

**SPD 331**  
**A STUDY OF EMOTIONAL AND BEHAVIORAL DISORDERS**  
**Fall 07**

**CONCEPTUAL FRAMEWORK:** *Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

**INSTRUCTOR:**

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Office Hours: Appointments made by request

**TEXT:**

Cullinan, D. (2002). **Students with Emotional and Behavioral Disorders: An Introduction for Teachers and Other Helping Professionals—Second Edition.** Merrill Prentice Hall: Upper Saddle River, NJ.

*It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with a disability may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.*

*Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.*

**STUDENT ABSENSES ON RELIGIOUS HOLY DAYS POLICY:**

*Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.*

*University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the*

absences(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignment(s) and/or examination(s) are to be completed.

**\*\*\*\*\*After 3 hours of class absence, 10 points will be taken off per hour of additional class absence so please use your 3 allowed hours of absence wisely\*\*\*\*\***

**COURSE DESCRIPTION (CATALOG):**

*This course provides a study of the defining characteristics, systems of assessment and classification, theories of causality, and interventions for students with behavioral disorders.*

**COURSE QUESTIONS:**

1. What are the main theories of causation of Emotional and Behavioral Disorders?
2. What types of Emotional and Behavioral Disorders exist?
3. What are the defining characteristics of different externalizing and internalizing Emotional and Behavioral Disorders?
4. What are the major treatment approaches and interventions of specific Emotional and Behavioral Disorders?
5. How are students determines to be eligible for special education services as a student with an Emotional Disturbance?
6. What are societal needs and responsibilities related to emotionally or behaviorally disturbed and disordered students?
7. What roles and responsibilities will I have as a teacher involving students with Emotional and Behavioral Disorders?
8. Can I discuss major issues, controversies, and needs in the field of Emotional and Behavioral Disorders?
9. What is my personal perspective about education and prevention or Emotional and Behavioral Disorders?

**COURSE OBJECTIVES:**

<b>SPD 331 OBJECTIVES/LEARNING OUTCOMES</b>	<b>CLASS ACTIVITIES</b>	<b>PERFORMANCE ASSESSMENT</b>	<b>STANDARDS TX:EC-12TeXES/EXCET CEC/NCATE Common Core (CC) Individualized General Curriculum (IG C) (See websites for SBEC and CEC/NCATE)</b>
<b>(1) Ability to cite major historical events, issues, and trends in the field of Emotional and Behavioral Disorders (EBD) including labeling controversies, over-representation of culturally diverse students,</b>	Text Chapters: 1,2  Class Presentation, Discussion, Handouts, Powerpoint	Exam 1  Discussion and Feedback	TexES: 1.1k, 1.2k, 1.4k, 1.2s, 6.7k  IGC: St.1K3, St.1K7

<b>and segregated instructional programming.</b>	Presentation		
<b>(2) Ability to cite the definition and major characteristics of students with Emotional and Behavioral Disorders (EBD) and how these traits affect learning and educational performance.</b>	Text Chapters: 1, 4, 5  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Behavior Management Paper Teacher Interview	Exam 1 Exam 3  Discussion and Feedback  Performance Rubric	TexES: 1.4k, 4.1k, 4.3k, 4.7k, 4.1s, 4.2s  CC1: K3 CC2: K2  IGC: St.1K1 St.2K4
<b>(3) Ability to compare and contrast major approaches to screening, referral, identification, classification and assessment of students with Emotional and Behavioral Disorders (EBD).</b>	Text Chapter: 3, 11  Class Presentation, Handouts, Powerpoint Presentation  Teacher Interview Behavior Management Paper	Exam 1, 2  Performance Rubric	TexES: 1.3k, 1.3s, 2.10s, 5.4k, 7.5k  CC3: K4, K7
<b>(4) Ability to cite major types and characteristics of assessment devices, e.g. Functional Behavior Assessment, used in diagnosis and design of interventions for students with Emotional and Behavioral Disorders</b>	Text Chapter: 3  Class Presentation, Handouts, Powerpoint Presentation  Case Studies	Exam 1,3  Performance	TexES: 5.1k, 5.2k, 5.3k, 5.6k, 5.3s, 5.6s, 5.12s, 7.12k  CC3:K1, K6, S4

<p><b>(EBD) including the difference between: formal and informal methods, quantitative and qualitative assessment.</b></p>	<p>Teacher Interview Behavior Management Paper</p>	<p>Rubric Performance Rubric</p>	
<p><b>(5) Ability to differentiate Behavioral, Ecological/Systems, Psychodynamic, and Biophysical theoretical models of Emotional and Behavioral Disorders (EBD).</b></p>	<p>Text Chapter: 6-10  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Behavior Management Paper</p>	<p>Exam 2, 3      Performance Rubric</p>	<p>TexES: 1.5k, 6.1k, 7.2k, 7.3k  CC1: K1 CC2: K6 CC5: K1  IGC: St.1K2, St.1K9, St.4S5</p>
<p><b>(6) Ability to define major aspects of Externalizing and Internalizing problems and disorders: Personality Problems, Conduct Disorders, Pervasive Developmental Disorders, Specific Learning Disorders, and Behavior Disorders.</b></p>	<p>Text Chapter: 4,5  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Teacher Interview Behavior Management Paper</p>	<p>Exam 1      Performance Rubric</p>	<p>TexES: 4.7k, 4.8k, 4.10k, 4.1s, 4.2s  CC2L K1, K2, K4, K7</p>
<p><b>(7) Ability to explain multiple factors and parameters of causation in Emotional and Behavioral Disorders (EBD), including environmental, home, school, cultural, and biophysical aspects.</b></p>	<p>Text Chapter: 5-7  Class Presentation, Discussion, Handouts, Powerpoint Presentation</p>	<p>Exam 1 and 2</p>	<p>TexES: 3.2k, 3.4k, 4.13k, 7.1k  CC2: K5 CC6: K3  IGC: St.2K1, St.2K3, St.5K1</p>

