University of St. Thomas  
School of Education and Human Services

EDUC 5322 – Fall 2016 (Pasadena)  
Evidence Based Practices for Students with Emotional Disorders  
Thursdays, 5:00 PM – 8:00 PM

SYLLABUS

LOCATION: San Jacinto College Central  
8060 Spencer Highway  
Pasadena, TX 77505  
C-2.210

INSTRUCTOR: Valerie Morgan, Ph.D.  
PHONE: 281-615-7707 (cell)  
E-MAIL: morganv@stthom.edu  
OFFICE HOURS: By appointment

REQUIRED TEXTBOOKS


COURSE DESCRIPTION
This course is designed to provide students with school based strategies for providing services to students with emotional and behavioral challenges. School-wide, classroom, and student specific interventions will be identified. The course will enable students to use a common language when analyzing the function of behavior.
COURSE OBJECTIVES
Upon successful completion of the course, the student will possess the skills necessary to understand the following items:

1. Defining emotional and behavior disorders
2. Characteristics of emotional and behavior disorders
3. Theories and causation of emotional and behavior disorders
4. Identifying children with emotional and behavior disorders
5. The Individualized Education Program (IEP) for students with E/BD
6. Managing behavior of students with E/BD
7. Teaching social and academic skills to students with E/BD
8. Meeting the emotional needs of students with E/BD
9. Collaboration of teachers, parents, and administrators
10. Legal and ethical issues of teaching students with E/BD
11. Meeting the needs of teachers who teach students with E/BD

STUDENT OUTCOMES
By the conclusion of this course, participants will demonstrate knowledge and understanding 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 involving 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 E/BD
- a number of social skills programs with include problem-solving strategies and self-determination skills
- effective interventions to improve the problem of academic under-achievement
- basic counseling techniques to deescalate students' turmoil
- family-centered interventions to improve parental relationship with the school and improve outcomes for students with E/BD
• 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 E/BD
• strategies designed to address the social, mental, and physical development of teachers of ED/BD programs to reduce stress and prevent burnout

STATE AND NATIONAL STANDARDS GUIDING THIS COURSE
This course is aligned to the Texas Administrative Code (TAC)/State Board for Educator Certification (SBEC) Educational Diagnostician Standards as well as the National Council for Exceptional Children Advanced Standards and Advanced Knowledge and Skills Sets for Special Education Diagnostic Specialists. Below are the links to those standards.

Link to Texas Educational Diagnostician Standards:
• 19 TAC §239.83

Link to National CEC Advanced Standards for Special Education Diagnostic Specialists:

SOCIAL JUSTICE TENETS
As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. The School of Education at University of St. Thomas uses three (3) of the social justice teachings of the Catholic Church to drive instruction and decision making:

• **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 the educational process.

• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.
COURSE REQUIREMENTS ( ) = Percent of Final Grade

(11%) Class Attendance and Participation
Students are expected to actively participate in a professional manner in in-class activities and in on-line activities to demonstrate that the student has completed assignments (readings, projects, class preparation).
Expected participation includes:
   o Attending class weekly
   o Reading Blackboard Announcements
   o Reviewing readings of course documents and Links posted on Blackboard at http://www.stthom.edu
   o Completing assigned readings prior to class
   o Completing any in-class activities

Grading Guidelines for Attendance and Participation:
   • The Attendance/Participation grade is based solely on actual attendance and participation in class. Absences (even for illness or school events, with rare exceptions), while understandable and sometimes unavoidable, are not ‘excused’ as far as earning attendance/participation credit goes. As a rule, a graduated scale for absence penalties will be applied as follows: 1 absence=1 point penalty; 2 absences=2 point penalty per absence (4 points total); 3 absences=4 point penalty per absence (12 points total). More than 3 absences will result in an automatic failing grade for the course.

(24%) Discussion Boards
Discussion Boards on a variety of topics will be assigned most weeks. These activities will be completed online through UST Blackboard.

Discussion Board: You will read and respond to the postings on the Blackboard Discussion Board. For each assigned topic/thread, you will post an original response, then respond to at least two different peers’ posts. Discussion Boards are intended to be a true online discussion of class-related topics. To this end, original posts and responses should reflect your active participation in the discussion, as well as demonstrate reflective thought and understanding of the material. Posts should be as long as necessary to achieve these goals—typically a minimum of 10 lines for the original post and a minimum of 4 lines for each response to peers. To receive full credit, your posts and responses must be submitted within the stated timelines (Timelines: Original posts must be posted Thursday – Saturday; Responses to peers must be posted Sunday – Thursday by 5:00 p.m.) Each Discussion Board assignment is worth a total of 4 points (2 points for each original post and 1 point for each response to peers). Grading penalties for posting outside the timelines are discussed in the “Evaluation Process” section of this Syllabus.
Behavior Intervention Project
This project consists of implementing a behavior intervention with a real student and then writing up the results. This project is designed to give you hands-on experience with the principles of Applied Behavior Analysis and the steps in conducting an FBA. Your final product will be a report that describes and synthesizes your process and results.

