IUSB Matching

New Course Request

Indiana University  South Bend Matching Campus

Check Appropriate Boxes: Undergraduate credit □  Graduate credit ◐  Professional credit □

1. School/Division  School of Education
2. Academic Subject Code  EDUC
3. Course Number  K565 (must be cleared with University Enrollment Services)
4. Instructor  
5. Course Title  Collaboration and Service Delivery
   Recommended Abbreviation (Optional)  (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year):  Spring 2004
7. Credit Hours: Fixed at  3  or Variable from  to  
8. Is this course to be graded S-F (only)? Yes  No  X
9. Is variable title approval being requested? Yes  No  X
10. Course description (not to exceed 50 words) for Bulletin publication:  The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches 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 also are stressed.

11. Lecture Contact Hours: Fixed at  2.5/week  or Variable from  to  
12. Non-Lecture Contact Hours: Fixed at  or Variable from  to  
13. Estimated enrollment:  20 - 30  of which  100  percent are expected to be graduate students.
14. Frequency of scheduling:  each spring  Will this course be required for majors?  Yes  
15. Justification for new course:  To meet new INTASC and IDSB standards for teachers of Exceptional Learners - Mild Interventions
16. Are the necessary reading materials currently available in the appropriate library?  
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. 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:  Karen Clark  Date  5/2/03  
Department Chairman/Division Director

Approved by:  C  Miller  Date  5/2/03  
Dean

Dean of Graduate School (when required)  Date  

Chancellor/By-Presiden  Date  

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.

Legend:  University—Green; Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
K565 – Collaboration and Service Delivery

Instructor:
Office:
E-Mail
Office Hours:


Other readings will be placed on reserve or distributed in class.

Catalog Description: The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches 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 also are stressed.

Overview: Contemporary service delivery models in special education require that all professionals work collaboratively in schools. Few educators can be successful unless they develop skills for the scope of service delivery options through which students with disabilities are now served. In many settings, students are being served in team teaching arrangements, through consultation and collaboration models, and in conjunction with community agencies and social service networks. Dispositions and skills for interacting with other professionals and parents have become increasingly important. Additionally, IDEA 97 requires that special and general educators participate in IEP and staffing meetings.

The purpose of this course is to explore the collaborative service delivery options currently available in education and to assist graduate students in building their interpersonal communication and problem solving skills and to enhance their knowledge of collaborative consultation models and approaches.

Instructional format: This course will be an interactive seminar class that will present information using participant presentations, discussion, and simulations. Students are expected to practice the consultation and collaboration 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.

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 and in working with families.
2. Demonstrate effective communications skills for creating and maintaining effective collaborative partnerships with families, colleagues, and interagency professionals.
3. Employ effective creative problem solving and controversy management strategies in addressing issues, challenges, and conflicts that occur in collaborative service models.
4. Demonstrate collaborative teaming skills, including agenda setting, promoting goal interdependence, group facilitation, process observation, and handling logistics.
5. Create and implement collaborative, instructional service delivery models.
6. Design and implement strategies for effectively working with paraprofessionals.
7. Discuss different types of ethical approaches and beliefs pertaining to educational endeavors.
8. Facilitate team approaches for functional behavior assessment and positive behavioral support.
10. Design and carry out effective staff development activities.

INTASC and Indiana Professional Board Standards: This course focuses on the IPSB Standards for Teachers of Students with Exceptional Needs #1, 8, 9, and 10 and INTASC Principles # 1, 6, 9, and 10. They are attached to this syllabus.
Course Requirements: Students are required to read assigned book chapters and articles before class sessions and participate in class discussions. Students are expected to attend class and participate fully in all in and out-of-class activities. Regular, prompt attendance and participation demonstrate quality teacher practices. There will be in-class activities and discussions that cannot be made up outside of class. Roll will be taken at the beginning of each class session. Students who are late are expected to notify the instructor immediately after class that they were in attendance. Attendance and punctuality will be represented in your participation grade. Course grades will be based on assessment of the following:

1. Reflection. (INTASC #9; IPSB #8) For 10 class sessions each student is expected to complete a reflective journal that incorporates both the readings and class discussion. Occasionally, the instructor will provide a reflective question to answer. This assignment will begin Week 2 and conclude (the last) week of class. (INTASC # - IPSB # -)

2. Literature Reviews. (INTASC #1; IPSB #1) Each student will find, review and share 2 research articles, one article for each of 2 different classes. Each article will be pertinent to one of the class topics listed on the syllabus. The write-up of this article review will be typed up in the form of a one-page abstract, with the APA citation at the top, followed by 2-3 paragraphs summarizing the article, and closing with 1-2 implications for practice. Students will be asked to briefly share the articles as part of the ongoing class.

