SPED 3302.01: A Study of Emotional and Behavioral Disorders of Children and Youth
Spring 2018

SPED 3302.01 is a required course for EC-12 Special Education Teacher Certification.

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

Instructor: Dr. Prasopsuk Y. Pinto
Teacher Education Center (TEC) 111B
P.O. Box 2119, Huntsville, Texas 77341
936-294-4025
PYP001@SHSU.EDU

Office hours:

Mondays	8:30	– 9:30 am
Mondays	12:30 – 3:30 pm	
Tuesdays	8:30 –	3:30 pm
Wednesdays	12:30 - 5:30 pm	
Friday	By appointment	

Class Format: Online

Through Blackboard, presentation videos, discussion board, text readings, group activities, and class assignments and assessments, the students and instructor will work collaboratively to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for references.

Class day and time: Online
Class location: Online

Course Description: This course provides a study of the defining characteristics, systems of c 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* (11th 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. *Deadlines/Participation.* Regular and punctual submission of assignments and completion of quizzes is expected. There is a **ONE TIME 24 hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for quizzes. **All Weekly assignments are due on Sunday by 11:00 pm.**
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. Two Points will be deducted each day for late assignment.

Course Outline

Assignments:
1. *Tests:* There will be weekly online quizzes throughout the semester; additionally you *may* have a mid-term and a final exam.

2. *Discussions:*
    Discussions in this class are scholarly conversations that include facts, statements with supporting ideas, and citations when necessary. The information sources we use are the texts Far From the Tree and the textbook, Special Education for all Teachers. However, supplemental sources can be used to support ideas presented. Discussions are NOT a place to give your opinion on something *without* substantiating it with outside sources. Be cautious of using personal experiences, as they often constitute testimonials that can be highly prejudiced and not as effective as research-based evidence.
    Directions:
    First, read the whole discussion questions or topics.
    Next, read the chapter that coincides with the questions and mark passages that give you information pertaining to the questions.
    Third, answer the question in your own words (paraphrasing what is in the book---------*Do Not Copy it directly from the book* unless you put it in quotes and cite the page number.

Fourth, post your response to the questions.

Finally, respond to **one** of other posts and add to it, provide another perspective, or clarify their response. Saying, "good job, I agree with your ideas" is not enough. No credit will be given unless all parts of the discussion are posted **and** the reply to your classmate.

3. _Case Study Reflections_   Case Study reflections include a **summary of the Case Study** some **bibliographic information** and a **critical reading** of the content. In the reflection section you ask yourself and discuss questions such as the ones presented below. Do not just answer each of these questions in one sentence. Put them in an essay format. For example if you say the case study was easy to read, then supply examples or things that made it easy to read. Use the following format for typing up your reflection.

   a. **Case Study Summary:**
      The case study entitled, "…………………………………………….., was about……………It described the……….and the …………… in schools.

   b. **Reflection:**
      The case study was important to the study of individuals with disabilities because
      ………………………

      In the reflection section you ask yourself and discuss questions such as these:

      a. Was the case study fluent and easy to read?

      b. Why was the information important or not important to you?

      c. Can the information be used in a practical way? How so?

      d. Do you agree with the major points and premises? Does any of this resonate with other readings you've done inside or outside of this class?

      e. What is one idea that impressed you? Why?

      f. Is there anything that you are concerned about in the chapter?

      g. Is there something that you would be interested in pursuing further?

4. _Online exams_: There are two (2) online exams. The exams will be based on information from course readings, class session content, and in-class activities. The exams are designed to measure the extent to which students are gaining knowledge and comprehension of the course content. The exams will be posted on the course Blackboard site according to the syllabus schedule. Students are expected to download and complete each exam by the specified due date.

5. _Research review and synthesis paper:_ Students will research and write a review and synthesis of current peer-reviewed research on a particular category of emotional and behavioral disorder and/or key issue within the field (e.g., the use of positive behavior supports with adolescents with conduct disorders). A detailed assignment description and rubric will be issued at the class session indicated in the syllabus. Students must include at least 5 peer-reviewed research/practice articles. The paper will be 4-5 pages plus the reference page. APA format is required.

6. *__Video Analysis:__* A video analysis and reflection is your take on a video. You are to analyze the content of the video and make connections between the video, readings and discussions. Please write your reflection and critique in essay style making sure to support your ideas with evidence from the text, discussions, outside readings or other videos. Some questions that you might want to consider in your analysis:

   - Was the video a realistic representation of persons with disabilities? How do you know? If not, what made it unrealistic?
   - How does the content of the video resonate with your own experiences regarding people with disabilities? Is it similar, dissimilar and how so?
   - How does the information in this video support, contradict or add to the information you read in your text and/or Far From the Tree?
   - How does what you saw and heard in the video compare to your beliefs about people with disabilities?
   - What is the one thing that stood out for you in this video and why?

