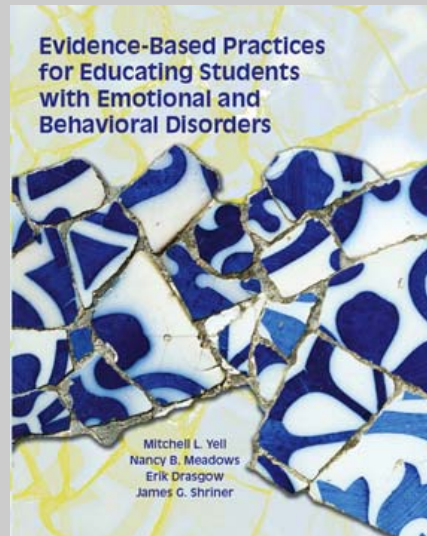


Drasgow, Yell, and Wieder Publish Books

Three faculty members published new books this spring. Erik Drasgow and Mitchell Yell in the special education program collaborated with Nancy Meadows and James Shriner on *Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders*. Alan Wieder, Department Chair and a member of the social foundations faculty, published *Teacher and Comrade: Richard Dudley and the Fight for Democracy in South Africa*.

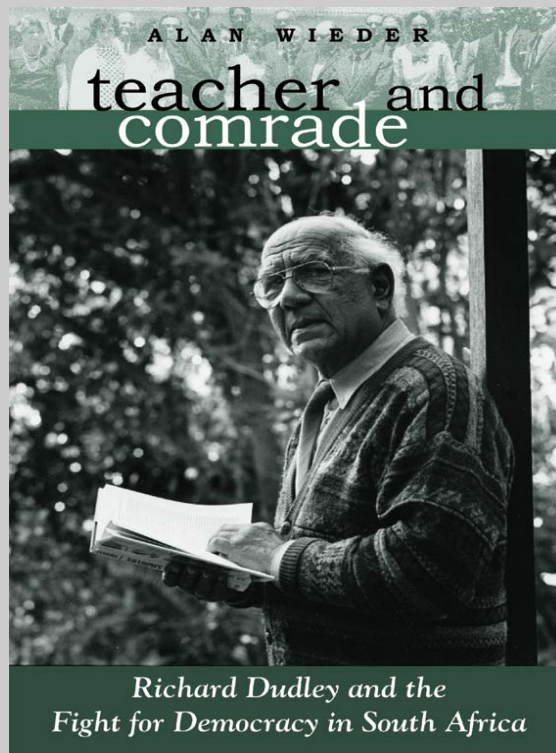


Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders is published by Pearson and is written for special education teachers. The publisher blurb is instructional:

This new text for Emotional and Behavioral Disorder Methods courses aids its readers to become effective teachers of students with emotional and behavioral disorders. The authors demonstrate how using evidence-based educational practices will enable students with emotional and behavioral disorders to succeed in the classroom. The text is a “how-to” for future teachers on planning, organizing, delivering individualized academic and behavior programming, and collecting data on their student’s actual performance in the classroom to inform their future teaching and classroom decisions. The text also stresses how teachers may prevent problem behaviors from occurring and how they can respond and intervene effectively when such behavior do occur.

1. Introduction to Emotional and Behavioral Disorders
2. Legal Issues in Educating Students with Emotional and Behavioral Disorders
3. Assessment of Students with Emotional and Behavioral Disorders
4. Applied Behavior Analysis

5. Functional Behavior Assessments and Behavior Intervention Plans
6. Cognitive Behavioral Interventions
7. Social Skills Instruction
8. Meeting the Needs of Students with EBD Through Collaborative Teaming
9. Developing Educationally Meaningful and Legally Sound Individualized Education Programs
10. School-Wide Positive Behavior Support
11. Classroom and Behavior Management I: Preventing Problem Behavior in the Classroom
12. Classroom and Behavior Management II: Responding to Problem Behavior
13. Classroom and Behavior Management III: Intervening with Problem Behavior
14. Teaching Students with Emotional and Behavioral Disorders I: Effective Teaching
15. Teaching Students with Emotional and Behavioral Disorders II: Evidence-Based Instructional Procedures and Students with EBD
16. Teaching Students with Emotional and Behavioral Disorders III: Planning Instruction and Monitoring Student Performance



Teacher and Comrade is the culmination of an oral history project that Alan Wieder began with Cape Town teachers in 1999. The publisher blurb richly describes the book:

Teacher and Comrade explores South African resistance in the twentieth century, before and during apartheid, through the life of Richard Dudley, a teacher/politico who spent thirty-nine years in the classroom and his entire life fighting for democracy. Dudley has given his life to teaching and politics, and touched and influenced many people who continue to work

for democracy in South Africa and abroad. Whether it was students, comrades, or opposition, life was always teaching and relational for Dudley. He challenged power throughout the apartheid era, and his foundational beliefs in anti-imperialism and nonracialism compel him to continue to talk, teach, and speak to power. Through Dudley's story, *Teacher and Comrade* provides a rare portrait of both Cape Town and South Africa, as well as the struggle against racism and apartheid.

1. Introduction – Before Dudley: Oppression, Racism, and the Roots of Resistance
2. Childhood and Youth: Learning Books, Learning Non-racialism
3. Education and Politics: Lessons for Teaching and Struggle
4. Becoming a Teacher, Becoming a Comrade: Pre-Apartheid Years
5. Education for Democracy I: The Early Years of Apartheid through Sharpeville
6. Education for Democracy II: From Bannings to Soweto
7. Education for (Liberation) before Education: Teaching and Politics in the Struggle Years
8. Reflecting on Reflections: Conclusions and Considerations of the Present