## New Course Request Form

**Indiana University**

**Bloomington/ IUPUI Campus**

### Check Appropriate Boxes:
- Undergraduate credit [ ]
- Graduate credit [X]
- Professional credit [ ]

### Course Details:

1. **School/Division:** Education
2. **Academic Subject Code:** EDUC
3. **Course Number:** K529 (must be cleared with University Enrollment Services)
4. **Instructor:** Various
5. **Course Title:** Interagency Collaboration and School-wide Behavior Supports

### Course Information:

- **Recommended Abbreviation (Optional):** Interagency Collab / Beh Support
- **First time this course is to be offered (Semester/Year):** Summer 2007
- **Credit Hours:** Fixed at 3.0 or Variable from 0 to
- **Is this course to be graded SF (only)?** Yes [X] No 
- **Is variable title approval being requested?** Yes [X] No

### Course Description:

This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions.

### Additional Information:

- **Lecture Contact Hours:** Fixed at 3.0 or Variable from
- **Non-Lecture Contact Hours:** Fixed at or Variable from
- **Estimated enrollment:** 18-25 of which 100 percent are expected to be graduate students.
- **Frequency of scheduling:** twice annual
- **Will this course be required for majors?** Yes
- **Justification for new course:** Used to meet state licensing requirements
- **Are the necessary reading materials currently available in the appropriate library?** Yes
- **Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.**

### Approval:

- **Submitted by:**
- **Approved by:**
- **Chancellor/Vice-President:**
- **University Enrollment Services:**

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
If schools are to be effective in developing responsible behaviors, all members of the staff must care about students who struggle with their behavior and must be actively involved in assisting these students. Jones, Dohrn, & Dunn. (2004). pp. 85-86.

When professionals view themselves as experts who know best, they perpetuate approaches in which treatments are applied to children instead of in partnership with families and other care providers. Consequently, our responses have not led to improved outcomes as expected. Anderson (2001).

Required Texts & Readings


2. Additional required readings are indicated on the weekly schedule. It is suggested that study groups work together to acquire copies of these articles / reports as early as possible in the semester.

Recommended Readings

- Positive Behavioral Interventions and Supports: http://pbis.org/main.htm

PLEASE NOTE

Seminar 8 is the final course in the SE program merged certification sequence at IUPUI and requires prerequisite knowledge. While all seminars in the SE program will be useful, for seminar 8, information from 3 specific classes will be most helpful: (1) an introductory course in special education; (2) a classroom management course (FY: chapters 4 and 5 in the text provide a review of classroom management); and (3) a families course. If it’s "been a while," you will need to 'brush up' on the content in these areas.
Useful Journals

Behavioral Disorders
Journal of Emotional & Behavior Disorders
Exceptional Children
Education and Treatment of Children
Teaching Exceptional Children
Child and Family Studies
Journal of At-Risk Issues
Journal of Positive Behavioral Supports
Journal of Special Education
Teacher Education and Special Education
JASH
Remedial and Special Education
Families in Society
Journal of School Nursing
Journal of School Social Work
Journal of Family Social Work
American Journal of Orthopsychiatry

Additional Requirements/Expectations

1. Students are required to use Oncourse. Class materials are posted to Oncourse. Oncourse also includes access to websites of interest, such as the APA and the Council for Exceptional Children. Email and Oncourse are available to all IUPUI students. Computer labs, where students can access Oncourse and email accounts also are available at various locations throughout the IUPUI campus, including several located on the second floor of the ES building. For help with Oncourse or email, contact the IUPUI Help Desk at 274-HELP.

2. Students are required to use the American Psychological Association (APA) writing style in this course (Publication Manual of the American Psychological Association, 5th ed., 2001; Washington DC: American Psychological Association). You don’t need to purchase this book. Many websites explain how to use APA format (e.g., http://www.iupui.edu/~writectr/PDF%20Handouts/APA%20Documentation%2057th%20Feb%202003.pdf). In addition, the textbook uses the APA format, providing examples of how to cite information and list references.

