**Campbellsville University**

**School of Education**

**SED 200**

**Emotional Disturbance and Behavioral Disorders**

**Professor: Norma R. Wheat**

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**Chat Time: Monday & Wednesday, 6:00-7:15 p.m. Eastern**

**January 19 to March 12, 2016**

**Virtual Office Hours:**

The professor can be reached by phone or e-mail.

**Theme: Empowerment for Learning**

**Model:**



**Required texts:**

Jones, V., Greenwood, A., & Dunn, C. (2016). Effective supports for students with emotional

and behavioral disorders: A continuum of services. Upper Saddle, New Jersey: Pearson Education Inc.

ISBN: 9780133570748

Pearson eText with Loose-leaf Verson

**Course Description:**

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of emotional and behavioral disorders. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be researched and reported through oral and written presentations.

**School of Education Mission Statement**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to

Achieve this mission globally by

* Preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* Honoring, understanding, and respecting diverse voices and communities in society,
* Establishing partnerships and collaborating with the professional community,
* Supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* discussion thread messages
* cooperative/collaborative learning activities

# **Purpose of Course**

The purpose of the course is to prepare teachers to work successfully with students who have been identified as emotional/behavioral disorders. Students will be taught etiology, theory, and various types of educational treatment programs.

**Course Objectives**

Upon completion of this course, each candidate will be able to:

1. Describe the characteristics of children and youth with emotional/behavioral disorders.

2. State definitions for children and youth with emotional/behavioral disorders.

3. Discuss the etiology and diagnosis related to various theoretical approaches in the field

of emotional/behavioral disorders.

4. Identify theory of reinforcement techniques in serving students with

Emotional/behavioral disorders.

5. Describe the principles of normalization and the concept of least restrictive

environment as they relate to students with emotional/behavioral disorders.

6. Understand the collaborative model in reference to EBD individuals.

7. Demonstrate knowledge of the concern of families with exceptional learner needs.

8. Describe models that explain deviance.

9. Explain social characteristics of individuals with emotional/behavioral disorders.

10. Identify factors that influence overrepresentation of diverse individuals in programs

for individuals with EBD.

11. Demonstrate knowledge of skills used in problem solving and conflict resolution.

12. Discuss families' systems related to children and youth with emotional/behavioral

disorders.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS)** | **KTS Diversity Indicators** | **InTASC** | **ILA**  **Standards** | **Technology**  **(Yes or No)** | **Council**  **for**  **Exceptional**  **Children**  **(Initial)** | **CAEP** |
| Exam  100 pts  Obj: | 1-10 | 4.2, 5.4 | 1,2,6,7 | 3 | Yes | 1-7 | 1,3 |
| Articles – 2  50 pts each  Obj: 1-6 | 1, 5 | 4.2, 5.4 | 1,2,6,7 | 3 | Yes | 3 | 1 |
| Case Study  FBA-100 pts  BIP-100 pts  IEP-100 pts  Completed Study/ Data Analysis-100 pts | 1-10 | 2.2, 2.4, 3.3, 5.4, 8.1, | 5,7,9,10 | 1-6 | Yes | 1, 4,5, | 1,2, |
| Clinical Experiences & Journal Reflection  100 pts.  Obj: 1-6 | 1-10 | 4.2, 8.1 | 3,6,7 | 3,4 | Yes | 3, 6 | 1,2 |
| Presentation  100 pts  Obj: 1-6 | 1-10 | 6.3, 8.1 | 1-10 | 6 | Yes | 5,6 | 1,2, |

**Class Attendance and Participation**

Campbellsville University’s Online Course Attendance Policy  
Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Class attendance will be checked. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions per class meeting.

# Course Assignments/Assessments

***All assignments must be word-processed using Microsoft Word.***

* **Field Hours**

Candidates will participate in **twelve (12) hours** of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups, co-teaching), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another.(1) Observation and (2) assist cannot be within your own classroom. Use mock names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The field hours must be logged in KFETS before the end of the course. Both the form KFETS must be completed in order to receive credit. **Note: Field Experience Guides will be provided.**

**Rubric for Clinical Field Hours/Observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Observation** | **69 and below** | **70-79** | **80-89** | **90-100** |
|  | -Work is 4 days or more late in submission.  -Significant pieces missing | -Observe EBD classroom and begin developing a Case Study on one student meeting eligibility for EBD or in interventions for EBD eligibility.  -Some information gathered included at least 6 out of the 10 points noted for observation  -Write at least 1 pages observations reflections  -Late submission (3-4 days) | -Observe EBD classroom and begin developing a Case Study on one student meeting eligibility for EBD or in interventions for EBD eligibility.  -Some information gathered included at least 8 out of the 10 points noted for observation  -Write at least 2 pages observations reflections  -Late submission (1-2 days) | -Observe EBD classroom and begin developing a Case Study on one student meeting eligibility for EBD or in interventions for EBD eligibility. Information gathered should include: a. a fictitious name for student b. any factual background information that is gathered c. how student reacts to teacher d. how student reacts with peers e. student’s acceptance of academic and other assign work f. student’s on-task vs. off task behaviors g. student’s strengths and weaknesses h. any observed accommodations and modifications i. type of service delivery j. effect of instruction on creating a positive learning climate in the classroom k. your own reflection of what was learned in this observation  -Write a 3-4 pages of reflection of this case study regarding your observation and purpose.  -On Time, complete information, and well organized |

* **Develop a plan for a student with an emotional / behavioral disorders**

**Assignment: Case Study**

1. Write an IEP, FBA, and a behavior intervention plan (BIP) for one student identified with emotional behavioral disorder with the theme being: managing students safely.