3. Team Analysis. (INTASC #9,10 IPSB #9) Each student will use the information and forms presented in class and in the readings to observe/interview/survey, analyze, and write up a team meeting. The paper should include a brief introductory section that describes the team and its membership/function, the form(s) used with actual data, a section analyzing and summarizing the results, a section discussing the ethical bases of the teaming approach and/or team members, and recommendations for enhancing the team’s functioning.

4. Co-Teaching Project. (INTASC #6,9,10; IPSB #8,9) With a partner, you are to design a plan to implement co-teaching models utilizing strategies of your choice. This will include design co-teaching strategies and a unit plan, including lesson plans. The format to be used will include these components:
   - 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
   - Unit Plan and 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 educators, and on the students’ characteristics and needs
   - Evaluation and assessment methods for improving the co-teaching arrangements.

5. Staff Development Project. (INTASC #6, 10; IPSB #8, 9, 10) Small groups of students (2-4) will be assigned to work together to design a staff development activity for general and special education colleagues in a school. This will be a shared project, and only one product will be submitted per group. The staff development activity plan you will develop needs to fit into a larger, long-term plan for school improvement that focuses on educating children with disabilities. The focus should be education in the LRE and increasing mainstreaming, inclusion, and community integration. Possible staff development topics include: 1) Methods to improve general Education and special education consultation and collaboration; 2) Methods to improve collaboration for pre-referral, staffing, and IEP meetings; 3) Methods to improve the effectiveness of para-educators working in general education and community settings, 4) methods for the improvement of collaboration with families, 5) Methods to implement functional behavior assessment and positive behavioral support with multidisciplinary
teams, 6) Methods to evaluate systemic consultation and collaboration models for continuous improvement. Other topics are permissible with the consent of the instructor.

The following sections of the plan are required:
- Rationale for the staff development activity (e.g., how it fits into the larger plan for school improvement, any data/needs assessment you would collect)
- Goal, purpose, and anticipated outcomes of the staff development activity; include potential problems you may encounter in delivering the activity
- Logistics, including description of the intended audience, room arrangement, materials and equipment needed, time allocated, presenters
- Presentation outline/PowerPoint presentation
- Printed Materials you would distribute to the audience, including audience evaluation form
- Project Log, outlining/summarizing when, whom, and on what project matters individuals/group met to discuss, plan, and work on parts of the project; include discussion of what worked, what could have been improved, and how you might have done things differently another time. These notes may be useful in writing your final reflective paper.

6. An essay. (INTASC 1, 10; IPSB # 1, 9) This essay will reflect on a student initiated interview with an agency director, IFSP provider or case coordinator, or family member from a family with a child with a disability. The essay will compare and contrast theoretical information from the text and readings with actual practice in the field from the perspective of the individual interviewed.

7. There will be mastery quizzes and worksheets over the content of the book and terminology. (INTASC #1 IPSB #1)

Class activities, quizzes, or assignments will result in products (artifacts):
- A worksheet or quiz on terminology and/or consultation models. (INTASC #1; IPSB #1)
- A worksheet or quiz on the diverse ethical models that underpin beliefs about education. (INTASC #1; IPSB #1.8)
- Analysis of communication methods, techniques, and factors. (INTASC # 10; IPSB #9)
- A consultation style or personality preference scale. (INTASC # IPSB #--)
- A worksheet, documented activity, or assignment that focuses on collaboration with families. (INTASC #10; IPSB #9)

