School/Division: School of Education
Academic Subject Code: EDUC
Course Number: K553
Instructor:
Course Title: Classroom Management and Behavior Support
Recommended Abbreviation (Optional):
First time this course is to be offered (Semester/Year): Fall 2005
Credit Hours: Fixed at 3 or Variable from ______ to ________
Is this course to be graded S-F (only)? Yes No X
Is variable title approval being requested? Yes No X
Course description (not to exceed 50 words) for Bulletin publication: The course provides basic knowledge and skills for (a) developing and maintaining a productive and proactive classroom environment, (b) teaching students discipline, self-control, conflict resolution and other self-management skills, (c) managing and preventing crisis behavior, and (d) developing and implementing behavior intervention and management plans in classroom programs and in cooperation w/parents, teachers, and other personnel.
Lecture Contact Hours: Fixed at 3.0 or Variable from ______ to ________
Non-Lecture Contact Hours: Fixed at ________ or Variable from ______ to ________
Estimated enrollment: 30 of which 100 percent are expected to be graduate students.
Frequency of scheduling: Every Fall
Will this course be required for majors? Yes
Justification for new course: To meet new licensing requirements in special education.
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.
If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.
Submitted by:

Date: 8/20/04

Department Chairman/Division Director

Approved by:

Date: 9/3/04

Dean

Dean of Graduate School (when required)

Date: 8/21/04

Approved by: Education Council 10/5/04

University Enrollment Services

Date: 10/18/04

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White

Linda C. Jerdee, Interim
Course Title: Classroom Management and Behavior Support
Course Number: K553  
Section:

Instructor:
Phone:
Office:
Office Hours: (Associate faculty may list contact information)
E-mail:
LiveText share name:

COURSE DESCRIPTION: The course provides basic knowledge and skills for (a) developing and maintaining a productive and proactive classroom environment, (b) teaching students discipline, self-control, conflict resolution and other self-management skills, (c) managing and preventing crisis behavior, and (d) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers and other personnel.

COURSE PREREQUISITES: K505 or equivalent, Graduate Student Standing.

Section Description: Classroom management is complex. It often involves the interaction of one's own values, beliefs, culture, and experiences, the ecological context of the classroom and school and the student's values, beliefs, culture, and experiences. This course is designed to explore ideas and teach procedures related to developing classroom management strategies and positive behavior support planning. The course content considers classroom management issues for use with students with diverse chronological ages, developmental levels, who may (a) be receiving special education services in a variety of setting, who may be at risk for needing such services, or who may not have specific special needs. The class explores philosophy, theory, and ethics related to behavior and management and also introduces and reviews a variety of interventions for working with students who present behavioral challenges. Additionally, collaborative work with families and other professionals will be addressed, as essential components of effective classroom management. Crisis management, in the classroom and at the school level will be discussed.

The general goals for this class are for students to develop an understanding of classroom management strategies, demonstrate abilities to implement positive behavior support and programming, and communicate programs to colleagues and families. The IUSB course objectives
are linked to the Indiana State Core Standards for Educators Of Students With Exceptional Needs and as indicated below through notation of Indiana standard (S) and performances (P). *(Instructors may add additional information)*

**COURSE TEXT:** (instructor may choose)– Suggested if class is primarily a graduate master’s degree course:


Or--


Suggested if class is primarily seeking initial licensure:


The instructor may assign other readings.

**Commitment to Professionalism:** All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).

**Commitment to Diversity:** The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms.

**Commitment to Technology:** The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

**Graduate Assignments and Writing (optional statement):** Students are required to use the American Psychological Association (APA) writing style in this course in designated assignments. The most thorough source is the *Publication Manual of the American Psychological Association* *(5th edition, 2001)*. Many websites explain how to use APA format (e.g., [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)).
**IUSB Course Objectives:**

By the end of the course the student will:

1. Understand the importance of teaching appropriate behaviors and social skills and effectively applies and models these strategies in interactions with students, families, and colleagues (IUSB Teachers of Exceptional Needs S7).

