Indiana University

School of Education

K362

Team Approaches to the Education of Students with Disabilities

Spring 2004

3

Yes

No

Students will learn techniques related to effective collaboration and interactive teaching in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

2.5/week

To meet new INTASC and IPSB standards for teachers of Exceptional Learners - Mild Interventions

Yes

Chancellor/Vice-President

Date

Approved by:

Dean

Date

Approved by:

Dean of Graduate School (when required)

Date

Approved by:

University Enrollment Services

Date

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.

White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
K362 – Team Approaches to the Education of Students with Disabilities

Recommended Text:

Other readings will be assigned.

Catalog Description: Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

Overview:
The expectations for professionals who work in schools have changed dramatically over the past several years. Although most educators enter the field because of their commitment to work with students, few can be successful unless they (a) understand the service delivery options through which students with disabilities are now served, and (b) refine their skills for interacting with professionals and parents. Special and general educators routinely participate in team meetings and collaborative problem solving in which their ability to effectively communicate is essential.

The purposes of this course are to explore the collaborative service delivery options currently available in education and to assist students in building their interpersonal communication and problem solving skills. This course will be an interactive class that will present information using presentations, discussion, and simulations. Students are expected to practice the different approaches with classmates and colleagues, relate them to larger issues that currently exist in education, and refine selected skills for effective communication and problem solving.

Relationship to INTASC and IPSB Standards:
This course is designed to provide students with the opportunity to meet the knowledge, skills, and dispositions of INTASC Standards 9 and 10. In addition, the course is designed to provide students with the opportunity to meet the knowledge, skills, and dispositions of IPSB Teachers of Exceptional Standards – Mild Interventions Standards 1, 4, 6, 7, 8, and 9.

Learning Objectives:
At the conclusion of this course, students should be able to:
1. Explain the importance of collaborative service delivery models in educating all students, including students with disabilities. (INTASC 10, IPSB 1)
2. Demonstrate effective communications skills for creating and maintaining effective collaborative partnerships with families, colleagues, and interagency professionals. (INTASC 10, IPSB 4, 9)
3. Employ effective creative problem solving and controversy management strategies in addressing issues, challenges, and conflicts that occur in collaborative service models. (INTASC 10, IPSB 4, 7, 9)

4. Demonstrate collaborative teaming skills, including agenda setting, promoting goal interdependence, group facilitation, process observation, and handling logistics. (INTASC 10, IPSB 4, 6, 7, 8, 9)

5. Create and implement collaborative, instructional service delivery models. (INTASC 10, IPSB 1)

Course Requirements:

Students in K362 will be participating in a seminar course. Students are expected to complete readings and reflections before class so they can be active participants in discussions. During classtime, students will participate in a variety of simulations and will analyze a variety of case studies. Active participation in all aspects of class activities will be necessary to earn a satisfactory grade for the course.

Assessments of Learning Outcomes:

1. Weekly Reflection. At the end of class each week, each student is expected to complete a weekly reflective journal that refers to both the readings and class discussion. Occasionally, the instructor will provide a reflective question to answer. This assignment will begin Week 2 and conclude Week 14 of class. Journals will be collected 3 times during the semester. Students will receive them the following week with instructor reactions. (INTASC 9, IPSB 8)

2. Facilitating an IEP Case Conference. Students will participate in a simulation of an IEP case conference. A case study will be distributed prior to the simulation so students can become familiar with the information ahead of time. Each student will take on the role of facilitator. The student will submit a completed IEP along with a self-analysis of communication skills, including questioning skills, skills giving feedback, listening, and nonverbal skills. (INTASC 10, IPSB 9)

3. General Education Intervention Team Meeting. Students will participated in a simulated general education intervention team meeting for the purpose of assessing their creative problem-solving skills. Each student will submit a paper which includes a team analysis of the meeting. The paper should include a brief introductory section that describes the team and its membership/function, a clear description of the problem identified by the team, a section analyzing and summarizing the results, and a section offering recommendations for enhancing the team’s functioning. (INTASC 10, IPSB 9)

4. Co-Teaching Project. With a partner of your choice, you will design 2 lesson plans that would be carried out using two or more of the co-teaching models presented in your book and class. The format to be used will include three parts:
• Description of the setting and student characteristics—provide a complete
description of your classroom setting, including grade level, grouping
patterns, and the characteristics and needs of your students
• Lesson Plans—Complete description of the goals and content of your lesson.
• Educator Roles—Identify which co-teaching option(s) will be used, and
provide complete descriptions of educators’ roles.
• Rationale—Discuss your rationale for choosing the co-teaching option for each
lesson plan; base your rationale/discussion on your lesson plan content, on
skills of each educator, and on the students’ characteristics and needs

(INTASC 10, IPSB 6,7,9)