Plagiarism and Cheating Policy. Students who cheat or plagiarize will fail the course and further action may be taken by the University. Some of the work for this class will involve group work. Working together is encouraged and necessary, but the work you submit must be your own. Copying or even just paraphrasing from texts, other people’s work, websites, etc., without citation, is unethical and may be illegal. This also includes the work of other students. This policy includes cheating, copying, or otherwise being dishonest about your work. Please note: Plagiarism detection devices are in use at this university.

A Statement about the Expected Quality of Work. The standard work load for university course work in a professional preparation program requires a minimum of two hours of outside work for every hour spent in class (i.e., at least six hours outside of class each week). All coursework, both in and out of class, is expected to be high quality and reflect your development as a professional. Just ‘getting by’ is not sufficient. Additionally, students are expected to be punctual, participate in a courteous manner, take responsibility for meeting deadlines, etc. Lack of attention to these areas will result in a lower grade.

Suggested Weekly Study Routine
Reflective essays: 2 hours
Studying assigned readings: 2 hours
Miscellaneous class prep: 1 hour
Project work: 1 hour

Writing Center. Writing is a core aspect of this course. If you need assistance or support with your writing, contact the IUPUI University Writing Centers (UWC; http://www.iupui.edu/~writectr/). To schedule an appointment (which is recommended by the UWC), call 274-2049; Hotline: 274-3000. Writing does not have to be a barrier to success. The mission statement of the UWC reads:

The University Writing Centers are dedicated to assisting both experienced and inexperienced writers with all types of composition, fostering productive discourse between students and their classroom instructors, and helping IUPUI maintain its tradition of serious academic instruction in a positive, open, and intellectually-stimulating environment.

2
Adaptive Educational Services. If you have special needs that may require modification of instruction or assessment, please contact the IUPUI Office of Adaptive Educational Services. Visit the website for eligibility requirements: http://life.iupui.edu/aes/; email: aes@iupui.edu; or call 274-3241 (TDD/TTY: 317-278-2050).

Course Purpose
This course is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions. While schools provide the context, course content focuses on students across age groups and developmental levels, who may be (a) receiving special education or other social services in a variety of settings, (b) at risk for needing services, or (c) going without needed supports.

Specifically, the course focuses building positive behavior supports within a school-wide, systems-of-care framework, while simultaneously examining theoretical and etiological foundations of emotional and behavioral challenges. Comprehensive strategies involve working with families as partners; developing interagency, cross-disciplinary networks (e.g., systems of care); using contemporary assessment approaches (e.g., strengths discovery) and instruction (e.g., small group); reducing reliance on restrictive settings (e.g., psychiatric placements, incarceration, separate schools); and a critical focus on academics; social skills; and other life domains (e.g., community, recreation/leisure, home living, vocational, etc.). The goal is always to facilitate the LRE and inclusion and improve outcomes.

To accomplish these goals, students will concentrate on translating research to practice and creating a professional 'stance' grounded in (a) evidence- and empirically-based practices (i.e., research & evaluation), (b) adoption of a core theoretical orientation (e.g., developmental-ecological theory), and (c) a commitment to strengths-based approaches across domains: children and families, classrooms, schools, and communities. Thus, it is imperative that we understand our own values, beliefs, and skills, so we in turn can understand and work with students with emotional and behavioral challenges and their families. Collaborative work with families and other professionals is paramount, as is the need for organizational growth and reform in schools and other systems (e.g., child welfare, juvenile justice, mental health).

Students in this course are actively engaged in the development and exploration of course topics and activities, class discussions, and exhibitions of knowledge and competencies.

Course Assumptions
This class is grounded in several important assumptions (this is not meant to be an exhaustive list; instead it provides a place for us to start a dialogue about course expectations). Please read carefully.