For this project, you will gather individual intervention data on a student for a behavior that you want to increase or decrease. Steps will include:

1. Identify and define target behavior
2. Collect quantitative data before the behavior change intervention has been implemented (baseline data)
3. Collect functional assessment data to identify antecedent and consequent events which maintain the behavior
4. Develop one or more hypotheses about the behavior and how it is associated with the environmental event or the functions of the behavior
5. Identify a replacement behavior
6. Identify reinforcers, prompts, reductive techniques and other strategies to implement for your intervention
7. Chart or graph the behavior from the pre-intervention phase (baseline data) through the intervention phase (intervention data)
8. Resources for the project may be found through class materials and/or www.pbis.org

More instructions for completing this project can be found on Blackboard (“Behavior Project Report Outline”).

Class Presentation of Behavior Intervention Project
Present the results of your Behavior Intervention Project to the class in a 20-30 minute oral presentation. Your presentation should include a visual component (e.g., Powerpoint).

Final Exam
The (online) final exam will be comprehensive and include content from the textbook, lecture, and class activities. The exam format will consist of multiple-choice and short-answer essay questions.

EVALUATION PROCESS
Students will be evaluated by means of punctual class attendance and professional participation in-class and online, Behavior Intervention Project, oral in-class presentation of Behavior Intervention Project, and final exam.
Due dates for assignments are firm and work is expected to be turned in on time. In the event that a deadline is not met, the following late work penalties will be applied:

- Discussion Board: A ½ point deduction will automatically be made for each post made out of the timeline window. (Note: the deduction applies to both early and late submissions.)

- Behavior Intervention Project: At the discretion of the instructor, late assignments may not necessarily be accepted. A minimum of 5 points will be deducted from any Behavior Intervention Project submitted after the indicated due date.

- Class Presentation: Because it affects the class schedule, Class Presentations must be completed on the assigned day. If any conflicts or extenuating circumstances arise, it is the student’s responsibility to contact the instructor well in advance of the assigned presentation date. At the instructor’s discretion, late Class Presentations may not necessarily be accepted. A minimum of 3 points will be deducted from any Class Presentation not delivered on the assigned date.

Point Values for Course Assignments:
- Attendance/Participation = 11 points
- 6 Discussion Boards (4 points each) = 24 points
- Behavior Intervention Project = 25 points
- Class Presentation of Behavior Intervention Project = 15 points
- Final Exam = 25 points
- Final Grade = Total Points Earned/100

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Note: Though grades for some or all coursework may be posted on Blackboard, only the grade posted for you through the UST Registrar’s office qualifies as your official course grade.

STUDENT RESPONSIBILITIES
Students are responsible for reading, understanding, and adhering to all requirements and policies listed in the course Syllabus. It is the student’s responsibility to proactively keep the course instructor informed of any events or circumstances that may impact the student’s ability to adhere to course requirements and policies, and to remain in close contact with the instructor about those circumstances until they are resolved.
Students are also responsible for checking email (University of St. Thomas, stthom.edu, account) on a daily basis to ensure that they are up to date on the most recent information for the course. Emails sent by the instructor via the stthom.edu account are part of the official communication system of the course. It is the student’s responsibility to ensure that his or her email account is in good working order and that emails from the course instructor’s email address are being received without incident. The instructor expects that students will continue to check email on a daily basis until all course requirements are fulfilled (i.e., the student has officially completed the course).

If the student is unclear about any aspect of the Syllabus, or any other information provided by the instructor, it is the student’s responsibility to contact the course instructor immediately in order to ask needed questions and gain clarity.

ATTENDANCE POLICY AND ACADEMIC ETHICAL STANDARDS
Per UST procedure, a student may be administratively withdrawn from a class if he/she misses three consecutive classes. In a condensed course, one class meeting is equivalent to three classes during a regular semester.

It is the student’s responsibility to know what constitutes academic dishonesty and plagiarism and apply academic integrity in all assignments. In general, taking credit for any thought, idea, or work that is not your own is plagiarism. See UST catalogue for further information. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 point font, Times New Roman, double space, left justified.

Each student is expected to read and sign the “Academic Integrity and Honor Code Agreement” provided by the instructor at the beginning of the course.

STUDENT ACCOMMODATIONS
Any student with a disability requiring accommodations in this course is encouraged to contact UST Counseling and Disability Services in Crooker Center. Their offices can be reached at (713) 525-6953 or 2169. Please let the instructor know if you have made an assistance request through the UST Counseling and Disability Services office, and also contact the instructor directly to discuss your needs.