5. Agency Visits and Paper
Students must visit 3 community agencies that serve students and families with
disabilities. After visiting the agency and talking with a recommended employee of the
agency, students must write a paper that includes:

• A description of the purpose and mission of the agency
• A description of the agency facilities and the programs offered
• A personal reaction to the visit indicating what you learned about the agency and
how you might utilize the services of the agency as a future classroom teacher

(INTASC 1, IPSB 1,6,7,9)

6. Parent & Sibling Interview and Paper

Students must interview 3 parents with children with disabilities. The paper must include:

• a description of the families and the disability of the child or children.
• A list of at least 5 questions prepared before the interview.
• A summary of each family’s response to the questions.
• Finally, you must include a personal reaction indicating what you learned from
the interviews. This assignment may be done with one other person but 3 parents
must be interviewed.

Students must interview 3 siblings of individuals with disabilities. After completing the
interview, students must submit a paper that includes:

• A description of the family and the disability of the sibling(s).
• A list of at least 5 questions prepared for the interview.
• A summary of the siblings’ responses to the questions.
• Finally, you must include a personal reaction indicating what you learned from
the interviews. This assignment may be done with one other person but five
siblings must be interviewed.

(INTASC 1, IPSB 1,4,7,9)

7. Final Reflective Paper
During the course of the semester, you will have an opportunity to work in groups and
individually. You will write a reflective paper that will compare and contrast your
experiences in the two different grouping arrangements. In addition, the final reflection
must include a self-assessment about your progress toward and attainment of the course objectives. Part of the reflective paper is also a self-assessment of dispositions necessary to be licensed a teacher of exceptional needs – mild interventions. (INTASC 9, IPSB 8)

**Related Readings**


*Journal of Special Education, 35*, 41 – 53.


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Indiana University

School of Education
Undergraduate Program

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While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.
K361 Assistive Technology for Elementary School Students with Disabilities (Fall - 2 cr.)
B This course is designed to prepare future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

K362 Team Approaches to the Education of Students with Disabilities (Fall - 3 cr.)
B Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

K370 Introduction to Learning Disabilities (3 cr.)
B Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

K371 Assessment and Individualized Instruction in Reading and Math (3 cr.)
B Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

K405 Building Inclusive Middle and Secondary Schools: Approaches and Issues (1 cr.)
B Students will compare and contrast apprenticeship/school experiences, address specialized areas, and explore challenges and issues confronting special education at the middle and high school level (e.g., theory vs. practice).

K410 Trends and Issues In Special Education (3 cr.)
B Provides students with an overview of current movements in the field of special education. Major emphasis is on application and implication of principles mandated by P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

K420 Medical and Physical Management of Students with Severe Disabilities (3 cr.)
I This course addresses medical and physical aspects of severe disabilities, and focuses on educational implications of various conditions/disorders. Major topics include (1) the nature of common conditions/disorders, (2) methods for individual adaptations, and (3) procedures for structural modifications. The course incorporates information from various disciplines into classroom programming. The goal is to develop the basic vocabulary to communicate effectively with physical, occupational, and communication therapists and other related service personnel.

K453 Management of Academic and Social Behavior (3 cr.)
I Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

K461 Curriculum and Methods for Students with Severe Disabilities I (3 cr.)
I Introduction to issues in providing educational services to students with severe handicaps across all grade levels. Characteristics, methods, and materials for students traditionally labeled moderately, severely, and profoundly retarded; multiply handicapped; and autistic. Covers design, development, and evaluation of instructional materials for learners with severe disabilities. Emphasis is on basic skill development, task analysis, data-based program modification, and programming generalization and maintenance. Major course activities include readings and class discussion; evaluation of existing curriculum materials; task analysis and program design; and participation in a task force group.

K462 Curriculum and Methods for Students with Severe Disabilities II (3 cr.)
I The focus of this course is on the development of instructional programs in the following curriculum areas across all grade levels: reading, math, self-help/personal management, social/leisure, and vocational. Emphasis on programming for generalization and maintenance, and on general elements of classroom management (e.g., scheduling, communication). Major course activities include readings and class discussions, reports on selected curriculum materials, the development of complete instructional programs, and participation in a task force group.

K465 Service Delivery Systems and Consultation Strategies (3 cr.)
I Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

K473 Communication Interventions for Persons with Severe Disabilities (3 cr.)
I Planning and implementing communication intervention in educational settings with individuals who are severely disabled, including those who are severely/profoundly mentally retarded, severely developmentally delayed, autistic and autistic-like, or multiply disabled. Intervention is presented within the framework of the development of social interaction and cognitive skills as part of communication skills within the overall classroom and work setting ecology. Also considered is the role of augmentative and alternative education/intervention.

K480 Student Teaching Special Education (6-15 cr.)
B P: Senior standing and completion of major requirements. Provides experiences for each student in his or her respective area of exceptionality, under the direction of a