☐ We believe that evidence is a better tool for making decisions than hunches, opinions, feelings, etc.
☐ We will employ multiple hypotheses techniques when exploring challenges and solutions, using data and evidence from a variety of sources, to find creative solutions.
☐ The best approaches to behavioral challenges are positive, proactive, preventative; they are respectful of the rights and dignity of the children and youth with whom we work and their families and communities. NOTE: We will not share “war stories”, unless they demonstrate these principles or are a part of problem solving activities.
☐ Our best solutions are preventative in nature and are grounded in a child, family, community, and school’s strengths; they are developed with collaboratively with teachers, parents, children, and other care providers.
☐ Behavior problems are more often the result of environmental challenges than in something “within” a child. Our failures in responding to challenging behaviors are not the fault of the child, his or her parents, etc. We need to understand the whole ecology of the child’s life, as well as the school environment, our own values and belief systems, and available resources to begin addressing and overcoming challenging behavior.
☐ In this course, we recognize that the opinions professionals hold about children’s inappropriate behaviors can be incomplete or inaccurate. As such, we continuously examine our own practices and classroom environments.
☐ All behavior involves some level or kind of communicative intent. Moreover, the relationship between emotional and behavioral challenges often is difficult to understand. Labeling children “bad” is not helpful.
☐ We anticipate and welcome the “cognitive dissonance” that learning creates because of competing values, beliefs, and ideas. Your goal is to interrogate your current ideas and develop critical perspectives based on the best available information and evidence;
Course participants learn a great deal from each other, the instructor, guest speakers, readings, activities, teaching experiences, working with children in multiple settings, etc;

Learning is an active process requiring serious and sustained work on your part. It requires an investment of your time and energy to interact with readings, materials, ideas, and each other;

All class participants aspire to improve both their understanding and their practice;

We will come to this class with open minds, prepared and willing to engage in reflective, thought-provoking, and sometimes controversial discussions about the topics at hand.

We strive to distinguish between opinion and hunches (both ours and others) and evidence-based practices.

There are no absolutes, "silver bullets," or easy answers to complex emotional and behavioral challenges;

Each of us can and should make a difference.

ASSIGNMENTS

Application Project Option (5 points) (only required for students working to earn an 'A' in the class)

This assignment is for students who wish to conduct a research-based, in-depth inquiry into one of the course topics and is only required for students working for an 'A' in this class (however, completing the project does not guarantee an 'A'). The project is expected to be applied and practically based -- something that you use in your classroom / school / profession that is developed out of the existing research literature. Students will use the writing process to develop a project from conception and outline stages, through several drafts to a final version: a 10-15 page research paper.

Each paper should include at least 12 references from refereed journals (see the journal list). References from the Internet, magazines, newspapers, etc. may be used in addition to, but not in place of the required journal references. Please adhere to the guidelines for written assignments and submit a peer-completed rubric with your final paper.

Timeline
Those working on the A-project will meet each evening at the end of class for approximately 10 minutes:

Week 2: Discussion of expectations and possible topics
Week 3: Preliminary outline and at least 6 articles
Week 4: Final outline and all articles collected
Week 5: Introduction written
Week 6: About half drafted
Week 7 First draft due
Week 8: Peer feedback
Week 9: Peer feedback
Week 10/11: Instructor feedback
Week 12: Final work
Week 13: Paper due
Week 14/15: Presentations / Posters

The following assignments are required for this course

Participation (30 points)

-1 point per class session: being there and being involved
-1 point per class session: quality of preparation and involvement

Much of this class involves discussion and study group work, as well as some Web and Oncourse activities. Your involvement will be a critical part of the success of the course. Attending class, being punctual and prepared, completing all web-based and Oncourse activities, and generally participating in a meaningful and courteous manner are all part of the participation grade. In addition, students are expected to read, study, and understand all assigned readings before class, and fully engage in various small and large group activities during class and on the web.

Students also will anonymously assess the members of both their study group and class as to their level and quality of participation.

