### School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Traci Whittenberg</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 5322</td>
<td>281-831-3049</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Evidence Based Practices for Students with Emotional Disorders</td>
<td><a href="mailto:whittet@stthom.edu">whittet@stthom.edu</a>; <a href="mailto:TexDoc2@AOL.Com">TexDoc2@AOL.Com</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>SEL 2</td>
<td>4:00-5:00 Tuesdays and by appointment</td>
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</tbody>
</table>

#### Prerequisites

|----------------------|----------------------------------------------------------------------------------------------------------------------------------|
Course Description

Theoretical understanding of the development and nature of the most frequently occurring emotional behavioral problems of children. Academic and behavioral strategies are included.

Social Justice Tenets

The content and goals of this course are consistent with three tenets of Catholic justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

Special educators in our schools are in a unique position to help improve the effectiveness of teaching—and thus the lives—of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic social justice tenet *putting the needs of the poor and vulnerable first* underscores the importance of personalizing instruction that better meets all students’ needs to promote the elimination of poverty and discrimination.

How to contact your Instructor

I can be contacted by e-mail through my UST e-mail address above or by phone. I will usually respond within 24 hours. If I will be away for a longer period of time, I will post my return date on the Announcement section ahead of time. I will also be checking my stthom email several times a
### Course Objectives/Learner Outcomes

#### Course Goals:
Students will understand:

- that public concerns regarding school safety have promoted using **positive behavioral supports** that are more preventive, universal, and wraparound in nature
- that behavioral intervention requires environmental interventions, teacher-mediated interventions, and peer-mediated interventions
- that the DSM-5 approach to assessment is descriptive in that the diagnosis is based on a pattern and that it is also clinical
- that the diagnostic criteria for identifying emotional/behavioral disorders which are diagnosed in infancy, childhood, and adolescence is a critical awareness
- that “discriminative” stimuli control behavior
- that principles of applied behavioral analysis can be effectively implemented in any setting
- that data decisions are the most practical way to evaluate student progress in developing successful behaviors
- that teachers need knowledge of **evidence-based** specific strategies for specific behavioral problems such as disruptive behaviors, social behavior, aggressive behavior, and withdrawn behavior

#### By the conclusion of this course, participants will demonstrate knowledge of:

- The nature of emotional and behavior disorders through historical, legislative, and social contexts.
- The factors that affect the prevalence of students with emotional and behavior disorders.
- The cognitive, emotional, and social growth of children and adolescents and the effects of socioeconomic factors, poverty, child abuse, and cultural expectations on development.
- The identification of students with emotional and behavior disorders involves a three-tiered assessment process.
- The Individualized Education Program (IEP) designed by the IEP Team to meet the academic, behavioral, social, and emotional needs of a student with emotional and behavior disorders.
- A number of behavioral management plans, techniques, and strategies to manage the behavior of students with emotional and behavior disorders.
- A number of social skills programs which include problem-solving
strategies and self-determination skills.
- Effective interventions to improve the problem of academic underachievement.
- Basic counseling techniques to deescalate students’ turmoil.
- Family-centered interventions to improve parental relationship with the school and improve outcomes for students with emotional and behavior disorders.
- Models of co-teaching to collaborate with general education teachers.
- The role of the administrator for the successful special education program.
- A number of legal and ethical issues related to teaching students with emotional and behavior disorders.
- Strategies designed to address the social, mental, and physical development of teachers of ED/BD programs to reduce stress and prevent burnout.

**Assignments**

1. **Course Readings:** Students are required to read assigned chapters following the names of the Learning Modules as a guide and additional readings.
   - **In-Class Discussion:** Students will participate in in-class discussions:
     - **Discussion 1 (LM1):** The Deinstitutionalization of Mental Retardation Facilities
     - **Discussion 2 (LM3):** Inclusion of Students with Emotional/Behavior Disorders
     - **Discussion 3 (LM6):** Behavior Management: Behavioral, Cognitive or Sociological Theories.
     - **Discussion 4 (LM8):** Should social skills be left up to the parents to teach their children? Are there religious conflicts with teaching values and morals in schools?
     - **Discussion 5 (LM9):** IQ Tests: Valid or Invalid?

2. **Scenarios:** Students will read the scenarios and write a 500 word reflection relating the theories from the text to each student’s needs. Use these leading questions as a prompt.
   - **Scenario 1 Linda (LM4):** Why did Linda not qualify for Special Education?
   - **Scenario 2 Jo-Lee (LM5):** Jo-Lee’s goals for his IEP. Develop Behavioral expectations, Strategies and Accommodations for his IEP.
   - **Scenario 3 Patty (LM8):** Write a plan detailing how you would help Patty with her academic and social needs.
   - **Scenario 4 Bart (LM10):** Describe how you would use emotional first aid to help Bart from cursing and fighting.

   - Conduct a single subject AB data collection and intervention research.
project. The AB design is a two phase design consisting of a no-intervention baseline phase (A) and an intervention phase (B). It allows for evaluation of pre-intervention and intervention problem status.

- You will submit the plan for this paper in **LM2** in the Assignment Folder labeled “Research Paper Subject Plan”.

5. **Mid-Term Exam (LM7):** The exam will be presented in a multiple choice format and an essay and will cover chapters 1-6.

6. **Final Exam (LM14):** The exam will be presented in a multiple choice format and an essay and will cover chapters 7-12.

