NewYork University  
Steinhardt School of Culture, Education and Human Development  
Department of Teaching and Learning  
TCHL-UE.1999 & TCHL-GE.2999  
Summer 2012 and Fall 2013

Proposed Syllabus as of June 19, 2013


Course Instructors: Joseph P. McDonald, Fred Kaeser, Clifford Cohen and Rosa Pietanza

Course Coordinator: Professor Rosa Pietanza (e-mail: rp1018@nyu.edu)

Course Description:

An introduction to the role and responsibilities of teachers, school administrators, speech pathologists and pupil personnel staff in the coordinated school health program. Includes strategies to prepare prospective educators for addressing mandated health subjects (e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition; safety education, and violence prevention, including fire and arson prevention). Meets NYS Education Department certification requirements for instruction in school violence prevention (2 hours) and identification and reporting of child abuse (2 hours). And fulfills the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). Three of the required six instructional hours will be delivered through face to face instruction.

Access to a school/field site is required and can be arranged upon request.

This course covers all the state mandated health education requirements as follows:

- Means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

- Means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and
Means for prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relates to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within a regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

This coursework will address the social patterns of harassment, bullying and discrimination, marginalization and micro aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. (AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to sections 207, 212, 208, 305, 308, 3001, 3004, 3006 and 3009 of the Education Law. Effective July 1, 2013, All registered teacher education programs leading to certification in the classroom teaching service, school service, or administrative and supervisory service shall provide six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training in the prevention and intervention of harassment, bullying and discrimination.

Course Goals:
1. prepare caring and socially responsible educators
2. meet New York State requirements for mandated health subjects in teacher preparation
3. provide knowledge and skills in health education to education students
4. create an affirming educational environment for all students through addressing school culture and climate.

Course Objectives: Education students will be able to:
1. identify and report suspected child abuse and maltreatment (Mandated child abuse identification and reporting- Education Law, section 3004)
2. integrate instruction aimed at preventing alcohol, tobacco and other drug abuse (Education Law, section 804).
3. discuss at the appropriate age level, the nature and transmission of HIV and age appropriate
strategies to abstain from risk behaviors. (Mandated HIV education/Commissioner’s regulation 107.1)

4. prevent and intervene in school violence (Mandated SAVE training – Education Law, section 3004)

5. assess techniques to integrate safety education, including fire and arson prevention as well as child abduction into the K-12 curriculum, as required by NY State Education Law, sections 806 & 808 and Child Abduction Prevention - Education Law, section 803-a

6. create a safe and supportive learning environment for young people.

As per the NYSED - As per the D.A.S.A. model syllabus dated May 2013, students will:

- Understand the intent components, and operational definitions present in the Dignity Act.
- Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
- Enhance the understanding of diversity and multi-cultural environments and examine personal biases.
- Articulate the Reporting Requirements for Educators as specified in the Dignity Act.

Course Format:

Blended Model: in person sessions with an online component using NYU Classes and other technologies. There are two required in-person sessions (totaling 6 hours), an online Group Assignment, and Open Internet assignments. The Field Based Open Internet Assignments provide questions based on a real life situation that an educator might encounter in a school. By following a series of steps, each question will be completed. Three of the in person hours and three hours of the Online Component will be dedicated to D.A.S.A. training. (See attachment 2)

Course Requirements:

1. attend two in-person sessions (six hours) to be scheduled in a full day or half day formats
2. complete online components (minimum of 9 hours) consisting of an online group assignment and a Field Based and Open Internet assignment.
Course Evaluation:

You will receive an e-mail announcement inviting you to complete a course evaluation form online.

Required Textbook:

Page, R.M. & Page, T.S. (2007). *Promoting health and emotional well-being in your classroom.* Fourth edition. Sudbury, MA: Jones and Bartlett Publishers. This new edition provides "up-to-date comprehensive coverage of many issues that today's teachers must be prepared to handle. In addition to current information on these critical issues, strategies are included for improving the lives of young people. This text is available at the NYU Book Center. There are also copies on reserve at the Bobst Library.

Listing of required readings, videos, power point presentations are available in the TCHL-UE.1999 & TCHL-GE.2999 NYU Classes Site via the Resources and Course Objectives tab. The list of learning objectives and resources is also *attached to this syllabus (see attachment 1).*

Grading:

The course is offered on a pass/fail basis.