(Power point presentation of Behavior Intervention Plan-students will present findings in class---7th week. You will need to defend your FBA findings and IEP goals)

1. Data Collection Analysis:Using a psychological evaluation (Provided) of a student-students will review data and prepare a worksheet of strengths and weaknesses. \*Guide will be provided.

**Rubric for Research on Behavior Interventions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Behavior Interventions** | **69 and below** | **70-79** | **80-89** | **90-100** |
|  | Not turned in | Poorly organized without addressing the point of a safe physical environment, late at least 3 days; BIP form completed but lacking information pertinent for the plan to be implemented | Paper completed but at least 2 days late; some evidence of student interest; some evidence information was obtained from the FBA findings; BIP document completed (90%) | Paper completed on time with indications that the information was gained from the FBA written and uploaded to class site; addresses a safe physical environment; evidence of student interests obtained; completed on the BIP State Document form; |
| **FBA** | **69 and below** | **70-79** | **80-89** | **90-100** |
|  | Not turned in | Poorly organized without addressing the point of a safe physical environment, at least 3 days late; FBA form completed but lacking information pertinent for the plan to be implemented | Paper completed 1-2 days late; indications that the information for the FBA was gained from observations completed in class but lacked psychological report; Student interest inventory was completed but failed to use reinforcements in the FBA form; proper FBA form completed but missing some information; uploaded to class site; addresses a safe physical environment | Paper completed on time with indications that the information was gained from the psychological report of student and observations completed in class; Student interest inventory was completed in order to obtain reinforcement strategies; proper FBA form completed with accuracy and uploaded to class site; addresses a safe physical environment; evidence of student interests obtained |
| **IEP** | **69 and below** | **70-79** | **80-89** | **90-100** |
|  | Not turned in | IEP submitted at least 3 days late; IEP form somewhat completed –lacked information on one or two present levels (\*Social/Adapted/Academic section of the Present Level of Performance; 1 annual goal addressing an area of weakness-but lacking information in order to meet state criteria; at least 1 benchmark; Provided at least 1 accommodation/strategy for implementation of goal; completed beginning and ending date; completed individual assignment to implement the goal | IEP was at least 2 days late: IEP form somewhat completed –lacked information on one of the present levels (\*Social/Adapted/Academic section of the Present Level of Performance; 1 annual goal addressing an area of weakness; 2 benchmarks); Goal met all state criteria; Provided at least 2 accommodations/strategies for implementation of goal; completed beginning and ending date; completed individual assignment to implement the goal | IEP submitted on time; IEP form completed (\*Social/Adapted/Academic section of the Present Level of Performance; 1 annual goal addressing an area of weakness; 3 benchmarks); Goal met all state criteria; Provided at least 3 accommodations/strategies for implementation of goal; completed beginning and ending date; completed individual assignment to implement the goal |

* **Journal/Reflection:** **Assignment**

At the end of each class, please donate time to reflect on what we discussed, anything new you learned and how this information will impact your teaching when you get in the classroom. The journal will be turned in after the last class. This journal should be a reflection of professional writing. The instructor will provide additional details.

* **Article Reviews**

Students will be provided a selection of articles in which they will write (2) article critiques/reviews. Select an article form the list below for your review. All articles are accessible from the CU Library Data Base, JSTOR. If you have difficulty, contact the library or the course instructor.

**Guidelines for Writing Critiques**

*A critique is a brief report of what the original author actually said along with your evaluation of it as a piece of writing and as a source of quality information. The journal article critique assignments will enhance the student’s ability to critically read and analyze published research. The student will select an article from a scholarly journal (list provided by the instructor, if applicable) to complete the assignment.*