Grades:
Course grades will be determined based on the following points (400 points total):

   - Case study Reflections (40 points)
   - Quizzes (120 points)
   - Class Discussion (80 points)
   - Video analysis (60 points)
   - Exam (50 points)
   - Research review and synthesis paper (50 points)

The scale for final course grades is below.
   - A = 92%-100%
   - B = 85% – 91%
   - C = 75% – 84%
   - D = 60% – 74%
   - F = below 60%

Course Schedule

Dates	Topic / Assigned Reading	Assessment DUE Sunday on or before 11:00 pm.
__Week 1__ 1/17-1/21	- Obtain Textbooks - Review Syllabus, Course Schedule and Course Evaluation - UNIT 1: Chapter 1- Beginning Point: Basic Assumptions (Kauffman & Landrum – Textbook)	**Due 1/21:** - Video analysis and reflection about the role of effective teacher of students with EBD (20 pts) - Quiz 1 – Chapter 1 (10 pts)

Week 2 1/22-1/28	• UNIT 2: Chapter 2 – What We're About: The Problem and Its Size (Kauffman & Landrum – Textbook) • Read Case 2: Cases on the Problem and Definition of EBD – Terrence (Kauffman & Landrum – Cases)	**DUE 1/28:** • Discussion on Case 2: Terrence (20 pts) • Quiz 2 – Chapter 2 (10 pts)
Week 3 1/29-2/4	• UNIT 3: Chapter 3 – Where We Started and Where We're Going: Past, Present, Future (Kauffman & Landrum – Textbook) • Read Case 3: Cases on History and Current Issues – Sheldon R. Rappaport (Kauffman & Landrum – Cases)	**DUE 2/4:** • Case study Reflection on Case 3: Sheldon R. Rappaport (10 pts) • Quiz 3 – Chapter 3 (10 pts)
Week 4 2/5-2/11	• UNIT 4: Chapter 4 – Possible Causes of Emotional and Behavioral Disorders (EBD): Biology • Power Point of Possible Causes: Biology	**DUE 2/11:** • Discussion on Role of Teachers in regard to Medications for students with EBD (20 pts) • Quiz 4 - Chapter 4 (10 pts)
Week 5 2/12-2/18	• UNIT 5: Chapter 5 - Possible causes of Emotional and Behavioral Disorders (EBD): Culture • Power Point of Possible Causes of EBD: Culture	**DUE 2/18:** • Case Reflection, *How Can We Win Them Over? – James Winters* (Kauffman & Landrum – Textbook page 110 – 111) (10 pts) • Quiz 5 - Chapter 5 (10 pts)
Week 6 2/19-2/25	• UNIT 6: Chapter 6 - Possible causes of emotional and behavioral disorders (EBD): Family • Family Power Point • Case 6: Cases on Family Factors – Tommy (Kauffman & Landrum – Cases)	**DUE 2/25:** • Discussion Case 6, Tommy (Kauffman & Landrum – Cases) (20 pts) • Quiz 6 – Chapter 6 (10 pts)

Week 7 2/26-3/4	• UNIT 7: Chapter 7 – Possible Causes of emotional and behavioral disorders (EBD): School • School Power Point • Case 7: Cases on School Factors – Andy (Kauffman & Landrum – Cases)	**DUE 3/4:** • Case Reflection, Andy (Kauffman & Landrum – Cases) (10 pts) • Quiz 7 – Chapter 7 (10 pts)
Week 8 3/5-3/11	• UNIT 8: Attention and Activity Disorders • Stephen Tonti - Ted Talks Video ADHD as a difference in cognition: Not a disorder: Stephen Tonto at TEDxCMU	**DUE 3/11:** • Video Analysis – Stephen Tonti (20 pts) • Quiz 8 – Chapter 8 (10 pts)
Spring Break		
Week 9 3/19-3/25	• UNIT 9: Conduct Disorders • Case 10 – George (Kauffman & Landrum – Cases – page 55 - 56) • Research Paper	**DUE 3/25:** • Discussion on Case 10: George (20 pts) • Quiz 9 – Chapter 9 (10 pts)
Week 10 3/26-4/1	• UNIT 10: Anxiety and Related Disorders • Alison Sommer – Ted Talks Video Anxiety Disorder: Panic Attacks	**DUE 4/1:** • Video Analysis: Alison Sommer (20 pts) • Quiz 10: Chpter10 (10 pts)
Week 11 4/2-4/8	• UNIT 11: Depression and Suicidal Behavior • Case 13: Buddy (Kauffman & Landrum – Cases , page 77-78)	**DUE 4/8:** • Case Reflection: Buddy (10 pts) • ==Research Review Paper== **(50 pts)**

Week 12 4/9-4/15	• UNIT 12: Disorders of Thinking, Communicating, and Stereotypical Behavior; Special Problems of Adolescents	**DUE 4/15:** • Quiz 13: Chapter 13 (10 pts)
Week 13 4/16-4/22	• UNIT 13: Assessment – Measurement Issues, Screening, and Identification; Assessment for Instruction	**DUE 4/22:** • Quiz 15 – Chapter 15 (10 pts)
Week 14 4/23-5/1	• UNIT 14: Exam on Lenny: Principles of Behavior Management & Instruction	**DUE 5/1:** • <mark>**Exam due before or by 11:00 pm.**</mark> **(50 pts)**

* Dates may be modified by the instructor to meet the class needs

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.

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.

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- Evans, K. R. & Lester, J. N. (2012). Zero tolerance: Moving the conversation forward. *Intervention in School and Clinic, 48*(2), 108 – 114.

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- 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.

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- 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.

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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.