Campbellsville University

School of Education

SED 504-01 G2

Emotional Disturbance and Behavioral Disorders

(3 Credit Hours)

Professor: E-mail: Office: Cell:

Chat Time:

Dr. Bill Stout

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270-789-5408

502-354-1332

Tuesday 6:00 - 7:15 PM EST

August 28, 2017 – October 21, 2017

(Classroom : Online)

Office Hours : Virtual – Professor can be reached anytime by phone or e-mail

Campus Security Numbers: Office (270-789-5555, Cell (270-403-3611)

Virtual Of

**“ Conceptual Framework”**

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Required texts:

Kauffman, J. M. and Landrum, T.J. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth,* (10th ed.) Upper Saddle River, New Jersey: Pearson ISBN-13: 978-0-13-265808-9

Kauffman, J. M. and Landrum, T.J. (2013). Cases in Emotional and Behavioral Disorders of Children and Youth, (3rd ed.) Pearson ISBN-13: 978-0-13-268466-8

## 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.

## Mission Statements/Vision

## The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant

## Leadership.

## The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others

## through Christian servant leadership. The School of Education Mission seeks to provide an academic

## infrastructure based on scholarship, service and Christian leadership, candidates who are competent

## and qualified, and who demonstrate:

## Knowledge and skills

## Caring Dispositions, including respect for diversity

## Commitment to life-long learning of a global society

## Characteristics of servant leadership

## The objectives of this course align with the mission of the university and of the School of Education.

## Students are involved in an action research study that demonstrates all of these characteristics.

## Methods of Instruction

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion

**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 with Student Learning Outcomes

Upon completion of this course, each student 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.

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

## Alignment with Curricular Guidelines and National Standards:

## Kentucky Teacher Standards (KTS)

## Standard 1 The Teacher Demonstrates Applied Content Knowledge

## Standard 2 The Teacher Designs and Plans Instruction

## Standard 3 The Teacher Creates and Maintains Learning Environment

## Standard 4 The Teacher Implements and Manages Instruction Standard

## Standard 5 The Teacher Assesses and Communicates Learning Results

## Standard 6 The Teacher Demonstrates the Implementation of Technology

## Standard 7 Reflects On and Evaluates Teaching and Learning

## Standard 8 Collaborates with Colleagues/Parents/Others

## Standard 9 Evaluates Teaching and Implements Professional Development

## Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Council of Exceptional Children Standards**

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**International Literacy Association (ILA)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Interstate Teacher Assessment and support Consortium (InTASC)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Specialized Professional Association (SPA) Standard**

(i.e. early childhood, special education, school counselors)

## Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

**EVALUATION Process and Expectations:**

## Class Attendance and Participation (KTS 6, 7, 8, 9) (InTASC 1,2,3)

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic "F" for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class. Students must contribute to all class discussions. Students must contact the professor by phone in advance if they will be absent Each of the 8 class/chat sessions will represent 10 points. Attendance and participation in all of the scheduled chats will result in a total of 80 points earned for this assignment.

## Course Assignments/Assessments

*All assignments must be word-processed using Microsoft Word, 6.0 or higher.*

# •Clinical/**Field Hours (KTS 1, 2, 3, 4, 5, 7, 8,10) (ILA 2-5) (CAEP 1) (InTASC 1-8) (Diversity 3.3, 5.4)**

Students will participate in **twenty (20) hours** of field experience. Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, in classrooms other than your own. Use artificial names when you write about learners and teachers to keep confidentiality. See the field hour requirement document for details (located on the University MASE web page). Logs must be kept of the field experience. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit. The Guiding

Questions that must be addressed in the reflection are found on page two (2) of the Field Hours Log. The field experiences must be with EBD students. Students must provide a phone number of the teacher(s) they observed.

**KFETS – Field Tracking System**

**Kentucky Field Experience Tracking System (KFETS)**

KFETS is a tracking system for field hours set by the KY Educational Professional Standards Board. Students will complete the current paper forms as in the past; 2014-15 forms are located on the SOE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov)). I have already created the required information for all MASE courses in KFETS so nothing is required of you at this time. You will need to ask your students to complete this task before the end of each 8-week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help.

**Clinical/Field Hours: 20** hours m(minimum)

Clinical hours must be entered into the Kentucky Field Experience Tracking System (KFETS) prior to the due date set by the course instructor.

Candidates teaching on a Temporary Provisional Certificate will not be asked to complete the required 20 hours, nor to enter the hours in KFETS. However, candidates will complete clinical hours tied to specific course assessments/assignment; but may not be required to complete the total hours set for the course. Also, candidates will be allowed to complete clinical experiences in their own classroom if teaching on a Temporary Provisional certificate. A candidate teaching in a long term substitute teaching position will be required to complete all clinical hours set for the course.

## Rubric for Field Hours/Observations

|  |  |  |  |
| --- | --- | --- | --- |
| **Observation** | **69 -76** | **77-84** | **85-92 93-100**  Same as 93-100 1. Observe EBD  but less well classroom and begin stated, less well developing a Case organized Study on one student  with EBD. Information gathered should include: a. a fictitious name for student  b. any factual background information that is gathered c. how student reacts to teacher   1. how student reacts with peers 2. student's acceptance of academic and other assign work   f. student's on-task vs. off task behaviors   1. student's strengths and weaknesses 2. any observed accommodations and modifications 3. 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 2-3 page reflection of this case study regarding your observation and |
|  | Work is 3 days late or more than two parts of assignment are missing. | Same as 85-92 but with one or two parts missing or 1-2 days late |

purpose. Project to be completed in SED 506.

On Time, complete information, and well organized

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**    **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **Council of Exceptional Children** | **CAEP** |
| Exams  225 pts  Obj: 1,4,5,6,10 | KTS 1, 2, 4, 5,7 | 1.2  5.4  6.3 | 4, 5, 6 | 1,3,5 | Yes | 3,4,5 | 1 |
| FBA/BIP/IEP  300 pts  Obj:1,4,5,6,7,9,11,12 | 1,2,3,4,5,8 | 2.2, 2.4, 3.3, 4.2 | 1-10 | 1-6 | Yes | 1-7 | 1, 4 |
| Bullying Project  100 pts  Obj:4,7,8,9,11,12 | 1,2,4,5,6,7 | 1.1, 2.4, 3.3, 4.2, 5.4 | 3,4,5,6,9 | 1,3,4 | Yes | 2,6 | 1 |
| Case Studies  130 pts  Obj:3,4,5,6,7,8,9,10,11,12 | 2,4,5,7 | 2.4, 3.3, 4.2, 5.4 | 4,5,6,7,9 | 1,2,3,5 | Yes | 1,3,4,5,6 | 1, 4 |
| Discussion Forums  70 pts  Obj:1-12 | 6,7,8,9 | 2.4, 3.3, 4.2, 5.4, 8.1 | 1,2,4,5 | 3,4,5 | Yes | 1,3,4,6,7 | 1, 4 |
| Class Attendance/Participation  80 pts  Obj: 1-12 | 6,7,8,9 |  | 1,2,3 |  | Yes |  |  |
| Clinical/Field Hours  20 hours  Obj:4,5,6,9,10,11 | 1,2,3,4,5,7,8,10 | 3.3, 5.4 | 1-8 | 2-5 | Yes |  | 1 |
|  |  |  |  |  |  |  |  |

**FBA, BIP AND IEP (KTS 1, 2, 3, 4, 5, 8) (CEC 1-7) (DIVERSITY 2.2, 2.4, 3.3, 4.2) (InTASC 1-10)**

**(ILA 1-6) (CAEP 1, 4)**

Students will develop an FBA, BIP and IEP for one student identified with an

emotional behavior disorder. To receive full credit for the FBA, BIP and IEP,

all sections must be completed for the same student. This assignment is a

collaborative effort with parents and teachers. For the FBA you and another selected staff member will observe the student in two (2) different settings, and in two(2) different time periods to determine the target behavior. You must agree on the target behavior to complete the FBA and develop the BIP. The forms for the FBA and BIP are located in the top section of the course page. You can obtain an IEP

form from a local school district.

* + - **Bullying Project** **Assignment (KTS 1,2,4,5,6,7) (Diversity 1.1, 2.4, 3.3, 4.2, 5.4)** **(CEC 2, 6) (InTASC 3, 4, 5, 6, 9) (ILA 1, 3, 4) (CAPE 1)**

Students will research the topic of bullying to find causes of bullying and strategies used to control bullying. The causes and strategies found will be compared to the causes of bullying found in your school and the strategies used to control bullying. Students will explain why they believe the strategies are controlling bullying in their school and if the strategies are not working, what needs to be changed. A copy of the school bullying policy will be submitted with the project. A minimum of three (3) resources will be used for this project.

* + - * **Case Studies (KTS 2,4,5,7) (Diversity 2.4, 3.3, 4.2, 5.4) (InTASC 4,5,6,7,9) (ILA 1,2,3,5) (CAEP 1,4) (CEC 1,3,4,5,6)**

Students will discuss the case studies assigned by the professor. Students will give their own opinion to each case.

* + - * **Discussion Forums (KTS 6, 7, 8, 9) (Diversity 2.4, 3.3, 4.2, 5.4, 8.1) (CEC 1, 3, 4, 6, 7) (InTASC 1, 2, 4, 5) (ILA 3, 4, 5) (CAEP 1, 4)**

Students will answer the discussion forums as posted in the weekly lessons and

respond to two peers.

* + - * **Kauffman and Landrum Text Questions (KTS 1,2,4,5,7) (Diversity 1.2, 5.4, 6.3)**

**(ILA 1,3,5) (InTASC 4,5,6) (CEC 3,4,5) (CAEP 1)**

These text questions count as weekly quizzes in place of a final exam. The questions will be

provided by the professor.

**Grading System**

*Assignments Points*

Class Participation 80

Field Hours and Program and Services 100

FBA 100

BIP 100

IEP 100

Bullying Project 100

Case Studies (13x10 pts.) 130

Discussion Questions (10 pts x 7 Dq’s) 70

Text Questions (45 x 5 pts. Each) 225

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Total 1005

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**Course Grading Scale**

93 - 100

86 - 92% = B

79 - 85% = C

72 - 78% = D

Below 72 = F

\*A five (5) point reduction in the score received on an assignment will be given for each day an assignment is late. A cover page is required for all assignments with the exclusion of the discussion forms. The cover page will include the name of the assignment, student name, SED 504 and date. If an assignment does not contain a cover page, a five (5) point deduction in the score will be received.

**Incomplete Policy**

*In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with justifiable cause, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by assessing the University web site at (www.campbellsville.edu/mase). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting to make arrangements with the professor to receive an “I”.*

If approved by the professor, coursework and other requirements to change the “I” grade must be *completed by the designated time and no longer than 8 weeks following the date*

*the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

**Campbellsville University’s Online Course Attendance Policy:**

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 with the student would fail the course and a WA would be recorded.

**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." (2015-17 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 the 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, e-mail and Internet access to email in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via 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**

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 of 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

Administrative 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)

## References

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*disorders ( 3rd* ed.); revised. Washington, D.C.: American Psychiatric Association.

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*individualization of behavior management. Behavior Disorders,* 12, 25-28.

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