2. Design and implement positive behavior intervention strategies and plans which are appropriate to the needs of the individual learner and implement the least intrusive intervention consistent with the needs of the learner. (IUSB Teachers of Exceptional Needs S7 P1, P10).

3. Advocate for and model the use of appropriate social skills when interacting with others including communicating the benefits of and demonstrates methods for conflict resolution, crisis prevention/intervention strategies, and behavior intervention strategies. (IUSB Teachers of Exceptional Needs S7 P2, P3).

4. Create and advocate for safe, nurturing educational climates which foster self-expression and positive social development by demonstrating knowledge of current strategies for fostering appropriate social skills and an ability to integrates social skills into the curriculum by utilizing effective teaching strategies (IUSB Teachers of Exceptional Needs S7, P4, P5, P8).

5. Demonstrate knowledge of the ways that various medications, therapies, and other interventions may affect the learner’s performance. (IUSB Teachers of Exceptional Needs S7, P7).

6. Prepare learners to exhibit self-enhancing behavior in response to societal attitudes and actions. (IUSB Teachers of Exceptional Needs P9).

7. Demonstrate reflective practices and the importance of ongoing professional development and apply the knowledge to promote both student growth and professional outreach (IUSB Teachers of Exceptional Needs S8).

8. Identify effective teaching strategies through reflection in planning daily learning activities including an ability to engage in and promotes collegial participation in research and incorporates research into daily practice. (IUSB Teachers of Exceptional Needs S8, P1, P2)

9. Share knowledge of alternative learning strategies to optimize learning for all students. (IUSB Teachers of Exceptional Needs S8, P3)
10. Critique current trend and innovations in behavior programming prior to implementation and engage in professional activities that promote growth and change in the practice of teaching. (IUSB Teachers of Exceptional Needs S8, P4, P6)

Note: All syllabi for this course must have these components.

IUSB COURSE OBJECTIVES:

11. Demonstrate effective problem-solving techniques and the facilitation of groups in the problem-solving process, including those that enhance planning for behavioral interventions and programming that supports effective student transitions across environments. (IUSB Teachers of Exceptional Needs S10, P4; S8 P5; S9, P1, p8)

12. Exhibit integrity when involved in conflict resolution and crisis intervention/intervention strategies and exercises objective professional judgment in the practice of the profession. (IUSB Teachers of Exceptional Needs S8 p7; S7, P6)

13. Demonstrate awareness of a wide array of community resources and accesses these services to support students' needs, including seeking and using resources and technologies from local, regional, state, and federal sources to support the needs of students and families (IUSB Teachers of Exceptional Needs S10, P1, P3).

14. Uses available state and local resources and technologies to enhance personal productivity and efficiency (IUSB Teachers of Exceptional Needs S10, P2).

15. Demonstrate knowledge of methods to collaborate with families, school colleagues, and the larger community to support students' learning and well-being and actively cultivate these partnerships (IUSB Teachers of Exceptional Needs S9).

16. Communicate effectively in verbal, nonverbal, and written modes. (IUSB Teachers of Exceptional Needs S9, P2)

17. Enhance collaboration by demonstrating skills in conflict resolution, problem solving, and social interaction and initiating, establishing, and supporting direct, ongoing relationships with parents. (IUSB Teachers of Exceptional Needs S9, P4, P3)

18. Identifying, establishing, and facilitating inclusive support networks of individuals who have a common interest in and responsibility for the student. (IPSB S9, P5)

ASSIGNMENTS and COURSE PERFORMANCE TASKS:

Requirements: Students are required to use LiveText in submitted designated assignments.
A comprehensive class-wide behavior management system (required). This plan must include descriptions of: 1) the setting and context the plan is being developed and ecological factors of the context; 2) a rationale and philosophy for the plan; 3) methods for the delivery of social skills instruction that include self concept, self determination and advocacy, conflict resolution and more student expression; 4) individualized positive behavioral support mechanisms; 5) Collaboration, problem solving, and conflict resolution methods that include paraprofessionals, general education teachers, and families; 6) A list and description of community resources, agencies, and web sites to enhance the probability of success thorough non-school agency referral and involvement; 7) simulated memos and letters to share the plans with family members and other school personnel; 8) Group and Individual crisis intervention strategies; 9) data collection methods with example forms, and; 10) a method of reflection and data based documentation to insure evaluation and improvement. A rubric is attached that will be used to evaluate this assignment and class time will be devoted to the development of components. (IUSB Course Objectives 1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18) (Instructor must develop rubric)

Web search (required). Students must annotate sites that discuss 10 psychotropic medications, 10 contemporary therapies and/or interventions that may affect the learner's behavioral and social performance, and 5 professional organizations that that promote growth and change in the practice of teaching students with behavior and social skill challenges. (IUSB Course Objectives 5, 10, 13, 14)

Essay Question (required): Respond to a one page question provided by instructor regarding methods of teaching students to exhibit self-enhancing behavior in response to societal attitudes and actions. (IUSB Course Objective 6).

[Instructor’s may submit additional requirements including assignments, quizzes, tests, presentations, or performance activities]

STUDENT EVALUATION (developed by instructor)

[Required Statement] Students must attain a grade of “C” or better in all required education courses. Rubrics or evaluation documents are attached that reflect required assignments.

Each instructor must list their evaluation system and criteria here. The evaluation system must include the behavior management systems paper, the web search, and the essay. (Note: The instructor may also wish to add policies regarding participation, attendance, and expected dispositional behaviors.)

TENTATIVE CLASS SCHEDULE AND DUE DATES
(Provided by individual instructors)
More-

[Required components]

UNIVERSITY POLICIES:

✓ Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

✓ If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible. My office hours are:.....

✓ Field Experience Note: You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.
Instructor's Addendum

Indiana University South Bend
SCHOOL OF EDUCATION

Course Number: K553
Course Title: Classroom Management and Behavior Support

COURSE DESCRIPTION: The course provides basic knowledge and skills for (a) developing and maintaining a productive and proactive classroom environment, (b) teaching students discipline, self-control, conflict resolution and other self-management skills, (c) managing and preventing crisis behavior, and (d) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers and other personnel.

Indiana Professional Standards Board
Core Standards for Educators of Students With Exceptional Needs

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.

Knowledge:

1. understands the applicable laws, rules, and regulations, procedural safeguards, and ethical considerations regarding behavioral interventions.
2. understands that appropriate social skills facilitate positive interactions with colleagues, students, families, and the community.
3. understands the developmental nature of social skills needed for participation in community and educational environments.
4. understands the theories and applications of conflict resolution and crisis prevention/intervention.
5. understands the relevancy of preparing individuals to live harmoniously and productively in a diverse society.
6. understands that students with exceptional needs may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.
7. understands how physiological factors may influence student behavior and socialization.
8. understands that student behavior is one method of communication.
9. knows a variety of strategies and environmental designs which facilitate a positive social and behavioral climate.
10. understands characteristics of expressive and receptive communication levels on students' social and educational interactions.

Dispositions:
1. values the right of individual self-expression within the framework of the situation.
2. believes that self-confidence is supported through positive interactions and the provision of a secure atmosphere.
3. appreciates the importance of professional integrity.
4. respects the dignity of the individual.

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:
1. identifies effective teaching strategies through reflection in planning daily learning activities.
2. engages in and promotes colleagues' participation in research and incorporates this research into daily practice.
3. shares knowledge of alternative learning strategies to optimize learning for all students.
4. engages in professional activities that promote growth and change in the practice of teaching.
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.

**Knowledge:**
1. knows effective teaching practices and models.
2. knows the effect of conducting informal research in evaluating daily practice.
3. knows how and where to access informal and formal professional development.
4. knows the impact of ongoing professional development in improving teaching practice.
5. understands the effect of the educator's role as a staff resource.
6. knows the process of change, how to effect change, and its impact on school reform.
7. possesses knowledge of emerging technologies and implications for their use.
8. knows about the subject matter being taught and its relationship to the curriculum.

