I. COURSE DESCRIPTION

Prerequisite: K205. A survey of educational curricula, procedures, and materials for children who are socially and emotionally disturbed. Development of teaching skills is emphasized.

Expanded Description:
The primary objective of this course is to introduce students to a variety of educational treatment options for students with emotional and behavioral disorders. Students will explore treatments and evaluate them for efficacy and ethics.
Students in this course will develop their skill in:
Understanding theoretical perspectives of emotional and behavioral disorders
Accommodating and advocating for the needs of students with emotional and behavioral disorders
Utilizing technology as a special education resource

II. SCHOOL MODELS

This course is part of the IUN School of Education's Teacher Education Program. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a "Reflective Professional."

<table>
<thead>
<tr>
<th>Conceptual Framework Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Skills</td>
<td>9, 12, 19</td>
</tr>
<tr>
<td>2. Higher Order Thinking Skills</td>
<td>3, 9, 16</td>
</tr>
<tr>
<td>3. Instructional Media and Technology</td>
<td>5</td>
</tr>
<tr>
<td>4. Learning and Development</td>
<td>12</td>
</tr>
<tr>
<td>5. School Culture and Diversity</td>
<td>4, 6, 10, 13</td>
</tr>
<tr>
<td>6. Instructional Design and Delivery</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>7. Classroom Management*</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>8. Assessment and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>9. Professional Development</td>
<td>7, 8, 20</td>
</tr>
</tbody>
</table>
*This course provides an opportunity for students to create artifacts addressing the Special Education Classroom Management rubric. This rubric is linked to CEC and Indiana DPS Standard 5 and is attached to this syllabus. The content and developmental standards are available on the web at [http://www.cec.sped.org/Content/Navigate...](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/) and [http://www.doe.state.in.us/dps/standards/teacherindex.html](http://www.doe.state.in.us/dps/standards/teacherindex.html)

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Developmental Standards of the Indiana Professional Standards Board (IPSB). See Sections VII and VIII.

**Course Objectives/Competencies**

**In class, students in K344 will:**

1. Demonstrate evidence-based methods of emotional and behavioral change  
3. Demonstrate skills in problem solving and conflict resolution.  
4. Utilize functional behavioral assessment to design positive behavior interventions and support.  
5. Explain how various medications, therapies, and other interventions may affect the learner's performance.  
6. Integrate social skills into the curriculum by utilizing effective teaching strategies.  
7. Collaborate with colleagues in planning and instruction  
8. Demonstrate leadership in class activities and instruction  
9. Verbalize a philosophy of teaching students with emotional disabilities that reflects advocacy and self-reflection.

**In the field, student in K344 will:**

10. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.  
11. Modify the learning environment to manage behaviors.  
12. Establish and maintain rapport with individuals with and without exceptional learning needs.  
13. Use active learning activities  
14. Use effective and varied behavior management strategies  
15. Use praise and reinforcement  
17. Establish a consistent classroom routine for individuals with disabilities.
18. Implement the least intrusive intervention consistent with the needs of the learner.
19. Demonstrate enthusiasm for teaching students with disabilities and appreciate their uniqueness, talents, and gifts.
20. Demonstrate initial program dispositions.

**Initial Program Dispositions**

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your IUN classroom participation and in your school-based field activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students' world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

**III. MATERIALS**


**IV. ASSIGNMENTS AND COURSE ACTIVITIES**

1. 2 Quizzes 100 points each 200 points
2. Philosophy statement* 100 points
3. Social Skills Lesson Plan 75 points One with Reflection and examples of student work*
4. Supervising Teacher Lesson Feedback of Lesson One * 100 points
5. Social Skills Lesson Plan Two* 75 points
6. Class Presentation* 100 points  
7. FBA and Behavior Intervention Plan* 200 points 
8. Final Field Evaluation* 50 points 
9. Final Exam 100 points 
10. Advising Receipt required  

Total: 1000 points 

*Potential Portfolio Artifacts  

Field Work: 
Students are expected to implement strategies taught in the course with students in the field. You will need to have an evaluation done in the field of your behavior management skills. 

Assignments to be Conducted in the Field: Behavioral assessment and teaching of one social or affective skill lesson plan. 

Students are required to show a current Advising Receipt demonstrating that they have met with their faculty advisor this semester to receive a grade for this class. Receipts will be available starting around October. 

Standard English, appropriate technology, and higher order thinking is expected in all products and performances in this course. 
If you are a student with a verified disability, a Disability Services Coordinator at IU Northwest can help arrange accommodations for you. Students who have a disability, or think they have a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact a Disability Services Coordinator for a confidential discussion. Undergraduates call 219-980-6943. Graduates call 219-980-6943. 

