SPED 504 Syllabus
Educational Programs for Students with Emotional/Behavioral Disorders

Kingston, Jamaica

October 11-25, 2018
(no class October 12th)

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Required Textbook (see additional readings on Blackboard):

Kaufman, J.M. & Landrum, T.J. (2009). *Characteristics of Emotional and Behavioral Disorders of Children and Youth (9th Ed.)*. Upper Saddle, NJ:Merrill-Pearson.
 ISBN13-978-13-227514-9

Conceptual Framework of College of Education and Allied Professions:
http://ceap.wcu.edu/ncate/ncate09/conceptualFrame.html
The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach out students to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values

and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the art technology in their courses and in their field experiences. This course is consistent with the conceptual framework in that it describes and discusses the educational and personal needs of persons with exceptionalities. These needs are presented within the context of cutting-edge service delivery models for today's inclusive schools.

Course Description: . Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders

Jamaican Relevancy:
Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'

Course Objectives:
- Assessment, identification and evaluation of emotional and behavioral disorders of learners' childhood through adolescence, including methods of observing, diagnosing, documenting and interpreting. Characteristics of emotional and behavioral disabled learners, including potential concomitant physical, cognitive, or sensory disabilities and psychological, social and environmental factors contributing to childhood emotional and behavioral disorders.

- **Specific Learning Objectives**:

By the end of this course, students will:

Objective	Activities
a. Definition of emotional and behavioral disorders (Remembering)	Compare & Contrast definition of "conduct Disorder.
b. Identify trends and current issues in the field of behavior and emotional disorders (Analyzing)	Time line
c. Compare and contrast the conceptual models that describe the nature of emotional and behavioral disorders. (Analyzing)	Venn Diagram Case Studies
d. Identify trends and current issues in the field of behavior and emotional disorders (Evaluation)	Reflections
e. Screening and evaluating individuals with behavior and emotional disorders (Create)	Developing prevention plan Case Studies
f. Identify the four major causal factors of EBD (biological, family factors, school and cultural factors) Evaluation)	Reflections and Case Studies
g. Research categories associated with BD/SED and explain diagnosis, causes and treatment of disorder (Applying)	Research Article, reflection, Final Project, Compare & Contrast , graphic organizer, Case Studies

Diversity Statement
Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on the identification and treatment of students with cultural differences. Students should learn how perception of student behavior can be affected by cultural biases which may create environmental and instructional barriers.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability

Services: https://www.wcu.edu/learn/academic-services/disability-services/index.aspx

Expectations for Academic Intergity (from the Office for Academic Affairs): https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx

Guide to Plagarism: https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/index.aspx

Technology Requirements: Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience.

Clinical and/or Field Experience Component: No formal clinical component is required for this course. However, teachers will be constantly asked to apply concepts to relevant situations.

Tutoring Center Information: The Catamount Academic Tutoring Center, located in 135 Killian Annex, offers FREE learning resources, academic skill workshops, and small-group tutoring for most courses. Tutoring sessions are facilitated by trained peer leaders in a relaxed, informal setting. Visit the CAT Center website at https://www.wcu.edu/learn/academic-success/tutoring-services/ to schedule tutoring appointments and find information about workshop offerings in areas such as Time Management, Note Taking, Reading Comprehension, and Exam Preparation. This link also provides registration information and exam-preparation resources for the PRAXIS, GRE, LSAT, MCAT, CLEP, Verbal SAT (for pre-nursing majors) and Miller Analogies.

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, https://www.wcu.edu/learn/academic-success/tutoring-services/ for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use https://www.wcu.edu/apply/distance-online-

programs/current-students/tutoring-support.aspx , an online tutoring service available via Blackboard, and WaLC's online resources.

Class Attendance:
In order for us to develop as a community of learners who will learn from each other and enjoy our time together, and in order for the time to speed by, it is important that everyone:
- attend each class, arriving on time and willing to move the furniture when necessary
- be an active and informed participant in class discussions
- read and think about the assigned materials prior to class
- prepare and hand in assignments on the date due
- understand that what you know when you come to class each week may change
- arrive with a mind open to the ideas of others

Grade Determination for Face to Face class (66% of final grade)
Attendance -Participation -Discussion ………   50 pts.
Case Study questions ……………………….   30 pts
In class Learning activities (group and individual)   80 pts.
Final Project (Chapter Presentation) ……………… 40 pts.