Points cannot be earned when students are absent. Participation is assessed according to your involvement with in-class and out-of-class activities (including Oncourse and web-based activities) and includes:

Attendance: As a professional, you should consider attendance to be one of your highest priorities, including punctuality, preparedness, and engagement. This is what you teaching profession demands and is what you expect of your own students. Absences impact the grading for this course (see below).
Engagement: Being engaged requires attentiveness, curiosity, initiative, and involvement in all aspects of the learning process. You also are expected to raise and respond to questions and activities both in and out of class and also are expected to respectfully challenge your peers to examine and interrogate ideas deeply.

Sensitivity: Confidentiality and respecting the civil and legal rights of others is expected at all times. This involves not only our interactions as a class, but also discussions we will have about the “real world.” It is your responsibility to ensure that anything you share in class or assignments (e.g., data, information, anecdotes) do not identify specific persons, schools, or events.

Portfolio (5 points). Keep an organized binder for the course and bring it to class each week.

Group Project on Instructional Research, with Presentation (10 points). Each study group will research an assigned instructional topic (reading, math, etc), with the goal: what the research says about instructional practices for students with emotional and behavioral challenges in.... The purpose is to summarize the research literature. Presentations will be 15 minutes in length and occur on the date indicated. Each group will provide a 1-2 page handout for the class and instructor that summarizes the central ideas behind teaching the assigned topic to children with EBD. Expectations for the quality of presentations are high. As a general guideline, presentations will be evaluated by the degree to which the instructor and peers agree with the following survey:

1. This presentation was highly engaging.
2. I learned a great deal of useful information.
3. The presentation was very well organized.
4. I would really like to see this group present again.
5. Overall, I would rate this presentation as well above my expectations.

Reflective Application Essays / Final Essay (35 points). The reflective essays make up the bulk of the requirements for this class. In each essay, it should be clear that all of the assigned readings for that week have been studied and applied to the “real world”. Simply put, essays should translate “what the research says” about the topic to your actual practice; i.e., each essay should provide a critical exploration of how you will use the research and information in your own work, with a sub-focus on improving outcomes for students, including academic achievement and socio-emotional functioning. Additionally, be sure to identify all associated standards and performances for Seminar 8 (see IPSB Standards for Seminar 8).

What’s due? Submit your essay in the drop box on Oncourse prior to the start of class (Tuesdays, 5:30 pm). Please do not turn in essays late (they won’t be accepted by the drop boxes). Submit a minimum of 12 reflective essays. Submitted essays will be assessed and averaged, including the final essay, for an overall essay grade. Clearly mark essay number and only include your ID number (NO names). Essays are NO LONGER than 3 pages (double spaced).

Final Essay. At the end of the course, students will compile and integrate their essays into a 10-page paper that provides a thorough analysis of the class and all readings. Assessment will focus on (1) the degree to which all of the performance standards set forth for this course have been met (see Course Standards); (2) application; and (3) your growth over the semester.

Research Reviews (10 points). Each student will complete at least 3 research reviews of selected research articles, from referred journals and share them in class. Once you know which papers you will to review, send an Oncourse email to the entire class with the list. NOTE: only 1 student can review any given research article. Each review should be a single page (single spaced) and include the following sections: APA citation; purpose of study; methods; findings; and implications for teachers, classrooms, and schools, along with your recommendations (how this information can inform practice). Students cannot use the same articles as other students. Post reviews to the entire class on Oncourse as soon as they are complete. Put all 3 essays in one Word document in the drop box, by the due date.

Presentation of research reviews. Each review should be discussed in class at least once during the semester. The easiest way is to satisfy this part of the assignment is to complete your reviews early; then when we are discussing a topic that pertains to the research article(s) you’ve reviewed, share what you found with the class as part of the discussion. The focus is to describe what researchers have found about the given topic and how you think these
findings can impact education. The expectation is that you will share your research any time it is appropriate. (Also, folks working for an A should complete more than 3 reviews.)

