

Online Graduate Courses in Special Education Indiana University Bloomington

By Semester

Fall

K553: Classroom Management

This course is designed to both explore ideas and teach approaches related to classroom management. The course content covers classrooms across age groups and developmental levels, including students who may be receiving special education services, be at risk for needing such services, as well as students who are not in special education. Participants explore philosophy, theory, and ethics related to behavior management and also discuss a variety of interventions for working with students who present behavioral challenges. K553 is not only a special education course; it is also popular with general education teachers looking for ways to improve their classroom management and instructional skills.

Spring

K545: Management of Severe Behavior Challenges

This course examines ideas and introduces effective procedures for working with students with high support needs related to emotional and behavioral disabilities (EBDs). Starting with prevention and early intervention as the basis for implementing effective and intensive proactive interventions, comprehensive strategies discussed include working with families as partners; developing interagency, cross-disciplinary networks (e.g., systems of care); using contemporary assessment and instructional approaches (e.g., PBIS); and reducing reliance on restrictive settings (e.g., psychiatric placements, incarceration, separate schools). The study of data is emphasized, with a critical focus placed on improving student-level outcomes including behavior, academics, and other life domains (e.g., community, recreation/leisure, home living, vocational, etc.); along with facilitating the least restrictive environment. *Prerequisites: K553 and K520*

Summer session 1

K520: Survey of Behavior Disorders

This course examines the various theoretical perspectives associated with emotional and behavioral disabilities (EBDs), providing an introduction to the field that includes a review of general models for conceptualizing “abnormal” behavior, along with contributing factors, etiologies, methods of assessment, characteristics of various emotional and behavioral disorders, current trends and issues in the field, a review of past and present approaches to intervention, and laws governing the education of students with EBDs. Collaborative work with families and other professionals is addressed as an essential component of effective programming. The importance of developing a comprehensive *system of care* for students with EBD and their families is stressed. *Prerequisites: Graduate Standing*

Summer session II (beginning summer 2009)

K522: Teaching Social-Emotional Competence

This course critically examines the existing state-of-the-art related to teaching social skills and social competence and is intended to increase understanding of the procedural, setting, and

participant characteristics that lead to the most beneficial social outcomes for children and adolescents. The course also provides the opportunity for participants to develop skills in creating and implementing effective social skill interventions for children and adolescents. A variety of evidence-based and commercially available strategies are explored and students are expected to develop or improve their skills for implementing and evaluating these interventions in their own classrooms (and other settings). This systematic examination of social skills instruction and intervention is intended for current and future practitioners, including teachers, administrators, school psychologists, counselors, social workers, speech and language specialists, and others who work with young people.