**Grading Weights** (Distribution)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Team Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Co-Teaching Project</td>
<td>15%</td>
</tr>
<tr>
<td>Staff Development Project</td>
<td>20%</td>
</tr>
<tr>
<td>Essay on Family Services</td>
<td>10%</td>
</tr>
<tr>
<td>Mastery Quizzes and Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>A+</td>
<td>88-94%</td>
</tr>
<tr>
<td>B</td>
<td>83-88%</td>
</tr>
<tr>
<td>B+</td>
<td>80-88%</td>
</tr>
<tr>
<td>B-</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C+</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>D+</td>
<td>63-66%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>
# Tentative Course Outline

The instructor reserves the right to change the course calendar at any time, including topics covered, reading assignments, and due dates for assignments. As much notice as possible will be given for such changes. If students do not understand an assignment or if they have an unusual circumstance that should be brought to the instructor's attention, it is their responsibility to meet with the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Course Overview  
  - Introductions  
  - Overview of course & requirements |                                           |
| Week 2 | Collaboration- Definitions, Characteristics, Dilemmas  
  - Complete initial Reflective Journal in class | Reading- Chapter 1  
  Reading Reflection  
  (emailed weekly) |
| Week 3 | Foundations of Collaborative Consultation                              | Reading- Chapter 2                        |
| Week 4 | Diversity Issues in Collaboration                                      | Reading- Chapter 3                        |
| Week 5 | Family Issues in Collaboration                                         | Reading- Chapter 4                        |
| Week 6 | Communication Skills                                                   | Reading- Chapter 5  
  Two Lit Reviews Due                          |
| Week 7 | Interpersonal and Group Problem Solving                                | Reading- Chapter 6                        |
| Week 8 | Ethical Issues in Collaboration                                         | Assigned Articles                         |
| Week 9 | Facilitating Issues in Collaboration: Time management and technology   | Reading- Chapter 7  
  Team Analysis Due                             |
| Week 10 | Assessment and Evaluation                                              | Reading- Chapter 8                        |
| Week 11 | Co-Teaching                                                           | Reading-Chapter 9                         |
| Week 12 | School Administrators, Paraprofessionals, And related services         | Reading-Chapters 10 & 11                 |
| Week 13 | Systemic Professional Development                                      | Reading- Chapter 12                       |
| Week 14 | Working with Families and Community Agencies                           | Assigned Readings                         |
| Week 15 | Course wrap-up                                                        |                                           |
K565: Possible Readings

Title: Teachers' Beliefs about Co-Teaching.
Author: Austin, Vance L
Remedial and Special Education; v22 n4 p245-55 Jul-Aug 2001
Abstract: Ninety-two teachers participating in co-teaching responded to a survey and 12 of these teachers were subsequently interviewed. Results indicated: (1) general education co-teachers were perceived as doing more than special education partners in the inclusive classroom and (2) co-teachers who had access to identified collaborative practices, preparations, and supports considered them less valuable in practice than in theory. Record 2 of 4

Title: IDEA and Collaboration: A Bakhtian Perspective on Parent and Professional Discourse.
Authors: Valle, Jan Weatherly; Aponte, Elsie
Abstract: This article first reviews the literature on parent professional collaboration under the Individuals with Disabilities Education Act and then applies Mikhail Bakhtin's notions of discourse and dialogism to accounts of parent-professional interactions as reflected in the literature. The differing perspectives of the professional educator and a parent of a child with a language learning disability are highlighted.

Title: Special and Mainstream School Collaboration for the Promotion of Inclusion.
Author: Rose, Richard
Journal of Research in Special Educational Needs; v2 n2 p1-22 Jun 2002
Abstract: A study examined one English local education authority's approach for developing greater links between a special school and mainstream schools, with the intention of enabling pupils with complex needs to be supported in mainstream classrooms. Results from interviews with 25 teachers indicate the need for effective classroom support.

Title: Caregiver Training: Changing Minds, Opening Doors to Inclusion.
Author: Osborne, Sheri; Garland, Corinne; Fisher, Nichol
Infants and Young Children; v14 n3 p43-53 Jan 2002
Abstract: This article profiles SpecialCare training, a model of training for home- and center-based childcare providers that fosters collaboration between caregivers and early intervention and early childhood special education personnel to support successful placement of children with disabilities in inclusive child care settings. The training offers a six-unit, 8-hour curriculum.