To receive a Pass grade, all requirements must be met: attendance at in-person sessions (6 hours total) -2 points and satisfactory completion of the following online components:

- A group assignment -2 points (You will view two videos on the topic of bullying and harassment and then – following an assigned protocol- you will engage in online conversations with group members and submit written transcripts of the conversation.
- A Field based and Open Internet assignment -6 points (You will be asked to complete a 10 question assignment that requires you to view videos, read related SED laws, regulations and guidelines, read required course materials and interview site based administrators. Your responses are to be written in essay format (see attached sample).

Point accumulation: 10 points are needed to receive a grade of PASS

A grade of Fail will be given to a student that did not attend Session I and Session II of the in-person sessions, regardless of whether the student completed the online requirements, or attended both in-person sessions but did not satisfactorily complete the online requirements.

Please note: "Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd)."
Please familiarize yourself with the following Statement on Academic Integrity

http://steinhardt.nyu.edu/policies/academic_integrity

Due dates for the Group Assignment and the Field Based and Open Internet Assignment will be posted on the NYU Classes site.
### OVERVIEW OF COURSE TOPICS, LEARNING OBJECTIVES AND RESOURCES

#### 1. Creating a Safe & Supportive Learning Environment for young people (D.A.S.A)

<table>
<thead>
<tr>
<th>Review Learning Objectives</th>
<th>Required and Relevant Resources</th>
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<tbody>
<tr>
<td>By the end of the course, you will be able to:</td>
<td><strong>Required Resources</strong></td>
</tr>
<tr>
<td>3. Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.</td>
<td>EVC video entitled “Beyond Bullying” 17 minutes- presented during class session</td>
</tr>
<tr>
<td>4. Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.</td>
<td>Connect with Kids Video: Baby Bullies or Invisible Weapons available at: <a href="http://www.nyu.edu/connectwithkids">NYU.ConnectwithKids.com</a></td>
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*Bullying Among Children and Youth with Disabilities and Special Needs*
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<tr>
<th>Review Learning Objectives</th>
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<tr>
<td>By the end of the course, you will be able to:</td>
<td>at: <a href="http://www.stopbullying.gov/resources-files/bullying-special-needs-tipsheet.pdf">http://www.stopbullying.gov/resources-files/bullying-special-needs-tipsheet.pdf</a></td>
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</tbody>
</table>

**Recommended Resources:**

Hot Topics in Stuttering: Dealing with Teasing and Bullying:  

School bullying affects majority of elementary students at:  

Bullying: Know the Facts:  

American Psychological Association on bullying:  

American Psychological Association on-line module on Bullying and Peer Harassment:  

National Association for the Education of Young Children (NAEYC) understanding behavior  

NEA website on class management available at:  

Page & Page textbook, Chapters 1 and 2
## 2. School Violence Prevention

### Review Learning Objectives

**By the end of the course, you will be able to:**

1. identify components of the SAVE legislation
2. detect early warning signs of potentially violent behavior
3. determine the role of the educator in the referral process
4. assess educational and curricular approaches to assist troubled students and help prevent potential violence (e.g., bullying).
5. formulate appropriate responses for potentially dangerous situations in schools

### Use Relevant Resources

#### Required Resources

- Page & Page textbook, Chapter 8 in fourth edition, Chapter 9 in fifth edition

#### Recommended Resources

- National Association for the Education of Young Children (NAEYC) Position on violence [http://naeyc.org in the search bar type position statement on violence](http://naeyc.org in the search bar type position statement on violence)
<table>
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<tr>
<td><em>By the end of the course, you will be able to:</em></td>
<td>National Youth Violence Prevention Resource Center – Educator Resources at: <a href="http://www.vetoviolence.org/stryve/resources.html">http://www.vetoviolence.org/stryve/resources.html</a></td>
</tr>
</tbody>
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## 3. Child Abuse Identification

### Review Learning Objectives

**By the end of the course, you will be able to:**

1. identify physical & behavioral indicators of child abuse and maltreatment, including differentiating physical abuse, neglect, emotional maltreatment, and sexual abuse
2. describe reportable situations of child abuse and maltreatment
3. summarize the actions required of mandated reporters in NYS when child abuse or maltreatment is suspected
4. enumerate ways educators can help to prevent child abuse.