Data Analysis Experience Summary (5 points). Several times during the semester, students are asked to bring to class analyses of data from their work. These can be individual level data (e.g., findings from a functional assessment); classroom level data (e.g., academic progress; aggregate rule violations); school level data (e.g., office referrals; attendance) or other forms (e.g., State level SE data). While you are encouraged to bring actual data to analyze with your study group and share with the class, any and all identifying information (student, teacher, school, parent, etc.) must be removed. Thus, it is important that you "clean" the dataset prior to bringing it to class. There can be NO chance of accidental disclosure. A 1-page summary of how you have used and shared data during the semester is due in the corresponding drop box on the due date.

Group Case Study, with Presentation (5 points). Each study group briefly presents several assigned teaching cases to the class beginning week 6. The teaching cases to be presented will be on reserve in the CRC. Each group will have 15 minutes for a case and discuss implications with the class. Summaries (1-page per case) are due in the drop box.

---------------***Always keep a copy of each assignment***---------------

If you have to miss a class, have someone pick up materials and share notes

Attendance. It is important to be present to engage in discussions about the content and issues presented in this course. Participation points cannot be earned unless you are in class. More than 3 absences automatically result in a failing grade. (Incomplete grades may be given only under special circumstances in accordance with University and SOE policy.) Missing any portion of a class (e.g., being late, taking long breaks, leaving early, etc.) will be considered 1/2 of an absence. Please let the instructor anytime you will be absent, late, or need to leave early.

Please note that the attendance policy is NOT contingent on whether absences are or are not excused.

GRADING

Grade Interpretations  
A grades: Clearly goes above and beyond expectations for the assignment.
B grades: All expectations are met at a high quality level.
C grades: Assignment expectations are met at an average level.

Work handed in late is penalized least one letter grade and may not be accepted, so please plan accordingly. Incomplete or inappropriate work will be returned ungraded.

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<td>A-Project</td>
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<td>Participation</td>
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<td>Portfolio</td>
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<td>Reflective and final essays</td>
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<td>Group research and presentation</td>
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<td>Research reviews</td>
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General Class Schedule
5:45  Opening activity / review homework
6:00  Topic discussion / large & small activities / guest speakers / etc.
7:15:  Break
7:30  Lab / methods / application activities / processing time / etc.
8:10  Wrap up / group time / preview / housekeeping
8:20  A-project work (see outline)
Teacher Education Grading Standards in the SOE at IUPUI

Grading: papers, class participation, and dispositions will be assessed according to the following criteria.

A: Outstanding exemplar - Intern meets B level criteria and the following as well:
   - Demonstrates personal commitment to develop complex content and pedagogical knowledge (PTE 1 & 4).
   - Situates statements, reasoning, and instructional decisions within the professional literature. Documents sources when appropriate (PTE 2).
   - Demonstrates teaching as an inquiry process as well as involving students in inquiry learning (PTE 3).
   - Employs analysis and synthesis in discussions, papers, and reflections (PTE 2 & 4).
   - Demonstrates ownership for learning through in depth inquiry and problem solving that goes beyond what is presented in class (PTE 4).
   - Makes contributions that push the intern's own thinking and thinking of the group (PTE 6).

B: Very Good Exemplar - Intern demonstrates ability to apply the Principles of Teacher Education (PTE) in all aspects of the course (class, collaboration, assignments, field).
   - Demonstrates command of the subject matter in papers as well as when developing lessons and teaching students (PTE 1).
   - Written and oral communication demonstrates expression of coherent ideas with consideration to the mechanics and use of language (PTE 1).
   - Demonstrates thinking that is complete, thoughtful, and reflective (PTE 1 & 2).
   - Field-based interactions in and assignments demonstrate an understanding of and attentiveness to issues related to child-centered teaching practices (PTE 3).
   - Makes connections between readings, class presentations, and field experiences in discussions and written work (PTE 2 & 4).
   - Shows evidence of solving problems and making sense of new ideas (PTE 4).
   - Is respectful of diversity and professional in all interactions in class and at the field site (PTE 5 & 6).