**Dispositions:**
1. believes that effective self-assessment and reflection on daily practice form the basis for decisions about programs and teacher strategies.
2. values the importance of research in improving the practice of teaching.
3. believes that professional growth is the practitioner's responsibility.
4. values keeping current in professional practice.
5. appreciates the impact of the role as a resource in educating students with exceptional needs.
6. appreciates the effect of personal assumptions, values, and beliefs on teaching practice.
7. values professional growth as a natural outcome of collaboration.

**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. plans and collaborates to ensure that the appropriate supports for smooth transitions are in place.

**Knowledge:**
1. knows the elements of effective collaboration.
3. knows laws and regulations pertaining to confidentiality and understands how these affect collaborative relationships.
5. understands how cultural, linguistic, economic, and other social factors affect the student and impact the student's success.
6. knows how to develop and implement individualized student programs as part of a collaborative team.
7. recognizes the issues and expressed concerns of families of students with exceptional needs.

**Dispositions:**
1. values collaborative relationships and recognizes how these relationships contribute to students' success and their integration into the community.
2. respects the dignity and privacy of students and families.
3. values parents as full partners in educational planning.

**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.

**Knowledge:**
1. knows the programs and services available in the school environment.
2. knows the social, medical, mental health, and juvenile justice services available at the state and local levels.
3. knows how to make appropriate referrals for services provided by community and state agencies.
4. understands the role of family and peer networks.
5. knows how technology can be used to identify and enhance resources and services for the student.

**Dispositions:**
1. explores and uses a wide variety of resources to support student learning.
2. is receptive to new ideas, technologies, and resources which enhance student learning.
3. learns new skills associated with a variety of resources and technologies.
4. values family and peer networks.
Instructor's Addendum

Course Number: K553
Course Title: Classroom Management and Behavior Support

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums

Special Education Standard #5: Learning Environments and Social Interactions
Common Core

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CC5K1</td>
<td>Demands of learning environments.</td>
</tr>
<tr>
<td>CC5K2</td>
<td>Basic classroom management theories and strategies for individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>CC5K3</td>
<td>Effective management of teaching and learning.</td>
</tr>
<tr>
<td>CC5K4</td>
<td>Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>CC5K5</td>
<td>Social skills needed for educational and other environments.</td>
</tr>
<tr>
<td>CC5K6</td>
<td>Strategies for crisis prevention and intervention.</td>
</tr>
<tr>
<td>CC5K7</td>
<td>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</td>
</tr>
<tr>
<td>CC5K8</td>
<td>Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.</td>
</tr>
<tr>
<td>CC5K9</td>
<td>Ways specific cultures are negatively stereotyped.</td>
</tr>
<tr>
<td>CC5K10</td>
<td>Strategies used by diverse populations to cope with a legacy of former and continuing racism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CC5S1</td>
<td>Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</td>
</tr>
<tr>
<td>CC5S2</td>
<td>Identify realistic expectations for personal and social behavior in various settings.</td>
</tr>
<tr>
<td>CC5S3</td>
<td>Identify supports needed for integration into various program placements.</td>
</tr>
</tbody>
</table>
CC5S4 Design learning environments that encourage active participation in individual and group activities.

CC5S5 Modify the learning environment to manage behaviors.

CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.

CC5S8 Teach self-advocacy.

CC5S9 Create an environment that encourages self-advocacy and increased independence.

CC5S10 Use effective and varied behavior management strategies.

CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

CC5S12 Design and manage daily routines.

CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

CC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.

CC5S16 Use universal precautions.