### Use Relevant Resources

#### Required Resources

- Bettina Aptheker on Child Abuse, An Interview by Robert Cohen and Fred Kaeser [http://vimeo.com/29325515](http://vimeo.com/29325515) THIS VIDEO IS PASSWORD PROTECTED and the PASSWORD is: steinhardt22

#### Recommended Resources

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<th>Review Learning Objectives</th>
<th>Use Relevant Resources</th>
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<tbody>
<tr>
<td><em>By the end of the course, you will be able to:</em></td>
<td>National Association for the Education of Young Children/ Where do we stand on Child abuse NAEYC <a href="http://www.naeyc.org/positionstatements">http://www.naeyc.org/positionstatements</a> type Child Abuse in the Search Bar</td>
</tr>
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</table>
## 4. Substance Abuse Prevention

### Review Learning Objectives

*By the end of this course, you will be able to:*

1. identify students at risk for substance abuse
2. enumerate ways that educators can help to prevent substance abuse.

### Use Relevant Resources

#### Required Resources


If prompted for a password, please type "steinhardt22"

#### Recommended Resources


Youth Violence Prevention Resources/ Center for Disease Control and Prevention [http://www.cdc.gov/ncipc/dvp/yvp/YVP-resources.htm](http://www.cdc.gov/ncipc/dvp/yvp/YVP-resources.htm)


Substance use in schools. Educational Leadership, 60(6), 80-84. Komro,
<table>
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<tr>
<th>Review Learning Objectives</th>
<th>Use Relevant Resources</th>
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| **By the end of this course, you will be able to:** | K. A., & Toomey, T.L. (2002).  
5. HIV AIDS Education

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<td><em>By the end of this course, you will be able to:</em></td>
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### Review Learning Objectives

*By the end of this course, you will be able to:*

1. explain the role of the educator in providing health risk awareness.
2. enumerate ways educators can help students to abstain from risk behaviors
3. explain the role of the educator in providing HIV/AIDS education

### Use Relevant Resources

#### Required Resources


New York City Department of Education Updated HIV/AIDS Curriculum

http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDScurriculum

CDC HIV/AIDS Fact Sheet available at:


#### Recommended Resources

New York State Education Department, Health Standards/HIV Education A Guidance Document for Achieving the New York State Standards in Health Education


CDC Guidelines for Effective School Health Education to Prevent the Spread of AIDS available at:

http://www.cdc.gov/mmwr/preview/mmwrhtml/00001751.htm
6. Safety Education and (Fire and Arson Prevention, Preventing Child Abduction)

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<td><strong>By the end of this course, you will be able to:</strong></td>
<td><strong>Required Resources</strong></td>
</tr>
<tr>
<td>1. explain the role of the educator in creating safe schools and protecting students from harm.</td>
<td>Page &amp; Page textbook, Chapters 8, 9 in Fourth Edition, Chapters 9 and 10 in Fifth Edition</td>
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<td></td>
<td>The National Fire Protection Association (NFPA) has produced Risk Watch®, a curriculum that is currently being used in over 500 classrooms in New York State. Risk Watch® is targeted to K-8 students and meets all the requirements of the new legislation. Additional information regarding this curriculum may be located at:</td>
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<td></td>
<td>Instruction in fire and arson prevention:</td>
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<td></td>
<td>Other resources are available at:</td>
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<tr>
<td>Review Learning Objectives</td>
<td>Use Relevant Resources</td>
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<tr>
<td><strong>By the end of this course, you will be able to:</strong></td>
<td>Prevention of Child Abduction</td>
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**Recommended Resources**


Attachment 2: Course Notes for the in person sessions

Summer/ Fall 2013 As of June 17, 2013
Social Responsibility of Educators

TCHL-GE.2999.001 and TCHL-UE.1999.001.

LOCATION: Kimmel- Eisner and Lubin Auditorium, Helen and Martin Kimmel Center for University Life, La Guardia Place & Washington Square South.