Authors: Johnson, David R; Stodden, Robert A; Emanuel, Ellen J; Luecking, Richard; Mack, Mary
Exceptional Children; v68 n4 p519-31 Sum 2002
Abstract: The transition challenges discussed are to ensure that (1) students have access to the full range of curriculum options and learning experiences; (2) high school graduation decisions are based on meaningful indicators of learning; (3) students have access to postsecondary education, employment, and independent living options; (4) student and family participation are supported; and (5) interagency collaboration is improved.

Title: The Vermont State I-Team Then and Now: Twenty-five Years of Technical Assistance and Training To Support the Education of Students with Severe Disabilities.
Authors: Dennis, Ruth; Edelman, Susan W; Cloninger, Chigee
Rural Special Education Quarterly; v20 n1-2 p30-39 Win-Spr 2001
Abstract: Vermont's I-Team has provided technical assistance and training to educational team members serving children with disabilities for 25 years. Characteristics of sustainable human services programs include flexibility, collaborative consultation, consideration and inclusion of families and communities, competent management, on-going training for all parties, and a climate of trust and respect.
Title: Supporting General Educators' Inclusive Practices.
Authors: Coombs-Richardson, Rita; Mead, Jean
Teacher Education and Special Education; v24 n4 p383-90 Fall 2001
Abstract: This article describes Project Inclusion, a state-funded project at Southeastern Louisiana University, which provided financial support for general educators to take university courses to develop their knowledge and skills concerning students with disabilities. The courses emphasized collaboration techniques, curricular modifications, and behavior management strategies. Evaluation indicated increased knowledge and greater acceptance of inclusion and collaboration.

Title: Inclusion of Students with Disabilities in Rural Classrooms: Recommendations and Case Study.
Authors: Cheney, Christine O; Demchak, Mary Ann
Rural Educator; v23 n2 p40-46 Win 2001
Abstract: Strategies are presented for systematic planning and teacher collaboration for inclusion of students with disabilities in rural general education classrooms. This planning and ongoing support is essential for the student to be a full member of the class rather than just physically present. A case study illustrates the positive effects of such a process in a small, rural school.

Title: Enabling Families of Children with Disabilities to Better Access Quality Child Care. Issues in Education.
Authors: Bhagwanji, Yash; Thomas, Dawn; Bennett, Tess
Journal of Early Education and Family Review; v8 n2 p12-16 Nov-Dec 2000
Abstract: Argues that collaboration between Head Start and early intervention programs can improve accessibility to high quality child care and supports needed to reach and maintain self-sufficiency for low-income families of children with disabilities. Discusses how these systems can develop trusting collaborative relationships, increase affordability of child care by pooling resources, and implement a unified and an effective staff training system. (KB)

Title: The Next Step for Special Education: Supporting the Development of Inclusive Practices.
Author: Ainscow, Mel
British Journal of Special Education; v27 n2 p76-80 Jun 2000
Abstract: A discussion of implementing the inclusion of students with disabilities in regular classes in Britain considers: teaching techniques, the appropriate use of learning support assistants with special needs students and a proposed framework for inclusive classroom practices. The framework emphasizes the integration of teaching techniques, various learning supports, and encouragement of teacher collaboration and reflective teaching.

Title: Co-Teaching: A Different Approach to Inclusion.
Authors: Arguelles, Maria Elena; Hughes, Marie Tejero; Schumm, Jeanne Shay
Principal; v79 n4 p48,50-51 Mar 2000
Abstract: As part of a statewide pilot program, Florida schools are implementing instructional delivery systems to mainstream more students with disabilities and develop more special/general educator partnerships. Effective co-teaching models have common planning time, flexibility, risk-taking, defined roles and responsibilities, compatibility, communication skills, and administrative support.