V. GRADING / EVALUATION SYSTEM 
94 -100% - A  
90 - 93% - A-  
83 - 89% - B  
80 - 82% - B-  
73 - 79% - C  
70 - 72% - C-  
63 - 69% - D  
60 - 62% - D-  
below 60% - F 

VI. BIBLIOGRAPHY 


Professional standards and code of ethics of the Council for Exceptional Children, Reston, VA: Author.


**VII. INTASC PRINCIPLES**

<table>
<thead>
<tr>
<th>Principle</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Subject Matter</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>2. Knowledge of Human Development and Learning</td>
<td></td>
</tr>
<tr>
<td>3. Adapting Instruction for Individual Needs</td>
<td>8, 4, 6</td>
</tr>
<tr>
<td>4. Multiple Instructional Strategies</td>
<td>6, 10</td>
</tr>
<tr>
<td>5. Classroom Motivation and Management Skills</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>6. Communication Skills</td>
<td>9, 12</td>
</tr>
<tr>
<td>7. Instructional Planning Skills</td>
<td>4, 6, 7</td>
</tr>
<tr>
<td>8. Assessment of Student Learning</td>
<td>4, 10, 11</td>
</tr>
<tr>
<td>9. Professional Commitment and Responsibility</td>
<td></td>
</tr>
<tr>
<td>10. School and Community Partnerships</td>
<td></td>
</tr>
</tbody>
</table>

**VIII. IPSB DEVELOPMENTAL STANDARDS**

<table>
<thead>
<tr>
<th>Early Childhood (EC)</th>
<th>Course Ob.</th>
<th>Middle Childhood (MC)</th>
<th>Course Ob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Knowledge</td>
<td>1, 2, 3, 4, 5</td>
<td>1. Development</td>
<td>6, 10</td>
</tr>
<tr>
<td>2. Child Growth &amp; Dev.</td>
<td></td>
<td>2. Curriculum</td>
<td>6, 10</td>
</tr>
<tr>
<td>3. Found of Educ. &amp; Learn</td>
<td></td>
<td>3. Instruction</td>
<td>6, 10</td>
</tr>
<tr>
<td>4. Curr. &amp; Inst.</td>
<td>6, 10</td>
<td>4. Assessment</td>
<td>4, 10, 11</td>
</tr>
<tr>
<td>5. Fam. Culture &amp; Comm</td>
<td>7, 12</td>
<td>5. Prof. Role</td>
<td></td>
</tr>
<tr>
<td>8. Learn Environ</td>
<td>7, 8, 14</td>
<td>8. Prof. Dev</td>
<td>7, 8, 20</td>
</tr>
</tbody>
</table>
### IX. SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Due Dates</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2</td>
<td>Introductions and Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Theoretical perspectives – Review</td>
<td>Start Philosophy Statements</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Affective and Emotional Methods</td>
<td>Self-instruction, Self-talk, Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign Presentations &amp; Journal Search</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Humanistic Methods</td>
<td>Biofeedback, Guided Imagery</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Due: Philosophy Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Cognitive Techniques</td>
<td>Assertiveness Training, ARBs</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Social Skills Training</td>
<td>Assign Social Skills Lesson plans</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Quiz 1</td>
<td>Classroom Behavior Management</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Functional Behavioral Assessment and Behavioral Planning</td>
<td>Assign FBA &amp; BIP</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Quiz 2</td>
<td>Presentation 1: Bibliotherapy</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Presentation 2: Art Therapy or Drama Therapy</td>
<td></td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Presentation 3: Music Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Presentation 4: Teacher Effectiveness Training</td>
<td></td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Presentation 5: Reality Therapy/Control Theory</td>
<td>Due: Social Skills Lesson Plan One with Reflection, Student Work, and Feedback</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>NO CLASS (THANKSGIVING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Presentation 6: Life Space Crisis Intervention</td>
<td>Due: FBA and Behavior Intervention Plan</td>
<td>Chapters 13 &amp;14</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Presentations 7: Rational Emotive Therapy</td>
<td>Due: Final Field Evaluations Due</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Dec. 16</td>
<td>Final EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Skills Lesson Plan Format

1. Grade level, subject, and types of students this lesson is planned for.
2. IEP goal or state standard addressed.
3. Materials needed to teach this lesson
4. Objectives (*State what students will be able to do as a result of this instruction*)

Example: Students will role play responses to aggression and verbally list the steps to problem solving.

4. Readiness/ Anticipatory Set (Tell what to do to get students ready for learning, interested in the topic, and activate their prior knowledge of the topic.)

Example: Ask:
"Have you ever had an experience when someone was mean to you?"
"What might be one way a person acts aggressively toward others?"

5. Objective/Purpose (Tell the students what they will accomplish and why it’s important)

Example: “At the end of this lesson you should be able to list the steps of problem solving and show me that you know how to respond to aggression.”