Notes to Facilitators and Panelists
In preparation for the next class session, please review the following course notes and attachments
1. Session I and II Time Frame
2. Course topics and themes
3. Course Goals and Objectives (see course syllabus and resources posted on the NYU Classes Site)
4. Information about teacher certification requirements (review syllabus and NYU Teacher Certification Website)
5. Updated NYC Chancellor’s Regulations (Posted on the NYU Classes Site)
6. The 8 case studies to be addressed in Session I of the course (E-mailed to all presenters)

SESSION I 9:00 AM to 12:00 PM (OVERVIEW & TIME FRAME)

Approx. 60 students are enrolled in the summer 2013 class and 200 students are scheduled for the Fall 2013 class. The following program areas are represented:

- Early Childhood/ Special Education
- Childhood/ Special Education
- Educational Theatre/Art/Dance/Music
- Eng./Science/TESOL. Foreign Lang./Math/Social Studies
- Applied Psychology- Guidance & Counseling
- Communicative Sciences and Disorders
- Other

(PACKETS ON TABLES TO INCLUDE: CASES/ONLINE COMPONENT INFO/CHANCELLOR’S REGS/ MANDATED REPORTING REGS/D.A.S.A. Dignity Act – school climate and culture)

9:00AM-9:30 AM Presentation by Prof. Joseph McDonald on the Human Dignity and Social Responsibilities of Educators’ Course
Introduction to Course Topics (via Power Point)
Introduction to 8 Cases, Table Activity and Role Plays
-Professor Joseph P. McDonald

9:30 AM- 10:10 AM CASE STUDIES

1. Each table is assigned a case. Students work on the selected case and post responses to selected questions.
2. Panelists/Professionals (After 10 minutes- approx. 9:40am
   ● Eavesdrop on the table working on your case
• Students ask clarifying questions. You can ask probing questions- e.g. Have you thought about..? I suggest that you talk more about........
• Answer students' questions pertaining to the case
• Discuss the actual case

2. GROUP FACILITATOR is asked to post 3 things about the case (at the poster boards)

CAPTION: PHYSICAL AND SYMBOLIC VIOLENCE /BULLYING-
In school bullying - physical and symbolic violence (Prevention of and intervention in school violence, in accordance with section 3004 of the Education Law, Chancellor's Regulations) and (D.A.S.A)
Cases: Philip Panelist/Professional: Fred Kaeser
Case: Eva Panelist/Professional: Teresa Goudie

CAPTION: VIOLENCE /CHILD ABUSE
Home and neighborhood violence that spills into school ((Child abuse and maltreatment, in accordance with the requirement of section 3004 of the Education Law and the D.A.S.A. )
Case: Jim Panelist/Professionals: (Rosa Casiello O’day or Rosa Pietanza
Case: Nicole Panelist/Professionals: Rosa Casiello O’Day

CAPTION: DRUG and ALCOHOL ABUSE /SELF DESTRUCTIVE BEHAVIOR
Preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804) and D.A.S.A.
Case: Alice Panelist/Professional: Renae Despointes
Case: Nadia Panelist/Professional: Renae Despointes or Joseph McDonald
Cases: Michael Panelist/Professional: Hoa Tu

CAPTION: BOUNDARY ISSUES/Cyberbullying/Internet safety
Boundary issues - teachers and students (Chancellor's Regs on Verbal/corporal punishment; child abuse and maltreatment; D.A.S.A)
Case: Mary Professional: Clifford Cohen

10:10 AM-10:30 AM Break and Walkthrough (Students are asked to read all the cases

TIME For PREP and ROLE PLAY the case that you worked with.

(You have worked a Case Who do you need to speak with? What will you say to that person (the guidance counselor/parent/administrator/ student) as soon as you leave your assignment or before you leave your school /site for the day/What reports are needed?)
10:30-11:20 AM  Introduce the expert panelists again. They will review the Laws, regulations and mandates pertaining to the course topics and of creating safe and supportive environment for students.

Panel Facilitated by Fred Kaeser (Former Health Director for Manhattan Schools and For Children First Network 14, NYC Department of Education, Retired

Renae Despointes, SAPIS Counselor, Lower Manhattan Arts Academy
Clifford Cohen, Related Services Provider, NYCDOE Schools
Rosa Casiello O’Day, Principal, P.S. 42
Teresa Goudie, Social Worker, Manhattan Committee on Special Education, Retired (Certified Trainer for Violence Prevention)
Hoa Tu, Deputy Cluster Leader for Instruction, Cluster 5 and former principal.