Title: Personal Learning Plans: Building Collaboration among Teachers, Students with Disabilities, and Their Parents.
Authors: Phillips, Charles; Prue, Jennifer F; Hasazi, Susan Brody; Morgan, Patricia
NASSP Bulletin; v84 n613 p28-34 Feb 2000
Abstract: At Montpelier (Vermont) High School, faculty members, in collaboration with University of Vermont colleagues, received a federal U.S. Department of Education grant to make personalized learning plans based on students' strengths and goals a reality for disabled and nondisabled students. The process empowered students and enhanced family involvement.
Title: Contrasting Profiles of Collaboration in Two Urban High Schools.
Authors: Stowitschek, Joseph J.; Lovitt, Thomas C
Journal for Vocational Special Needs Education; v22 n2 p6-19 Win 2000
Abstract: Case profiles of a public and a private high school revealed that special educators embraced the philosophy of inclusion; formal commitment and involvement of parents formalizes intraschool and interagency collaboration; and peer tutoring improves feedback and follow-up and offsets a lack of teacher time.

Title: Here Comes the SUN Team! Collaborative Inclusion at Work.
Authors: Sobel, Donna M.; Vaughn, Nancy S
TEACHING Exceptional Children; v32 n2 p4-12 Nov-Dec 1999
Abstract: This article highlights the SUN team, a Colorado collaborative inclusion team which resulted in enhanced classroom and school practices and programming for students with significant educational needs. It describes the collaborative program development and design, outcomes during and after the intervention, and benefits at the district-level special education department. (CR)

Title: Collaboration To Support Students' Success.
Authors: Walther-Thomas, Chriss; Korinek, Lori; McLaughlin, Virginia L
Focus on Exceptional Children; v32 n3 p1-18 Nov 1999
Abstract: This article explores some fundamental features that foster the development of collaborative relationships and collaborative communities, which in turn support the success of students with disabilities. Effective mechanisms are presented for accessing and improving collaborative support networks. Start-up problems that may arise in many schools are addressed.

Title: Pathways to Planning: Improving Student Achievement in Inclusive Classrooms.
Authors: Shure, Anne; Morocoo, Catherine Cobb; Yenkin, Leslie; DiGisi, Lori Lyman
TEACHING Exceptional Children; v32 n1 p48-54 Sep-Oct 1999
Abstract: Describes a project that formed cross-grade elementary teacher teams that met weekly to engage in collaborative planning, instruction, and assessment. The teams included classroom teachers from several grade levels together with special-education teachers, inclusion and behavioral specialists, guidance counselors, and music and physical-education teachers.

Title: Strategies for Collaboration: A Collaborative Teaching Partnership for an Inclusion Classroom.
Author: Barnes, Mary Kathleen
Reading and Writing Quarterly: Overcoming Learning Difficulties; v15 n3 p233-38 Jul-Sep 1999
Abstract: Describes a collaborative inclusion model began as a combined effort by four teachers who were extremely concerned about the effects of a "pull-out" program on students. Considers inclusion of special-needs students in the classroom as an essential part of establishing a community of learning. Believes that a strong sense of community must be established early in inclusive classrooms.

Title: Competencies and Training Needs for Early Childhood Inclusion Specialists.
Authors: Gettinger, Maribeth; Stoiber, Karen Callan; Goetz, Donna; Caspe, Elizabeth
Teacher Education and Special Education; v22 n1 p41-54 Win 1999
Abstract: A survey about inclusion of children with disabilities in early-childhood settings was responded to by 172 parents, practicing professionals in early-childhood programs, university-based trainers, and preservice students. Professional competence and importance of skills were rated for five domains: (1) working with families, (2) performance-based assessment, (3) interdisciplinary team functioning, (4) consultation, and (5) challenging behaviors/attention deficits.

Title: Inclusion from a General Educator's Perspective.
Author: Hewitt, Margaret
Preventing School Failure; v43 n3 p133-34 Spr 1999
Abstract: Discusses problems with the inclusion of students with disabilities in general education and characteristics of successful inclusion programs, including real collaboration between special-education and general-education teachers, involvement of parents in the education of their children, and considering inclusion to be a process, not an event.
Title: On the Forms of Inclusion: Organizational Context and Individualized Service Models.
Authors: Odom, Samuel L; Horn, Eva M; Marquart, Jules M; Hanson, Marci J; Wolfberg, Pamela; Beckman, Paula; Lieber, Joan; Li, Shouming; Schwartz, Ilene; Janko, Susan; Sandall, Susan
Journal of Early Intervention; v22 n3 p185-99 Sum 1999
Abstract: A range of qualitative and quantitative methods were used to create case studies and summaries of 16 inclusive programs in 4 regional U.S. locations. The individualized service model that programs followed were itinerant-direct service, itinerant-collaborative consultative, team teaching, early childhood, early childhood special education, and integrative or inclusive activities.