6. Instruction (methods, strategies, step by step procedures)

List your procedures **step by step.** These should include the *seven steps of social skills instruction.*

1. Lecture, demonstration - attach your lecture notes or list steps in the plan. Your task analysis should be apparent.
2. Rationale you will give:
3. Modeling – Describe how you will model the skill.
4. Role Play – Describe the procedures and include the situations
5. Practice activities – Tell how you will structure activities for practice, how to group the students, how you will give feedback, etc
6. Generalization activities

7. Closure - How will you bring the lesson to a close? What will you say?
8. Independent Practice - What assignment will you make for students to complete without your help? (Homework, seatwork, practice activities)
9. Attach materials to use, reflection form, supervisor’s feedback, and samples of student work
Lesson Reflection Form

Complete and Attach to your Lesson Plan

Name: ___________________________________________ School: __________________________
Subject/Content/Grade: _______________________________________________________________
Lesson Date: ___________________________ Time: ________________

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? **How do I know?**

3. Did I alter my goals, objectives, or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? **Why?**

5. Provide several samples of student work on this assignment. These samples should reflect the full range of student ability in your class and include feedback you provided to students on their papers.
Instructions for Presentation

If you are allowed to present with a partner, each person will receive a grade (100 points). Your grade will be determined partially by your classmates and partially by your instructor. There is no written paper for this assignment.

Select an intervention topic from the syllabus list or from the class text that interests all members of the class. Select a day for presenting and get it on the instructor's schedule.

Grading Criteria
1. Handout a 1-page outline of your presentation.
2. Handout or e-mail to the class a 1-page reference list of resources related to your topic.
3. Introduce your topic - what is it and when should one use it?
4. Explain the history and development of the intervention.
5. Explain/teach the intervention- tell us everything we need to know about it in order to use it.
6. Demonstrate the intervention
7. Summarize two (2) research articles that evaluated the effectiveness of the intervention (or components of the intervention). Use research summary guidelines.
8. Lead the class through activities that will help them to become fluent with using the intervention. (This means you lead the whole class in participation and practice activities).

The bottom line: Will class members be able to use this intervention as a result of your instruction? Will class members be able to locate additional information on the topic, if interested?
Article Summaries

These do not need to be written for turning in. They will be presented orally.

1. Select research articles that evaluate your intervention or components of your intervention.

2. Provide the citation for the article. Use current APA format. Example:

3. **Purpose:** give an overview of what the study was about, the purpose, the focus. Example:
   The purpose of this study was to compare two strategies for teaching spelling using a single subject, alternating treatments design.

4. **Participants:** How many and what types of students participated in the study? Gender, age, grade, race/ethnicity, SES, disability status, etc. Use person first terminology

5. **Independent Variable:** What was the intervention or component that they assessed? Give a detailed explanation of their method.

   7. **Dependent Variable(s):** What did they measure to evaluate the effectiveness of the strategy?

8. **Results:** What did they find? Report the results for each of the dependent variables. Please try to display the data for the class as you talk about this part.

8. **Reaction/Evaluation:** What did you think of the article? Did it convince you? Under what conditions or with what students was the strategy effective?
Group Work Evaluation

If you are presenting with a partner, each partner should print this form and complete. Give it to the instructor just prior to your presentation.

List each member of your group below. Think about the amount of work that went into your preparation and presentation. Divide the total of 100% according to the contribution of each of your group members (including yourself).

Your Name _________________________________ Percent of work you did________ %

What strengths did you bring to the presentation?

What was your greatest contribution to the presentation?

Your Partner _________________________ Percent of work your partner did_______%

Name

What strengths did your partner bring to the presentation?

What was this members’ greatest contribution to the presentation?
Peer Feedback Form
Print and bring one of these forms for each class presentation

Topic: ______________________________________________________________

This is an anonymous evaluation. Please be honest.

Outline (5)

Reference list (5)
Are the references professional sources?

Overview/Introduction (10 points)
Did the presenter introduce the topic in a way that got you interested and involved?

History and Development of the Intervention (5 points)

Demonstration and Instruction of the intervention- (25 points)
Did the presenter teach you how to do it?

Application (Class Involvement) (25 points)
How well did the presenter lead you in using the intervention?

Effectiveness Data (25 points)
Two research articles on the effectiveness of the intervention
Participants of the study?
Independent and dependent variables?
Results?
How well did the presenters explain the data?
How effective is this intervention?