Special Education Standard #6: Communication

Common Core

Knowledge:

<table>
<thead>
<tr>
<th>CC6K1</th>
<th>Effects of cultural and linguistic differences on growth and development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC6K2</td>
<td>Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.</td>
</tr>
<tr>
<td>CC6K3</td>
<td>Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</td>
</tr>
<tr>
<td>CC6K4</td>
<td>Augmentative and assistive communication strategies.</td>
</tr>
</tbody>
</table>

Skills:

<table>
<thead>
<tr>
<th>CC6S1</th>
<th>Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC6S2</td>
<td>Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.</td>
</tr>
</tbody>
</table>

Special Education Standard #9: Professional and Ethical Practice

Common Core

Knowledge:

| CC9K1 | Personal cultural biases and differences that affect one’s teaching. |
CC9K2  Importance of the teacher serving as a model for individuals with exceptional learning needs.

CC9K3  Continuum of lifelong professional development.

CC9K4  Methods to remain current regarding research-validated practice.

**Skills:**

CC9S1  Practice within the CEC Code of Ethics and other standards of the profession.

CC9S2  Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.

CC9S3  Act ethically in advocating for appropriate services.

CC9S4  Conduct professional activities in compliance with applicable laws and policies.

CC9S5  Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

CC9S6  Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

CC9S7  Practice within one’s skill limit and obtain assistance as needed.

CC9S8  Use verbal, nonverbal, and written language effectively.

CC9S9  Conduct self-evaluation of instruction.

CC9S10  Access information on exceptionalities.

CC9S11  Reflect on one’s practice to improve instruction and guide professional growth.

CC9S12  Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.

### Individualized General Curriculum

**Knowledge:**

GC9K1  Sources of unique services, networks, and organizations for individuals with disabilities\( ^{1/} \).

GC9K2  Organizations and publications relevant to individuals with disabilities\( ^{1/} \).

**Skills:**

GC9S1  Participate in the activities of professional organizations relevant to individuals with disabilities\( ^{1/} \).

GC9S2  Ethical responsibility to advocate for appropriate services for individuals with disabilities\( ^{1/} \).

### Special Education Standard #10: Collaboration

**Common Core**

**Knowledge:**

CC10K1  Models and strategies of consultation and collaboration.

CC10K2  Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

CC10K3  Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
<table>
<thead>
<tr>
<th>CC10K4</th>
<th>Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>CC10S1</td>
<td>Maintain confidential communication about individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>CC10S2</td>
<td>Collaborate with families and others in assessment of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>CC10S3</td>
<td>Foster respectful and beneficial relationships between families and professionals.</td>
</tr>
<tr>
<td>CC10S4</td>
<td>Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.</td>
</tr>
<tr>
<td>CC10S5</td>
<td>Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.</td>
</tr>
<tr>
<td>CC10S6</td>
<td>Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</td>
</tr>
<tr>
<td>CC10S7</td>
<td>Use group problem solving skills to develop, implement and evaluate collaborative activities.</td>
</tr>
<tr>
<td>CC10S8</td>
<td>Model techniques and coach others in the use of instructional methods and accommodations.</td>
</tr>
<tr>
<td>CC10S9</td>
<td>Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>CC10S10</td>
<td>Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.</td>
</tr>
<tr>
<td>CC10S11</td>
<td>Observe, evaluate and provide feedback to paraeducators.</td>
</tr>
</tbody>
</table>

**Individualized General Curriculum**

<table>
<thead>
<tr>
<th>Knowledge:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GC10K1</td>
<td>Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities(^1).</td>
</tr>
<tr>
<td>GC10K2</td>
<td>Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities(^1).</td>
</tr>
<tr>
<td>GC10K3</td>
<td>Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities(^1).</td>
</tr>
<tr>
<td>GC10K4</td>
<td>Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GC10S1</td>
<td>Use local community, and state and provincial resources to assist in programming with individuals with disabilities(^1).</td>
</tr>
<tr>
<td>GC10S2</td>
<td>Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities(^1).</td>
</tr>
<tr>
<td>GC10S3</td>
<td>Teach parents to use appropriate behavior management and counseling techniques.</td>
</tr>
<tr>
<td>GC10S4</td>
<td>Collaborate with team members to plan transition to adulthood that encourages full community participation.</td>
</tr>
</tbody>
</table>

\(^1\) Implicit to all of the knowledge and skills standards in this section is the focus on
The course incorporates information from various disciplines into classroom programming. The goal is to develop the knowledge of basic vocabulary to communicate effectively with all related service personnel.