TOTAL……………………………………………..200 pts.

Percent Grade
A= 90-100
B= 80-89
C= 70-79
F=   69 and below

Course Requirements/Activities:

1.PARTICIPATION
It has been said that 80% of success is attributable to just showing up.

You are required to have Internet access. Make sure you are very familiar with the requirements of this course to be able to participate fully. Communicate problems regarding Blackboard to the IT Dept. A Course Schedule listing readings, activities, and assignment due dates is posted under "Tentative Schedule" included at the end of the syllabus. This schedule can and will change based on the needs of the students in this course.

2. CASE STUDIES Check Tentative Schedule
You will be provided with case studies that provide scenarios of specific students at different grades that display specific emotional/behavioral characteristics. The cases will demand that you make a judgment based on the information provided and answer questions related to the scenario

3. LEARNING ACTIVITIES Check Tentative Schedule
For various Modules you will have a variety of activities that relate to specific topics and will demonstrate your knowledge of the topic.

4. FINAL PROJECT – Chapter presentations

<u>Tentative Course Schedule</u>

Pre-assignment: Due first day of class:
- Blackboard: Read: Welcome to Module 1
- Read: Chapter 1 in Kauffman and Landrum text
- Write out answers to Case study questions ..p. 35

Day 1:
- Review syllabus and course schedule
- Share in groups answers to Case Study questions
- Video
- Homework for Day 2
    - Read: Blackboard: Welcome to Module 2
    - Read Chapter 2 Kauffman and Lundrum
    - Read Case Study P. 67 and write out answers to questions

Day 2:
- Share in groups answers to Case Study questions
- Lecture/activity: Functional Behavior Assessment
- Activity: "Big Five" sample set
- Homework for Day 3:
  - Read Chapter 3 Kauffman and Lundrum
  - Read : Blackboard: Welcome to Module 3

Day 3:
- Discuss Chapter 3
- Group work: Design venn diagram of conceptual models
- Homework for Days 4 and 5:
  - Read Chapters 4 and 5 Kauffman and Lundrum
  - Read : Blackboard: Welcome to Module 4 and Module 5

Days 4 and 5:
- Review psychometric properties of assessment
- Group work: test result interpretation
- Other fun activities; designing early intervention screening
- Case Studies Chapters 4 and 5 – in class discussions
- Homework for Day 6
  - Read: Chapter 10 Kauffman and Lundrum
  - Read: Blackboard: Welcome to Module 10

Day 6:
- Video ADHD
- Review readings – 5 things – share with group
- Group: identify 3 website detailing ADHD – share with class
- Homework for Day 7:
  - Read Chapter 11 Kauffman and Lundrum

Day 7:

- Group work: Questions p. 314- Share with class
- Homework: Blackboard: Read Welcome to Module 11

Days: 8 and 9:
- Review behavioral strategies
- Behavioral strategies in class activities

Day 10:
- Group presentations Chapter 12-15

- Note: Blackboard readings for the face to face class will be posted no later than September 5th
- The syllabus for the online portion and remainder of the class will be handed out on the last day of our face to face meeting (Oct. 25th).

REFERENCES

Algozzine, B. (2017). Toward an acceptable definition of emotional Disturbance: Waiting for the change. *Behavioral Disorders*, 42 (3).

Barnett, D. (2012). A grounded theory for identifying students with emotional disturbances: promising practices for assessment, intervention, and serv ice delivery. *Contemporary School Psychology*, 16 (1).

Kaya,C; Blake, J; & Chan, F. (2015). Peer-mediated interventions with elementary and secondary school students with emotional and behavioural disorders: a literature review. Journal of Research in Special Education, 15 (2).

 Lind, J.; Poppen, M.;& Murray, C. (2017). An intervention to promote positive teacher–student relationships and self-determination among adolescents with emotional disturbance. *Career Development and Transition for Exceptional Individuals*, 40 (3).

Reddy, L; de Thomas, C; Newman, E;(2009). School -based prevention and intervention programs for children with emotional disturbance: A review of treatment components. Psychology in the Schools, 46 (2).