C: Minimally Acceptable Exemplar - Intern demonstrates difficulty in one or more of the following criteria but has shown growth throughout the semester:
   - Demonstrates a need to improve command of the subject matter in papers as well as when developing lessons and teaching students. (PTE 1)
   - Written and oral expression of ideas needs improvement in mechanics or use of language. (PTE 1)
   - Work lacks completeness, depth, or clarity. (PTE 1)
   - Thinking process is focused on the experiential level and written work demonstrates ability to summarize ideas or experiences rather than utilize higher order thinking skills (PTE 2).
   - Intern struggles to understand child-centered practices as demonstrated in written work or classroom contributions. (PTE 2 & 3)
   - Field-based involvement with mentor and children lacks effectiveness in communication, rapport, and/or understanding child-centered practice. (PTE 3)
   - Intern does not fully understand the content/concept or learning theory addressed in the assignment (PTE 1 & 4)
   - Demonstrates difficulty valuing diverse perspectives and working toward social equity (PTE 5)
   - Intern makes choices (i.e. attitude, attendance, assignments, behaviors) that have a negative impact on personal and/or group learning. (PTE 6)
   - Other -

C- to F: Intern has difficulties with one or more of the criteria above and does not show sufficient growth over the course of the semester.

Other Potentially Useful Information

Guidelines for written assignments. Unless noted otherwise, adhere to the following guidelines:

☐ Students' last 4 digits of the social security number should appear in the upper right corner of each page.
Performances: Standard #1:

1. utilizes knowledge of a variety of cognitive, medical, physical, and behavioral disabilities to plan and implement education programs collaboratively.
2. collaborates regularly to monitor the effects of medications and therapies.
3. anticipates, plans for, and reacts calmly and efficiently to behavioral or medical emergencies while maintaining the learning environment.
4. seeks out new and innovative strategies and equipment to support learner independence.
5. analyzes tasks to determine learners' proficiencies and ways to facilitate acquisition of component parts.
6. documents incremental progress and maintains accurate records to evaluate growth.
7. designs prevention/intervention strategies based on individual needs and specific to disabling conditions requiring specialized considerations.
8. collaborates to facilitate the consistent use of techniques, equipment & expectations across the environment.
9. designs and implements opportunities to learn and practice skills at appropriate times in the natural environment.
10. collaborates and advocates for services which allow for the maximum level of independent living.
11. modifies the learning environment (schedule, activities, physical arrangement) to intervene with inappropriate behaviors.
12. implements the least intrusive intervention consistent with the needs of the learner.
13. designs specific curriculum and activities which support life skills acquisition leading to optimal independence.

Standard #1: The educator of students with exceptional needs is well versed in the history, philosophy, and foundations of special education as well as the applicability of current laws and contemporary issues in the field and uses this knowledge to enhance educational opportunities for all students.

Performances:
4. establishes respectful and productive relationships with students, families, and colleagues.
5. advocates for cultural, linguistic, and ethnic diversity.
6. maintains links with professional resources to keep updated on state and federal regulations regarding special education services and procedures.
7. maintains student, familial, and collegial confidentiality.

Standard #3: The educator of students with exceptional needs is competent in selecting, administering, and interpreting a variety of formal and informal assessment strategies and utilizes this information to design, implement, and evaluate instruction and to guide students in self-assessment.

Performances:
1. demonstrates knowledge and understanding of legal and ethical regulations involved in assessment procedures.
2. engages in ongoing assessment by utilizing a variety of assessment procedures appropriately.
3. interprets and applies information obtained from both formal and informal assessment procedures.
4. utilizes functional behavioral assessments to design positive behavioral interventions and supports.
5. effectively communicates the results of the assessment efforts to all involved parties.
6. designs appropriate instruction based on identified strengths and needs of the learner as determined through the result of the assessment process.
7. identifies the necessary supports for appropriate educational services.
8. is a perceptive observer of learner’s strengths and needs.
9. creates and maintains student educational records.
10. prepares students to be effective participants in the assessment process.