11:20- 12:00  Video: Educational Video Center: Beyond Bullying (17 minutes)
Table facilitators will initiate a discussion on the early warning signs of bullying, harassment and discrimination, prevention and intervention and how to interact with families of victims and aggressors and review D.A.S.A

SESSION II  1:00 PM to 4:00 PM (OVERVIEW & TIME FRAME)

1:00-1:50-pm  What impact does Alcohol and substance abuse have on your work in schools?

EVC Video:  Under 21: Why We Drink (21 minutes)  Introduced by Christine Mendoza and Jasmine Tate and one of the youth producers

PROTOCOL:  Student will focus on a scene or an image that they want to say more about and share with the group

Q & A with Emma Bausch and Matthew Morrison, NYU Wellness Center

1:50-2:00 pm  Intro to Online Component and GROUP ASSIGNMENT- distribute forms for students

2:00 – 3:00  Fred Kaeser: PRESENTATION ON D.A.S.A. ( using the DASA presenter PPT)

3:00-3:10 PM  Break

3:00 – 4:00 PM  Student Panel
Student Panel  Students from Essex Street Academy and Sunset Park High School and MS 131

Session A: Student Panel  Topic: Safe and Supportive Environment in Schools

Clifford Cohen will moderate the panel from the platform and direct the fixed questions.

Student Panelists from Essex Street Academy and Sunset Park High School,

Sample Questions for students

1. What should teachers know about you (i.e., your community, culture, etc.)?
2. Do you feel safe in your school? Why? How can/do teachers make you feel safe in your school?
3. If a friend tells you that they are being abused by an adult, what would you do? Who would you share the information with (i.e., teacher, counselor, administrator)? What do you expect that person to do?
4. What if a classmate is being bullied or the recipient of false rumors...How are these issues addressed at your school? Do you feel they are handled appropriately?
5. What advice do you want to give to future teachers?
6. What does it look like when a teacher/counselor cares about you?
Group Assignment

At the in person session of TCHL-UE.1999 and TCHL-GE.2999 students formed groups and selected a media that they will use to communicate with their group (Google docs, Facebook, etc)

Guidelines

View the following videos

An Interview with Pedro Noguera on the topic of the School Bullying Menace
http://vimeo.com/23799075

Dr. Noguera is a Professor at the Steinhardt School of Culture, Education and Human Development at New York University.
http://steinhardt.nyu.edu/faculty_bios/view/Pedro_Noguera

Baby Bullies video available via the NYU Connect with Kids Network

1. Go to NYU.ConnectwithKids.com
2. Sign up
3. Fill in the fields: You can use any username and password
4. You will need your organizational code: NYU 1013
5. You are now registered
6. From the Websource Site Options: select the Elementary Tab
7. Click on the “Bullying” tab
8. Click on “the Baby Bullies” video and view parts 1 to 5

Engage in Online Conversation

Overall Prompt to start your conversation

You are taking a course designed to teach professionals how to work in socially responsible ways with young people. The learning goals of the course include understanding how to act in a caring way, learning to elicit and listen to students' voices, and believing in resilience and knowing how to foster it. Based on your experiences in the in-person session of the course, any
work you have done to date on the course, your viewing of this video, and any other experience you may choose to cite, discuss the learning goals underlined here.

**Guidelines for your conversation:**

1. Make it real.

2. Help everyone speak up in a meaningful way at least twice over the course of the conversation.

3. Pay substantial attention to the video in what you talk about.

4. Pay substantial attention also to the course topics and themes.

5. Be respectful of each other but dare also to be honest and press deeper.

6. Do your part to ensure that the objective of this assignment is met - namely that the group and all its individual members demonstrate their understanding of the course themes and the videos you discussed.

**Facilitation Tips:**

The person you chose as your group leader should initiate the group's work by asking all to express their preference regarding the videos. One is a little longer than the other, but very compelling. Both speakers are highly engaging and full of insight on the topics they discuss. You'll find in either video lots to talk about.

The group should agree on a deadline for all to watch the 2 videos. It's best to watch the videos in one sitting and to take some notes regarding things you may want to say about them - for example, points you disagree with or strongly agree with, or questions that arise for you, or insights that occur to you, or emotional reactions you have. Once the deadline comes, the group leader should initiate the conversation by throwing out one idea to get it started (avoid long comments with multiple points - they can bog down the conversation). If you have not already chosen your means of discussion - for example, email, Blackboard group, or Facebook - you should do that too.