Will you be able to use this intervention as a result of this instruction? Yes No

Based on the criteria above, how many points (out of 100) would you give each presenter in this group? (Please be honest and ethical)

Name: _________________________________ _________ out of 100 points each

Name: _________________________________ _________ out of 100 points each
Name ____________________________________

**Brief Functional Assessment**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>TRIGGERS</th>
<th>PAYOFFS/Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavior Intervention Plan for: ____________________________ Date:_______

<table>
<thead>
<tr>
<th>Behavior(s):</th>
<th>Hypothesized function:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replacement behavior (more appropriate way to achieve the same payoff):

<table>
<thead>
<tr>
<th>Student’s present level of performance of replacement behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction of replacement behavior</th>
<th>Reinforcement of replacement behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modifications you will implement to allow payoffs to occur naturally

Environmental modifications:

Curricular modifications:

Instructional modifications:

Generalization plan

Across settings:

Across instructors:

Across materials:
Forms for your supervising teacher in the field.
K344 Supervising Teacher Lesson Feedback Form

To be completed by supervising teacher during observation of your teaching

Candidate: ________________________________ School: ________________________________

Subject/Content/Grade: ____________________________________________________________

Please give feedback on what the candidate did well and what could be improved.

1. Anticipatory Set/Introduction of the Lesson.

2. Planning, Methods, Strategies
   (clarity, models/examples, accuracy, language, variety, interest, sequence).

3. To what extent were students actively and productively engaged?

4. Were the instructional goals clear? Met?


6. Enthusiasm and Professionalism

Date: ________________ Supervisor: ________________________________

Signature
K344 Final Field Evaluation

To be completed by supervising teacher in the field at the end of the placement.

Classroom Management

Please rate the teaching candidate on the following criteria by circling the appropriate number:

5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor

1. Maintains a safe, equitable, positive, and supportive learning environment. 5 4 3 2 1
2. Values diversities 5 4 3 2 1
3. Establishes rapport with individuals with and without exceptional learning needs. 5 4 3 2 1
4. Demonstrates enthusiasm about teaching 5 4 3 2 1
5. Integrates social skills into the curriculum 5 4 3 2 1
6. Uses active learning activities 5 4 3 2 1
7. Establishes a consistent classroom routine for individuals with disabilities. 5 4 3 2 1
8. Modifies the learning environment to manage behaviors 5 4 3 2 1
9. Uses effective and varied behavior management strategies 5 4 3 2 1
10. Uses praise and reinforcement 5 4 3 2 1
11. Implements the least intrusive intervention consistent with the needs of the learner. 5 4 3 2 1
12. Mediates controversial intercultural issues among students in ways that enhance any culture, group, or person. 5 4 3 2 1
13. Manages smooth transitions. 5 4 3 2 1
14. Demonstrates strategies for crisis prevention and intervention 5 4 3 2 1

Comments

Give to student or Mail to: Dr. Janice Grskovic, IUN, School of Education, 3400 Broadway, Gary, IN, 46408

Artifact Score Sheet -  Class: K543  Student: ________________

-- Initial Program

CLASSROOM MANAGEMENT
CLASSROOM MANAGEMENT IN SPECIAL EDUCATION G
4 = Excellent (clear, convincing, and consistent evidence)  
3 = Quite Satisfactory (clear and convincing evidence)  
2 = Needs Revision (limited evidence)  
1 = Unacceptable (little or no evidence)

<table>
<thead>
<tr>
<th>Positive Relationships:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Creates and maintains a safe, equitable, positive, and supportive learning environment</td>
<td></td>
</tr>
<tr>
<td>b) Values diversities</td>
<td></td>
</tr>
<tr>
<td>c) Establishes rapport with students</td>
<td></td>
</tr>
<tr>
<td>d) Demonstrates enthusiasm about content and learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant and Meaningful Curricula:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Designs positive behavior intervention plans</td>
<td></td>
</tr>
<tr>
<td>b) Integrates social skills into the curriculum</td>
<td></td>
</tr>
<tr>
<td>c) Uses active learning activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate Teacher Behaviors:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Establishes a consistent classroom routine</td>
<td></td>
</tr>
<tr>
<td>b) Modifies the learning environment to manage behaviors</td>
<td></td>
</tr>
<tr>
<td>c) Uses effective and varied behavior management strategies</td>
<td></td>
</tr>
<tr>
<td>d) Uses praise and reinforcement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Disruptions and Student Behaviors:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Selects the least intrusive intervention consistent with learner’s needs.</td>
<td></td>
</tr>
<tr>
<td>b) Demonstrates strategies for crisis prevention and intervention</td>
<td></td>
</tr>
</tbody>
</table>

Artifacts must also pass IU Northwest Writing Competency standards.  
See Web: [http://www.iun.edu/~writenw/competencies.shtml](http://www.iun.edu/~writenw/competencies.shtml)

ARTIFACT: ________________________________  SCORE: ______

Reviewer's Signature: ________________________________  DATE: ______

__________________________________________________________