Standard #4: The educator of students with exceptional needs recognizes that optimal learning relates new information to the student’s prior experiences and knowledge.

Performances:
5. utilizes knowledge of community and school resources in designing relevant learning opportunities which transfer to the individual learner’s current and future life.
6. develops relationships with the learners’ families to gain awareness of and to support realistic expectations of students.

Standard #5: The educator of students with exceptional needs is cognizant of the importance of active learning environments and collaboratively designs settings which foster an enriching, nurturing, and safe climate where diversity and risk taking are valued.

Performances:
9. creates an environment where students support each other’s learning and where a climate of trust and respect is fostered.
10. creates a learning community in which students are actively engaged in purposeful activities and authentic assessments.

Standard #6: The educator of students with exceptional needs understands the developmental nature of learning and collaboratively implements multiple approaches and strategies to provide a variety of activities and opportunities to facilitate student success.

Performances:
5. engages students in activities which encourage positive social interaction and self-motivation, and provides choices in learning.
7. promotes the maintenance and generalization of skills across learning environments.
9. facilitates successful transitions for learners and colleagues.
14. facilitates the effective use of support personnel to promote student learning and well-being.

Standard #7: The educator of students with exceptional needs understands the importance of teaching appropriate behaviors and social skills and effectively applies and models these strategies in interactions with students, families, and colleagues.
**Performances:**
1. designs and implements positive behavior intervention strategies and plans which are appropriate to the needs of the individual learner.
2. advocates for and models the use of appropriate social skills when interacting with others.
3. communicates the benefits of and demonstrates methods for conflict resolution, crisis prevention/intervention strategies, and behavior intervention strategies.
4. keeps abreast of changing tenets and strategies for fostering appropriate social skills.
5. creates and advocates a safe, nurturing educational climate which fosters self-expression and positive social development.
6. exhibits integrity when involved in conflict resolution and crisis prevention/intervention strategies.
7. knows how various medications, therapies, and other interventions may affect the learner's performance.
8. integrates social skills into the curriculum by utilizing effective teaching strategies.
9. prepares the learner to exhibit self-enhancing behavior in response to societal attitudes and actions.
10. implements the least intrusive intervention consistent with the needs of the learner.

Standard #8: The educator of students with exceptional needs understands reflective practices and the importance of ongoing professional development and applies the knowledge gained to promote both student growth and professional outreach.

**Performances:**
2. engages in and promotes colleagues' participation in research and incorporates this research into daily practice.
5. demonstrates effective problem-solving techniques.
6. critiques trends and innovations prior to implementation.
7. exercises objective professional judgment in the practice of the profession.

Standard #9: The educator of students with exceptional needs is aware of the need to collaborate with families, school colleagues, and the larger community to support students' learning and well-being and actively cultivates these partnerships.

**Performances:**
1. facilitates groups in the problem-solving process.
2. communicates effectively in verbal, nonverbal, and written modes.
3. uses skills in conflict resolution, problem solving, and social interaction to enhance collaboration.
4. initiates, establishes, and supports direct, ongoing relationships with parents.
5. identifies, establishes, and facilitates inclusive support networks of individuals who have a common interest in and responsibility for the student.
6. collaborates, advocates, and facilitates the implementation of appropriate curricular adaptations.
7. collaborates with families to define expectations and establish goals.
8. plans and collaborates to ensure that the appropriate supports for smooth transitions are in place.

Standard #10: The educator of students with exceptional needs demonstrates an awareness of a wide array of community resources and accesses these services to support students' needs.

**Performances:**
1. seeks out innovative resources and technologies from local, regional, state, and federal sources to support the needs of students and families.
2. uses available and innovative resources and technologies to enhance personal productivity and efficiency.
3. identifies appropriate personnel to access a variety of community services to support families and students.
4. supports effective student transitions across environments.

that are capable of capturing teachers' reasoned judgments and that evaluate what teachers can actually do in authentic teaching situations. Therefore, the teacher education program at IUPUI is grounded in performance-based standards.

**INTASC Standards**

**Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.

**Principle 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle 9:** The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10:** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

The IUPUI Principles of Teacher Education, in conjunction with the INTASC Standards, describe what students should know and be capable of doing as they leave their program at the university and enter the profession of teaching.

**IUPUI Principles of Teacher Education**

**Principle 1:** *Conceptual Understanding of Core Knowledge* – the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary students, this means developing rich expertise within their chosen discipline.

**Principle 2:** *Reflective Practice* – the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and context from multiple perspectives.

**Principle 3:** *Teaching for Understanding* – the ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

**Principle 4:** *Passion for Learning* – the ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students’ habits of continual, purposeful learning.

**Principle 5:** *Understanding School in the Context of Society and Culture* – the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

**Principle 6:** *Professionalism* – the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.
<table>
<thead>
<tr>
<th>WEEK/DAY</th>
<th>TOPICS / READINGS / PROJECTS DUE</th>
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<tbody>
<tr>
<td><strong>WEEK 1: 8/30</strong></td>
<td><strong>Attendance, introductions, review syllabus, make assignments; class overview</strong></td>
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</tbody>
</table>
| **WEEK 2: 9/6** | **Overview of the challenges associated with EBD**  
* R: Preface, Chap. 1  
**DUE: Essay #1** |
| **WEEK 3: 9/13** | **Classroom Management and EBD**  
* R: Chap. 5; pp 142-167  
* Review Chapter 4  
**DUE: Essay #2** |
| **WEEK 4: 9/20** | **Strengths-based assessment**  
* R: TBA (Readings will be posted to Oncourse by 9/10)  
**DUE: Essay #3; Research Reviews** |
| **WEEK 5: 9/27** | **Etiological and theoretical underpinnings**  
* R: Chap. 2  
**DUE: Essay #4** |
| **WEEK 6: 10/4** | **Holistic theories and approaches**  
**DUE: Essay #5** |
| **WEEK 7: 10/11** | **Policies and procedures**  
* R: Chap. 3  
* R: Chap. 5 pp 167-end  
**DUE: Essay #6** |
| **WEEK 8: 10/18** | **Paradigm shifts: Prevention and school-wide strategies**  
* R: Eber et al. (2002): *Wraparound and positive behavior supports in the schools*  
* Anderson et al. (in press). *The impact of system of care participation on school functioning: Exploring caregiver and teacher perspectives.*  
**DUE: Essay #7** |
| **WEEK 9: 10/25** | **Rethinking restrictive placement (MEETING AT LUTHERWOOD)**  
**DUE: Essay #8**  
(1525 N. Ritter Avenue, Indianapolis, IN 46219 · T: (317) 359-5467) |
| **WEEK 10: 11/1** | **Instructional strategies for EBD**  
* R: Chap. 6  
* R: Nelson et al., *“Academic achievement of K-12 students with emotional/behavioral disorders*  
**DUE: Essay #9** |
| **WEEK 11: 11/8** | **Individualized care planning**  
* R: Chap. 7  
**DUE: Essay #10** |
| **WEEK 12: 11/15** | **Continued: Individualized behavior planning**  
* R: Chap. 8  
**DUE: Essay #11; Data Analysis Summary** |
| **WEEK 13: 11/22** | **Interagency collaboration and school based mental health**  
* R: Chap. 9  
**DUE: Essay #12, Applied Project** |
| **WEEK 14: 11/29** | **Web-based / Integration Activities**  
* R: Anderson et al. *Impact of a system of care on a community's children's social services system.*  
**DUE: Essay #13** |
| **WEEK 15: 12/6** | **Interagency collaboration**  
1. Tying it all together; 2. A-project posters / presentations; 3. Portfolio reviews  
* R: TBA  
**DUE: Final Essay; Portfolios** |
| **WEEK 16: 12/13** | **Final, Wrap up, Make up** |

Yet Another Note: The instructor(s) of this course reserves the right to make changes to the syllabus as needed. The class will be informed of any changes at the earliest possible date.