If you've chosen to have an asynchronous conversation - over time, via email or list serv - rather than a synchronous one - at a given time, using skype or chat room - then it may be helpful to schedule participants in advance. This helps ensure that it feels and sounds like a conversation with real presence - in which participants are responding to each other as well as to a video and an assignment. So, for example, Jason and Melinda might join on Tuesday, where they will find Katrina's and Tracey's comments already posted. Then on Wednesday, Tricia can join in, and Katrina and Tracey can return. Tricia then gets the final scheduled word on Thursday, but everyone promises to check the final result by Friday, and to add anything they want.
After the conversation starts, everyone becomes in effect a facilitator. Everybody has the goal of making sure that everyone else joins in - and is literally on the record in terms of speaking at least twice. The record of your conversation should not be submitted (by the group leader) until everybody listed by name (for example, email address) has participated twice.

**Group Assignment: Conversation**

Group Leaders: Using the form available via NYU Classes assignment tab, submit a copy of the conversation that your group members engaged in. The assignment is due___________________.

If you have any questions, contact Rosa Maria Pietanza at rp1018@nyu.edu
New York University
Steinhardt School of Culture, Education and Human Development
Department of Teaching and Learning
TCHL-UE.1999 & TCHL-GE.2999

Field Based and Open Internet and Assignment (Summer 2013)

Name:
Program:
Name of Field Site/School
Age of students/clients or Grade Level
E-mail address:

INSTRUCTIONS:

- Familiarize yourself with this assignment and print out a copy of all questions.

- Review the List of Resources and the Overview of Topics available via the Course Resources Tab in NYU Classes Course Site.

- When responding to questions, document all sources consulted and also that you independently author your responses to questions (though it is OK to consult other students for ideas about how to answer).

- The assignment requires that you undertake a small amount of research in a school or other clinical setting of your choosing. In responding to School / Field Based questions, you may work with others on this research so long as you answer questions independently and acknowledge the collaborators in the research.

- However, for each field based question (OPTION A) we have provided another assignment (OPTION B) for students that do not have access to a field site.

- After you complete the questions, save your work as a word document or as an rtf. file, and upload the file via the Assignment Tab in NYU Classes Course Site.

- Instructors will provide feedback after they review your responses.

- E-mail rp1018@nyu.edu if you have any questions regarding the assignments.
• The nature of the assignment, however, is that you can start it any time, and finish it much earlier than that deadline.

1. **OPTION A:**

   At your school or field site: What is the policy regarding students threatening other students? What are educators required to do?

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<tr>
<th>Name of School or Field Site:</th>
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<tr>
<td>Professional(s) Consulted:</td>
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<tr>
<td>Resources Consulted:</td>
</tr>
</tbody>
</table>

2. **OPTION B.**

   Familiarize yourself with the NYCDOE Discipline Code available via:


   Based on the age of students that you will be working with, what are the guidance interventions for students that make threats and indicate the range of possible disciplinary responses to the infraction/s.
2. Review the components of the SAVE Legislation (Safe Schools Against Violence in Education) in the resources section on NYU Classes under the heading of Violence Prevention and via the links below


http://nyscenterforschoolsafety.org/what.cfm?subpage=508909


What components of the SAVE legislation are relevant to the following scenario?

Philip, 12 years old, lives with his mother, his 7 year old sister, Rose, and 2 year old brother, John. He is enrolled in the 6th grade. Philip stutters, is short for his age, and wears the same clothing every day. He brings his sister to school in the morning and picks her up in the afternoon while his mother takes care of the younger sibling. Rose is extremely shy, rarely interacts with other children, and also wears the same clothing every day. Philip has very few friends in school and out of school even though some of his classmates live in the same building. In your class, group or caseload, Philip can't complete a sentence before several classmates yell out, "Hey stupid","idiot" along with other derogatory names. Lately he is he complains of headaches and other maladies and is starting to miss school. The guidance counselor has made several attempts to meet with Philip's mother- to no avail. His absences become more frequent and he is now missing school on a regular basis.
Describe what you would consider early warning signs of potentially violent behavior by the children in this scenario.