7. **E-Portfolios**

E-portfolios provide a means for scholars and others to assess scholar growth over time. They are a collection of student work that demonstrate effort, achievement, or improvement.

**PSEL scholars should select one course artifact from each PSEL course to include in their individual e-portfolios.** These artifacts can be audio, video, graphic or text based. For example, a scholar could decide to include a course assignment in his or her portfolio that reflects significant learning/growth. For each course artifact, the PSEL scholar should write at least a paragraph on how the artifact reflects the scholar’s growth. This self-reflection is a key part of the e-portfolio. Five percent of your course grade will depend on the successful submission of an artifact and reflection on the artifact into the student’s e-portfolio. Grading of this ‘assignment’ will be based on the submission of the requested artifact and reflective paragraph by the last class date of the course.

**Blackboard Tips:**

1. Check Announcements frequently.
2. Refer to the syllabus often.
3. Much important information is found in Course Documents and in Course Information.
4. The midterm and final will be taken online in Blackboard and will be timed, open book, open notes tests.
5. Assignments will be turned into the Assignment Folder specifically labeled for that learning module. Do not use numerals or symbols when you name the assignment.
6. The Grading Center feature of Blackboard will keep you up to date on your grades.

**Student Evaluation:**

Students will be administered two exams, a mid-term exam and a final exam. The final grade will include grades from the examination, from in-class discussions, and from assigned papers.

**Grade Distribution:**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>PERCENTAGE</th>
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Summer 2016
1. Five In-Class Discussions (5% each) 25%
2. Four Clinical Scenarios (5% each) 20%
3. Research Paper 20%
4. Mid-Term Exam 15%
5. Final Exam 15%
6. E-Portfolio 55%

Total = 100%

**COURSE REQUIREMENTS:**

1. Students will complete all responsibilities for the course, participate in all modules, respect the schedule, demonstrate a professional attitude, and participate in discussions and activities.
2. Students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. The essay component of examinations will be graded on correctness of grammatical usage, word choice, and spelling, as well as content.
3. Assignments must be submitted on time. Late submitted assignments will receive reduced grades depending on the date they are submitted.
5. Students should consult the current catalogue for information regarding the last day to drop or resign from the University without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue University work prior to the end of the semester. Students are responsible for following the proper procedures when dropping this course.
6. Students will not be given make-up exams without a valid written reason for the absence.
7. Blackboard: Student internet access is essential since Blackboard will be used throughout the course.
8. Email: Students need to use University of St. Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding.

**STUDENT EVALUATION**

Students will be administered two exams, a mid-term exam and a final exam. The final grade will include grades from the examination, from on-line discussion, from a group presentation and a scholarly paper.

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
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Summer 2016
### ADA STATEMENT ON DISABILITIES

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

### Professional Standards of Behavior for Students and Faculty

Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.

The State Board for Educator Certification (SBEC) has designated the University of St. Thomas as a Center for Professional Development. As part of your professional development, students are expected to maintain the highest standards for scholarship and professionalism. They are expected to respect time limits and to complete assignments on time.

### PLAGIARISM

The University of St. Thomas prohibits plagiarism. All sources, including electronic sources, must be documented. If there is any question about plagiarism occurring, the paper will be checked according to the university procedures.

“All academic work, written or otherwise, submitted by students to their instructors...
or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.”

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

Take note that The University of St. Thomas has sophisticated software that can identify plagiarized work.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Chapter(s)</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>5/31</td>
<td>1,2,7</td>
<td>Complete orientation assignments including the quiz Multi-tier models</td>
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<tr>
<td>LM1</td>
<td>5/31</td>
<td></td>
<td>Identifying students with behavior problems</td>
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<tr>
<td>LM2</td>
<td>5/31</td>
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<td>School-wide and classroom-wide interventions</td>
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<tr>
<td>LM3</td>
<td>6/7</td>
<td>4,5</td>
<td>Assessment of EBD</td>
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<td>LM4</td>
<td>6/7</td>
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<td>Monitoring student progress</td>
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<td>LM5</td>
<td>6/7</td>
<td></td>
<td>Evaluating intervention effects</td>
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<tr>
<td>LM6</td>
<td>6/14</td>
<td>6,13</td>
<td>Submit Research Paper Subject Plan Addressing challenging behavior</td>
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<tr>
<td>LM7</td>
<td>6/14-6/21</td>
<td></td>
<td>Midterm Exam</td>
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<tr>
<td>LM8</td>
<td>6/14</td>
<td></td>
<td>Self-injurious behavior and students with multiple diagnoses and special education disabilities</td>
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<td>LM9</td>
<td>6/21</td>
<td></td>
<td>Scenario 3: Patty</td>
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<tr>
<td><strong>LM10</strong></td>
<td>6/21</td>
<td>8,9,10</td>
<td>Students with psychiatric disorders</td>
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<tr>
<td><strong>LM11</strong></td>
<td>6/21</td>
<td></td>
<td>Discipline and students with behavior and emotional disorders</td>
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<tr>
<td><strong>LM12</strong></td>
<td>6/21</td>
<td></td>
<td>Intensive interventions with family and community collaboration</td>
</tr>
</tbody>
</table>
| **LM13** | 6/28 | 11,12 | Scenario 4: Bart  
Research Paper: Single Subject  
Transition Planning |
| **LM14** | 6/28-7/2 | 14 | Final Exam |