1. Read the article to identify and determine the purpose for which it was written. Determine the main idea and to identify *major details* in support of the main idea.
2. Reread the article carefully and divide it into specific *sections* (i.e., subjects, age of subjects, topic of research, purpose of research). These sections will not necessarily be a single paragraph; instead, there may be several paragraphs about a single main idea.
3. Now, consider the writing itself. Is it well-written? Is the language too easy, too difficult, or about right for the average reader?
4. Finally, consider your reaction to the article. Do you agree or disagree with it? **Why** do you feel as you do? What are the implications for the classroom? What did you learn from the article? What conclusions or implications do you feel are the most important?
5. Write a statement for your critique. This will be a one or two sentence synopsis of the basic purpose of the article as well as your reaction to it.
6. Write a draft of your critique. Include the title of the piece and the author's name in the first sentence. Using your paragraphs from step 2, add substantial details needed to create a summary of the article.
7. Compare your summary section to that of the authors. Did you stay true to the author? Did you include main ideas with satisfactory details? Make adjustments if necessary.
8. Unlike a summary, you are required to make editorial comments in a critique. You want to agree or disagree and evaluate the writing itself including the content of the writing.
9. Add your evaluations to the summary. This will be a section that follows the summary. You use quotes to support your claims.
10. Edit. Revise. Be attentive of the need to add transitions, combine or delete sentences, check for grammar, spelling and punctuation errors as needed to produce the final draft. Do not rely on *Spelling & Grammar Check* to do the work for you!

**Source of Reference**

*academic.udayton.edu/.../****Rubric****%20for%20****Article****%20****Critiques****.doc* <http://howtodoaarticle.com/writing-an-article-critique/> http://mste.illinois.edu/courses/ci302msp00article\_review\_template.htm

**Rubric**

**Written Assignments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing Conventions** | **50-45 (A)** | **44-40 (B)** | **39-35 (C/D)** | **Score** |
| **Ideas and Content** | Contains an engaging introduction identifying the topic; ideas clearly and elaborates with supporting details; uses appropriate language appropriate to the audience; contains at least 2 reference articles in the paper pertaining to the topic: Emotional Behavior Disability | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience; contains at least 2 reference article in the paper pertaining to topic: Emotional Behavior Disability | Very few relevant ideas or information; contains no article references within the paper on the topic of: Emotional Behavior Disability |  |
| **Organization** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. (2 pages in length) | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences.  (Less than 2 pages in length) | Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |  |
| **Mechanics** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |  |
| **Task Compliance** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |  |
| **APA Style** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |  |

**Final Exam**

Students will take a final exam reviewing the total course. The final exam will consist of objective items and short answer questions. This final will be given to you by the professor, details will come from professor.

**Grading System**

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Point Value** |
| Article Review #1 | January 23 | 50 |
| Article Review #2 | January 30 | 50 |
| Case Study/Data Analysis Collection |  |  |
| 1. FBA | February 18 | 100 |
| 2. BIP/IEP | February 25 | 200 (100 each) |
| 3. Completed Case Study/Data Analysis Collection | February 29 | 100 |
| Journal/Reflections | March 2 | 100 |
| Field Hours and Reflections | March 7 | 100 |
| Presentation of PowerPoint | March 9 | 100 |
| Journal/Reflections | March 9 |  |
| Final Exam | March 12 | 100 |
| **Total** |  | **950** |

**Course Grading Scale**

90- 100% = A

80- 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following 8 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2005-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Technical Support and Assistance**

Students are required to have a computer, headset with chat capability, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**References**

Erbas, D., Tekin-Iftar, E., & Yucesoy. Teaching special education teachers how to conduct functional

analysis in natural settings. *Education and Training in Developmental Disabilities*, Vol. 41, No. 1

(March 2006), pp. 28-36

Morgan, P. L., Stideridis, G. D. Academic and behavioral difficulties at school: Introduction to the

Special issue. *Behavioral Disorders,* Vol. 38, No 4 (August 2013), pp. 193-200.

Mattison, R. E., Blader, J. C. What affects academic functioning in secondary special education

students with serious emotional and/or behavioral problems? *Behavioral Disorders*, Vol. 38, No. 4

(August 2013), pp. 201-211.

Oakes, W. Pi. Mathur, S. R., & Lane, K. L. Reading interventions for students with challenging

behavior: A focus on Fluency. *Behavioral Disorders,* Vol. 35, No. 2 Special Issue: Reading and

writing interventions for students with and at risk for emotional and behavioral disorders (February

2010), pp. 120-139.

Riley, J. L., McKevitt, B. C., Shriver, M. D., & Allen, K. D. (September, 2011). Increasing on-task

behavior using teacher attention delivered on a fixed-time schedule. *Journal of Behavioral*

*Education,* Vol. 20, No. 3, pp. 149-162.

Rose, C. A., Espelage, D. L. Risk and protective factors associated with the bullying involvement of

students with emotional and behavioral disorders. *Behavioral Disorders,* Vol, 37, No. 3 (May

2012), pp. 133-148.

Scott, T. M., Bucalos, A., Liaupsin, C., Nelson, M., Jolivette, K., &DeShea, L. Using functional

behavior assessment in general education settings: making a case for effectiveness and efficiency.

*Behavioral Disorders*, Vol. 29, No. 2 (February 2004), pp. 189-201.

Vostal, B. R. Engaging students with behavior disorders in mathematics practice using the high-p

Strategy. *Beyond Behavior,* Vol. 21, No. 1, (Fall 2011) pp.3-9.