Title: On the Forms of Inclusion: The Need for More Information.
Author: McLean, Mary E; Dunst, Carl J
Journal: Journal of Early Intervention; v22 n3 p200-02 Sum 1999
Abstract: This commentary on a previous article (Odom 1999) that investigated 16 inclusive programs in 4 regional U.S. locations notes the omission of environments other than classrooms in the study, such as home settings and family day care settings. The absence of specific characteristics of the programs described is also criticized.

Title: Collaborative Partnerships among Teachers of Students Who Are Gifted and Have Learning Disabilities.
Authors: Kennedy, Karen Y; Higgins, Kyle; Pierce, Tom
Journal: Intervention in School and Clinic; v38 n1 p36-49 Sep 2002
Abstract: This article suggests strategies and ideas to help build collaborative partnerships among all teachers who work with students who are gifted and have learning disabilities. It discusses the collaborative consultative process, establishing relationships with collaborative partners, and making collaboration run smoothly. Several relevant forms are included.

Title: Across-Program Collaboration To Support Students with and without Disabilities in a General Education Classroom.
Author: Hunt, Pam; Doering, Kathy; Hirose-Hatae, Anne; Maier, Julie; Goetz, Lori
Journal of the Association for Persons with Severe Handicaps (JASH); v26 n4 p240-256 Win 2001
Abstract: A team of educators, parents, and an outreach consultant developed Unified Plans of Support (UPS) for three students whose academic performance was below grade level and whose social participation was limited. Evaluation outcomes suggest consistent implementation of the UPS was associated with increases in academic engagement and social interactions.

Title: Everyone's Included: Supporting Young Children with Autism Spectrum Disorders in a Responsive Classroom Learning Environment.
Authors: Wintemer, Kathleen G; Sapona, Regina H
TEACHING Exceptional Children; v35 n1 p30-35 Sep-Oct 2002
Abstract: This case study discusses how Jon, a boy with autism, was fully included into general education classrooms in grades K-2 that implemented tenets of the "Responsive Classroom." The guiding principles of a responsive classroom approach, benefits for children with autism, and the need for collaboration among professionals are discussed.
Bulletin 2001-2003

Indiana University

School of Education
Graduate Program

Indiana University is accredited by the North Central Association of Colleges and Schools (NCA) through the Commission on Institutions of Higher Education, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440.

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.

INDIANA UNIVERSITY
K553 Management of Academic and Social Behavior (3 cr.) 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.

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 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. 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 general elements of classroom management (e.g., scheduling, communication). Course addresses all grade levels.

K565 Service Delivery Systems and Consultation Strategies (3 cr.) 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.

K573 Communication Interventions for Persons with Severe Disabilities (3 cr.) This course focuses upon 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 specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, K590 should not 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 for closely supervised field experience in various areas of special education.

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 infantilism, institutionalization, attitudes, 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 working in special education programs in schools, agencies, or institutions.

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

K799 Doctoral Thesis in Special Education (1-12 cr.) Credit may be earned 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 learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading, reading, English education, and second language education will be explored.

L501 Critical Reading, K-12 (3 cr.) Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes
Graduate Course Course Catalog

K565: Collaboration and Service Delivery

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program area</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

Catalog description:
The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches 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 also are stressed.

K565 Specific Course Information
For class schedules, see inside course offerings.
Instructors: Click here to modify information below.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>E-mail Address</th>
<th>Link(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Conn-Powers</td>
<td><a href="mailto:mipower@indiana.edu">mipower@indiana.edu</a></td>
<td>Spring 2002</td>
<td>Acrobat Reader file</td>
</tr>
</tbody>
</table>

Return to top | Course Catalog Index

INDIANA UNIVERSITY
School of Education
201 North Rose Ave.
Bloomington, IN 47405-1006
(812) 856 - 8500

Comments: daacraig@indiana.edu
This file was last updated on October 28, 2002 by Daniel Craig
Copyright 2002, Trustees of Indiana University

http://www.education.indiana.edu/~edfolks/courses/K565.html 1/6/04