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Early Warning Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. View the power point presentation on the Dignity Act available via the following link
http://nyscenterforschoolsafety.org/news.cfm?story=22727&school=0

How can we support victims of bullying, harassment and discrimination in field settings? What are educators required to do?
4. **OPTION A:**

   In your school or field site, summarize the required procedure if an educator suspects a student may have a weapon.

<table>
<thead>
<tr>
<th>Name of School or Field Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional(s) Consulted:</td>
</tr>
<tr>
<td>Resources Consulted:</td>
</tr>
<tr>
<td>Procedure:</td>
</tr>
</tbody>
</table>

**OPTION B**

Familiarize yourself with the NYCDOE Discipline Code available via:


Based on the age of students that you will be working with, what are the guidance interventions for students that bring weapons to schools and indicate the range of possible disciplinary responses to the infraction/s.
5. OPTION A:

Ask someone in your school/field site to give you an example from his or her experience of a situation that resulted in a report of possible child abuse or maltreatment, and of the follow-up. (Please do not use names of individuals involved to protect confidentiality.)

<table>
<thead>
<tr>
<th>Name of School or Field Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional(s) Consulted:</td>
</tr>
</tbody>
</table>
OPTION B:

View the video entitled *Bettina Aptheker on Child Abuse, An Interview by Robert Cohen and Fred Kaeser* at http://vimeo.com/29325515 THIS VIDEO IS PASSWORD PROTECTED and the PASSWORD is: steinhardt22

Prof. Bettina Aptheker is a Professor at the University of California at Santa Cruz and the Author of *Intimate Politics*

What advice does Bettina Aptheker give educators? How do they create a safe and supportive environment for their students?
6. Read the Mandated Reporter Guidelines
   http://www.ocfs.state.ny.us/main/publications/Pub1159text.asp
   http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm
   http://www.ocfs.state.ny.us/main/prevention/

   and familiarize yourself with the resources available in the NYU Classes Resources Tab under
   the heading of Child Abuse Identification.

   In accordance with the New York State and New York City mandated reporter guidelines and
   the suggested resources- What steps is a mandated reporter required to take if he/she
   suspects that a student is being abused?
Describe educational strategies you might implement with your future students [or clients] to prevent child abuse and foster resilience.

Resources Consulted:
7. View the *Professional Panel Discussion on Substance Abuse* available at: 
http://vimeo.com/35763865

Given the conversation in the video and based on your school or field site referral process, explain the steps you would take to refer a student who might be at risk for substance abuse and indicate the resources are available at the school/field site or in the nearby community.

What are the early warning signs of alcohol and drug abuse?

<table>
<thead>
<tr>
<th>Name of Your School or Field Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Consulted:</td>
</tr>
<tr>
<td>Resources Consulted:</td>
</tr>
<tr>
<td>Referral Steps:</td>
</tr>
</tbody>
</table>

8. **OPTION A:**

What is the school/field site’s policy on releasing students before dismissal? How is student absence addressed at your field site?

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Professional(s) Consulted:</td>
</tr>
</tbody>
</table>
B. What is the school or field site’s policy regarding visitors to the classroom/site?

OPTION B:

Review the following NYS Laws:

http://codes.lp.findlaw.com/nycode/EDN/I/17/803-a


What is your role in keeping students safe?
9. **OPTION A**

Interview an educator at your field site and ask them how they would address the following scenario:

*While working with students in a class or group setting, a male student asks to use the hall pass. Upon his return to the room, the student says, "Someone started a fire in the garbage can in the boys’ bathroom."*

What steps will the educator take and what is his/her role in protecting students from harm in this scenario?

**Resources Consulted:**

**Professional Interviewed:**

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**OPTION B:**

Consult the following law:  [http://codes.lp.findlaw.com/nycode/EDN/I/17/808](http://codes.lp.findlaw.com/nycode/EDN/I/17/808)

What are schools required to do to keep students safe?
10. Familiarize yourself with the New York City Department of Education (NYCDOE) Mandated Age Appropriate HIV/ AIDS Curriculum
http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDScurriculum
and other resources posted on the Course Resource Tab.

Indicate how the HIV/AIDS Curriculum should be implemented at NYCDOE schools/sites.

Based on the age level of the students that you will be working with, what is your role as a socially responsible educator with regard to HIV/AIDS education?
Additional Resources Consulted: