



SPED 3302.01: A Study of Emotional and Behavioral Disorders of Children and Youth Fall, 2017

SPED 3302 is a required course for EC-12 Special Education Teacher Certification.

College of Education, Department of Language, Literacy and Special Populations

Instructor: Dr. William Blackwell

TEC 134

P.O. Box 2119, Huntsville, Texas 77341

936-294-3923

whb004@shsu.edu

Office hours (please e-mail or call to schedule):

Monday – By appointment (online/virtual/conference call)

Tuesday – 8:30-12:00 pm (office)

Wednesday – By appointment (The Woodlands Center)

Thursday – 8:30-12:00 pm (office)

Friday – By appointment (office)

Class Format: Lecture / Face-to-Face Instruction

Class day and time: Tuesday, Thursday / 12:30-1:50 pm

Class location: Garrett Teacher Education Center, Room 111E

Course Description: This course provides a study of the defining characteristics, systems of assessment and classification, theories of causality, and interventions for students with Emotional and Behavioral Disorders. Prerequisite: Sophomore, junior or senior classification and SPED 2301.

Textbooks:

- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth* (10th ed.). Boston, MA: Pearson.
- Kauffman, J. M., & Landrum, T. J. (2013). *Cases in emotional and behavioral disorders of children and youth* (3rd ed.). Boston, MA: Pearson.

Course Objectives: The following objectives will be met during this course:

1. Basic assumptions, the problem, and its size:
 - a. Identify causal factors that impact the behavior of children and youth
 - b. Discuss the central place of instruction as the primary concern of teachers of students with EBD
 - c. Interpret the terminology and definitions associated with EBD
 - d. Define common terms related to EBD of children and youth
2. Key issues, legal underpinnings, and conceptual models of emotional and behavioral disorders:
 - a. Recognize historical issues involving children with EBD
 - b. Evaluate current issues and trends in the field of EBD
 - c. Explain beliefs and assumptions underlying the major conceptual models

- d. Illustrate the key features of conceptual models of EBD
3. Possible causes of emotional and behavioral disorders:
 - a. Analyze the implications of identifying causality
 - b. Describe how causal factors are interrelated
 - c. Demonstrate key attributes and limitations of causal models related to biology, family, school, and culture
4. Attention and activity disorders:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
5. Conduct disorder:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
6. Problem behaviors of adolescence:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
7. Anxiety and related disorders:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
8. Depression and suicidal behavior:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
9. Schizophrenia and other severe disorders:
 - a. Explain the diagnostic criteria for attention and activity disorders
 - b. Demonstrate examples of interventions that can be used to support children and youth with attention and activity disorders
 - c. Apply intervention strategies to case study scenarios
10. Assessment of emotional and behavioral disorders:
 - a. Evaluate assessment approaches used for different purposes: screening, eligibility, evaluation for instruction, and classification
 - b. Describe the key elements of a functional behavioral assessment
 - c. Analyze the quality of behavior intervention plans presented through case study scenarios

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course Blackboard site.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course/Instructor Requirements:

1. **Class attendance and participation:** Students are expected to attend and participate in all class sessions. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the following pages).
2. **Class preparation:** There are assigned readings for each class session. The expectation is for students to complete the assigned readings prior to the start of class. This will allow us to use our class time to more meaningfully delve into important topics and to deepen our learning. Utilize the chapter introductions, summaries, and headings to help navigate the readings and to identify the most salient and essential content.
3. **Timely submission of assignments:** Time management and the ability to meet deadlines are important skills required of all professionals in K-12 settings. It is expected that all assignments will be submitted by the identified due date and time. Points will be deducted for late assignments.

Course Outline

Assignments:

1. **In-class activities (2 points each x 19 class sessions = 38 points):** In this course, class attendance and participation is a requirement. The acts of being physically present, accountable, and ready to engage in learning are important professional characteristics, particularly when working with vulnerable children, adolescents, and their families. If you are absent from a class, you may contact the instructor within 24 hours of that class session to receive the in-class activity. It is due by the night before the next class session. *Refer to the course schedule for due dates.*
2. **Reading responses (8 points each x 5 modules = 40 points):** There is a reading response assignment for each of the five modules in this course. Students will be required to respond to questions based on assigned course readings and case studies. *Refer to the course schedule for due dates.*
3. **Video analyses (8 points each x 5 modules = 40 points):** There is a video analysis assignment for each of the five modules in this course. Students will be required to watch two online videos and develop a written analysis that draws on course readings and other references. *Refer to the course schedule for due dates.*
4. **Evidence based strategy summaries (8 points each x 5 modules = 40 total points):** There is an evidence based strategy summary for each of the five modules in this course. Students will be required to identify and summarize TWO (2) peer-reviewed research articles that address support strategies for targeted student populations. The research articles will be

found within the SHSU library database. *Refer to the course schedule for due dates.*

Grades:

Course grades will be determined based on the following points (160 points total):

- In-class journals (38 points)
- Reading responses (40 points)
- Video analyses (40 points)
- Evidence based strategy summaries (40 points)
- Course grading curve (2 points)

The scale for final course grades is below.

- A = 144-160 points
- B = 128 – 143 points
- C = 112 – 127 points
- D = 96 – 111 points
- F = 0 – 95 points

Schedule

Module # / Dates / Location	Topics	Assigned readings (both books)	Assessments / Due dates
Module 1 • Aug. 24 (TEC 111E) • Aug. 29 (TEC 111E) • Aug. 31 (TEC 111E) • Sept. 5 (online) • Sept. 7 (online)	Course introduction Foundations for studying emotional and behavioral disorders	Ch. 2 and 3	In-class activities (Aug. 24, Aug. 29, Aug. 31) Reading response (Sept. 3) Video analysis (Sept. 6) Strategy summary (Sept. 10)
Module 2 • Sept. 12 (TEC 111E) • Sept. 14 (TEC 111E) • Sept. 19 (TEC 111E) • Sept. 21 (TEC 111E) • Sept. 26 (online) • Sept. 28 (online)	School systems as a causal factor Supporting students with attention deficit hyperactivity disorder	Ch. 7 and 9	In-class activities (Sept. 12, Sept. 14, Sept. 19, Sept. 21) Reading response (Sept. 24) Video analysis (Sept. 27) Strategy summary (Oct. 1)

Module 3 <ul style="list-style-type: none"> Oct. 3 (TEC 111E) Oct. 5 (TEC 111E) Oct. 10 (TEC 111E) Oct. 12 (TEC 111E) Oct. 17 (online) Oct. 19 (online) 	Family systems as a causal factor Supporting students with conduct disorder and other oppositional disorders	Ch. 6 and 10	In-class activities (Oct. 3, Oct. 5, Oct. 10, Oct. 12) Reading response (Oct. 15) Video analysis (Oct. 18) Strategy summary (Oct. 22)
Module 4 <ul style="list-style-type: none"> Oct. 24 (TEC 111E) Oct. 26 (TEC 111E) Oct. 31 (TEC 111E) Nov. 2 (TEC 111E) Nov. 7 (online) Nov. 9 (online) 	Cultural systems as a causal factor Supporting students with anxiety and related disorders	Ch. 8 and 12	In-class activities (Oct. 24, Oct. 26, Oct. 31, Nov. 2) Reading response (Nov. 5) Video analysis (Nov. 8) Strategy summary (Nov. 12)
Module 5 <ul style="list-style-type: none"> Nov. 14 (TEC 111E) Nov. 16 (TEC 111E) Nov. 21 (online) Nov. 28 (TEC 111E) Nov. 30 (TEC 111E) 	Biological systems as a causal factor Supporting students with depression and suicidal behavior	Ch. 5 and 13	In-class activities (Nov. 14, Nov. 16, Nov. 28, Nov. 30) Reading response (Nov. 21) Video analysis (Dec. 1) Strategy summary (Dec. 3)

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: We will strive to use technology to support and enhance our learning in this course. There will be times that are designated as “device free” and other times in which the use of handheld and other technologies will be encouraged. The course instructor will make explicit the expectations for technology usage at each class session.
 - Technology during exams: Technology is allowed during exams. Specific instructions

- will be provided that outline the acceptable use for each exam.
- Technology in emergencies: If there are emergency circumstances or other situations that dictate that you need access to handheld or other technologies, please notify the instructor. The use of technology is encouraged in these circumstances.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Students are expected to attend and participate in all class sessions. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the previous pages).

Course Expectations

See “Course/Instructor Requirements” above.

Bibliography

- Algozzine, B., & Algozzine, K. M., (2009). Facilitating academic achievement through schoolwide positive behavior support. In W. Sailor G. Dunlap, G. Sugai, & R. H. Horner (Eds), *Handbook of positive behavior support* (pp. 521-550). NewYork: Springer.
- Carter, D. R., Carter, G. M., Johnson, E. S., & Pool, J. L. (2012). Systematic implementation of a Tier 2 behavior intervention. *Intervention in School and Clinic*, 48(4), 223 – 231.
- Cheney, D. (2012). Transition tips for educators working with students with emotional and behavioral disabilities. *Intervention in School and Clinic*, 48(1), 22 – 29.
- Evans, K. R. & Lester, J. N. (2012). Zero tolerance: Moving the conversation forward. *Intervention in School and Clinic*, 48(2), 108 – 114.
- Fallon, L. M., O'Keeffe, B. V., & Sugai, G. (2012). Consideration of culture and context in school-wide positive behavior support: A review of current literature. *Journal of Positive Behavior Interventions*, 14(4), 209-219.
- Fox, L., Carta, J., Dunlap, G., Strain, P., & Hemmeter, M. L. (2010). Response to intervention and the Pyramid Model. *Infants and Young Children*, 23, 3-14.
- Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G. J., Oakes, W. P., and Lane, K. L. (2011). A function-based intervention to increase a second grade student's on-task behavior in a general education classroom. *Beyond Behavior*, 20(3), 19 – 30.
- Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., Rossetto Dickey, C., Richter, M., Sullivan, E., Boezio, C., Algozzine, B., Reynolds, H., & Johnson, N. (2014). Scaling up school-wide positive behavioral interventions and supports: The experiences of seven states with documented success. *Journal of Positive Behavioral Interventions*, 16, 197-208.
- Jasper, A. D., Hunter, W. C., Williamson, R. L., & Collins, E. R. (2015). Data Recording in the classroom: It can be done. *Beyond Behavior*, 24(1), 18 – 23.

- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (10th ed.). Boston, MA: Pearson.
- Leininger, M., Dyches, T. T., Prater, M. A., & Heath, M. A. (2010). Teaching students with obsessive-compulsive disorder. *Intervention in School and Clinic*, 45(4), 221 – 231.
- Nelson, C. M. & Kauffman, J. M (2009). The past is prologue: Suggestions for moving forward in emotional and behavioral disorders. *Beyond Behavior*, 18(2), 36 – 41.
- Regan, K. S. (2009). Improving the way we think about students with emotional and behavioral disorders. *Teaching Exceptional Children*, 41(5), 60 – 65.
- Solar, E. (2011). Prove them wrong: Be there for secondary students with and emotional or behavioral disability. *Teaching Exceptional Children*, 44(1), 40 – 47.
- Spies, T. G., Morgan, J. H., & Matsuura, M. (2014). The faces of hunger: The educational impact of hunger on students with disabilities. *Intervention in School and Clinic*, 50(1), 5 – 14.
- Sprague Effland, Walton, B. A., & McIntyre, J. S. (2011). Connecting the dots: Stages of implementation, wraparound fidelity, and youth outcomes. *Journal of Child and Family Studies*, 20, 736-746.
- Sugai, G., O'Keeffe, B. V., & Fallon, L. M. (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14, 197-208.
- Turnbull, A. P., Turnbull, H. R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*, Boston, MA: Merrill/Prentice Hall.
- Wheeler, J. J., & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports* (3rd ed.). Boston, MA: Pearson.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs.



Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.