K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.) P: K505. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) P: K535. Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

K540 Early Education for Children with Disabilities or At-Risk Conditions (3 cr.) History, philosophy, and issues of early childhood special education, to include knowledge of state and local legislation pertaining to early childhood special education and knowledge of the quantity and range of services available.

K541 Transition Across the Life Span (3 cr.) In this course, issues and strategies related to the array of transitions students with disabilities need to make as they progress from preschool to public school and on to adult life are discussed. The course covers laws, policies, and guidelines governing service provision across age groups and levels of instruction; and it addresses strategies for program planning, interagency cooperation, and resource utilization.

K543 Management of the Severely Emotionally Disturbed (3 cr.) Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis will be placed on case analyses.

K548 Families, School, and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal, and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk, or who have other types of impairments also are presented.

K549 Early Childhood Special Education Program Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

K553 Classroom Management and Behavior Support (3 cr.) The course provides basic knowledge and skills for (a) developing and maintaining a productive and proactive classroom environment, (b) teaching students discipline, self-control, conflict resolution, and other self-management skills, (c) managing and preventing crisis behavior, and (d) developing and implementing behavior intervention and management plans in their own classroom programs and in cooperation with parents, teachers, and other personnel.

K561 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) Introduction to issues in providing educational services to students with severe handicaps (traditionally labeled mentally retarded; multiply handicapped; and autistic). Covers design, development, and evaluation of instructional materials for students with severe disabilities. Emphasis is on basic skill development, task analysis, data-based program modification, and programming generalization and maintenance. Course addresses all grade levels.

K562 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) The focus of this course is on the development of instructional programs in the following curriculum areas: reading, math, self-help/personal management, social/leisure, and vocational. There is an emphasis on programming for generalization and maintenance and on the general elements of classroom management (e.g., scheduling, communication). Course addresses all grade levels.

K565 Collaboration and Service Delivery (3 cr.) The focus of this course is on service delivery options and approaches available to students needing special education services. It covers service delivery options or systems, such as continuum of least restrictive programs, wrap-around services, and systems of care. Collaborative skills, including effective communication strategies and consultation techniques, are stressed.

K573 Communication Interventions for Persons with Severe Disabilities (3 cr.) This course focuses on the process for planning and implementing communication intervention in educational settings with individuals who are severely disabled. Intervention is presented within the framework of the development of social interaction and cognitive ability as part of communication skills within the overall classroom and work-setting ecology.

K590 Independent Study in Special Education (1-3 cr.) Individual research or study with a special education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term stating the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, K590 should be used for the study of material taught in a regularly scheduled course.

K595 Practicum in Special Education: (variable title) (1-6 cr.): P: consent of instructor. Provides supervised field experience in various areas of special education.

K599 Master's Thesis in Special Education (3 cr.)

K614 Social Reactions to Persons with Handicaps and Behavioral Differences (3 cr.) Historical, anthropological, sociological, and social-psychological examination of reactions to persons with physical or mental handicaps or behavioral differences. Topics explored include: identity, institutionalization, attitudes toward, labeling, normalization, and mainstreaming. Critical papers and data-based pilot study required.

K780 Seminar in Special Education (1-4 cr.): P: consent of instructor. Intensive advanced study of selected problems in the field.

K785 Internship in Special Education (3-6 cr.) P: consent of instructor and broad background in special education. Direct experience work in special education programs in schools, agencies, or institutions.

K795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of dissertation proposal in special education. Students must have the consent of a dissertation director or prospective director to enroll. Students should either finish the dissertation course work or complete the proposal.

K797 Doctoral Thesis in Special Education (1-12 cr.) Credit may be awarded over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Language Education

L500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the current instructional issues related to teaching a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading, English education, and second language education will be explored.

L580 Critical Reading (1-3 cr.) Analyzes and applies to reading various theories and models of thinking, presenting teaching/learning strategies for developing critical reading, evaluates instructional materials and methodologies designed to foster critical reading.