information you've learned in other courses
- Ask thought-provoking questions about their ideas/experiences
- Disagree (respectfully, of course) with a point that someone else has made
- Share another resource you have used or come across as you explored the course topics
- Respond to questions or comments directed to you (Required!)

Resource: The [Discussion Sentence Starters](#) document provides sentence stems that can assist with the creation of thoughtful comments. There are some great stems you can use to ask those thought-provoking questions, make connections, and enter conversations.

## Examples

### Substantive Post

A model of collaboration that has been wonderful for our school is Interprofessional Collaboration. I work at xxx Elementary School and within our school, we have a xxx satellite location in our building. Our needs to provide behavioral and mental health therapy and supports are so great that we are fortunate to have them to work with. The collaboration of staff between xxx and the school are wonderful. We work together with shared students, we support each other's programs. They are there to provide additional support and services that some of our students with the most needs. When behaviors occur with students that are enrolled in their program, they are quickly at our room to remove students and get them back on track in their own space. I consider this to be an extremely valuable resource and I feel fortunate to have them in our school.

I feel fortunate in that the communication within our school is very good among the staff, administration, and support staff. I am one of two male staff members in the building, and I get along with everyone in the school and am very non-confrontational it is usually petty, talking behind other people's back which is something that I don't like. I try not to engage in that type of conversation and then try to change the subject but that is toxic for any work environment. I

know I have overheard teachers talking about not wanting to have a particularly challenging special education student in their classroom because of how it can ruin their classroom. Then, I will try and step in to remind the teacher that yes, even though some students present challenging behaviors, they also are entitled to the same general education setting as their peers. It's never confrontational but sometimes teachers need that reminder. Then I would want to talk with the teacher and find out what is the student doing to cause so many disruptions and how can I help support them so that students are more successful in her class.

Question: Have you ever received pushback when trying to collaborate with others?

Knackendoffel, A., Dettmer, P., & Thurston, L. P. (2018). *Collaborating, consulting and working in teams for students with special needs* (8th ed.). Boston, MA: Pearson.

### Thought-Provoking Comment

Having school resource officers are such an awesome way to have students interacting with officers in a safe environment. Any school that I've worked in that have school resource officers has been such a positive experience for both students and staff. As staff members could also use them as resources for tips on ALICE trainings or lockdowns.

I really enjoyed your post. I agree that sometimes when there are so many people to help with collaboration then points can be misconstrued. At my school, I am on the MTSS Interventionist team as I'm also a math interventionist and there are times each week that each elementary classroom teachers are championing for their own students who they want to provide interventions and hopefully after the 12 weeks of interventions to see if they can become evaluated. There are several members of the team from school social workers, special education representatives, school psychologists, interventionists, classroom teachers and it's crucial that we are all working together to help these children in their learning process. It just makes having that open communication and dialogue so very important with all parties to come up with a common goal. Thank you for your post!

### [Discussion Board Participation Rubric](#)

## Discussion Board Participation Rubric

Grading is all or nothing using the criteria list in the table below. You must meet all of the requirements listed in the satisfactory column for each criterion and get full credit. This is a form of Specifications Grading researched by Linda Nilson (2014).

### One Free Pass

Each student will be allowed 1 free pass, which allows you to make revisions for the opportunity at full credit. To access the free pass, you must contact your instructor and work with them to determine the timeline along with details for the revision. However, after the free pass is used, you will not be able to revise to get full credit and will receive no credit (a zero) for posts not meeting all of the criteria.

<b>Criterion</b>	<b>Met/Not Met</b>
Active Participation	Posts are made on 3 different days, with the first submitted prior to 11:59 pm on the first Sunday of the lesson.
Quality of Substantive Posts	Substantive posts respond to the prompt(s) or are thoughtful comments to posts made by others.
Mastery of Lesson Objectives	Posts contribute to the overall discussion thread that is being developed. Stays on track by linking back to the lesson objective(s).
Professionalism	Use professional language. If you reference materials that are not part of the course, be sure to share your sources (e.g., the full title of article or book, link to website).