	Case Studies Teacher Interview	Performance Rubric	
<b>(8) Ability to describe major approaches to intervention and service delivery for specific emotional and behavior disorders, including juvenile justice and mental health-based programs.</b>	Text Chapter: 11-12  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Case Studies  Teacher Interview	Exam 3    Performance Rubric Performance Rubric	TexES: 2.4k, 6.3k, 8.1k, 6.7k  CC3: S9 CC5: K2 CC6: S1  IGC: St.5S3
<b>(9) Ability to prepare IEP goals and objectives and related curricula, instructional methods, materials, and strategies for students with Emotional and Behavioral Disorders (EBD).</b>	Text Chapter: 11  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Case Studies	Exam 3    Performance Rubric Performance Rubric	TexES: 4.3s, 6.5k, 6.9k, 6.2s, 6.3s, 7.9k, 7.5s, 7.2s, 10.9k  CC4: K3, K4, S5, S10 CC5: S4 CC6: S5, S6  IGC: St.4K1, St.4K3, St.7K1, St.7S1
<b>(10) Ability to differentiate/describe a continuum of programs and service delivery options, including applicable laws and safeguards, for meeting the instructional needs of students with mild through severe Emotional and Behavioral Disorders (EBD).</b>	Text Chapters: 7-12  Class Presentation, Discussion, Handouts, Powerpoint Presentation  Teacher Interview	Exam 2 and 3    Performance Rubric Performance Rubric	TexES: 1.7k, 3.5k, 3.7s, 7.5k, 7.3s, 10.3k, 10.1s, 10.8s  CC1: K4, S2 CC3L: K3 CC4: K2, S13 CC6: K1, K2  IGC: St.1K8, St.1K5, St.4S9, St.8K2

<p><b>(11) Ability to cite specific advantages and disadvantages of comprehensive ecologically-based programming and the provision of positive behavioral supports for students with Emotional and Behavioral Disorders (EBD).</b></p>	<p>Text Chapter: 10</p> <p>Class Presentation, Discussion, Handouts, Powerpoint Presentation</p>	<p>Exam 3</p> <p>Performance Rubric</p>	<p>TexES: 4.2s, 5.11s, 5.12s, 6.7k, 10.10k, 10.11s</p> <p>CC3: S11 CC4: S3 CC6: K1, K4, S3 CC7: S1, S6</p> <p>IGC: St.3S1</p>
<p><b>(12) Ability to differentiate between and describe major systems and programs, including transitional services, impacting the education of students with Emotional and Behavioral Disorders (EBD): mental health/clinically-based, school-based, corrections-based, social-welfare, cultural.</b></p>	<p>Text Chapter: 6, 11, 12</p> <p>Class Presentation, Discussion, Handouts, Powerpoint Presentation</p>	<p>Exam 2 and 3</p> <p>Discussion and Feedback</p>	<p>TexES: 3.4k, 4.13k, 9.3k, 9.4k, 9.5k, 9.1s, 9.2s, 10.5k</p> <p>CC4: K7, S14</p> <p>IGC: St.1K4, St.4S8, St.7K2, St.10K1, St.10K2, St.10S4</p>
<p><b>(13) Ability to describe positions on major issues and ethical concepts of eminent leaders professional organizations, including the Council for Children with Behavioral Disorders (CCBD).</b></p>	<p>Class Presentation, Discussion, Handouts, Powerpoint Presentation</p> <p>Text Reading</p>	<p>Exam 1, 2 and 3</p>	<p>TEExES: 1.10k, 1.1s, 2.1k, 2.3k, 2.1s</p> <p>CC6: K2 CC8: K1, S1, S6</p> <p>IGC: St.9K1, St.9K2, St.9S1</p>

**Evaluation:**

1. **Three Exams (100 points each=300points):** The first exam will be in-class and open book and will consist of multiple choice questions (this exams will cover the text material). The 2<sup>nd</sup> exam will be in-class and will consist of case studies and short answer application of what you have learned in class and in the text. The final exam will be take home, open book, and will consist of practical applications of what you have learned.

2. **Teacher Interview (100 points):** You will interview a teacher who currently teaches either Resource classes or Adaptive Behavior self-contained classes. You need to take time to prepare your questions to gather enough data for a 4 to 6 page paper (excluding the interview questions) about teaching children with emotional/behavioral disorders. You will need to summarize the following in your paper: teacher's motivation to teach students with special needs (why did she/he become a teacher); teacher's background (education, certification(s), career path in education); teacher's strategies for behavioral intervention (group and individual); teacher's feelings on inclusion of children with emotional/behavioral disorders in the general education classroom; teacher's feelings on challenges, roadblocks, etc. in teaching children with EBD; teacher's most challenging children she has encountered in teaching; teacher's most rewarding experiences in teaching; teacher's goals for the future (both her future and for the future of children with EBD)—you may add to this list but these guidelines will help you to develop your questions.

You will write a 4 to 6 page paper that includes:

- NARRATIVE that summarizes the interview (50 points will be awarded based on thoroughness of your narrative and the inclusion of the above criteria)—you may break this section into sub-headings to help organize the narrative.
  - PERSONAL REFLECTION (25 points will be awarded based on thoroughness of your reflection) that shares what you gained from the interview and how this may have changed you in any way. Your reflection should be more than just a haphazard description of emotion; it should be directly linked to the interview with data from the interview guiding your reflection.
  - Must attach the interview questions to the report (10 points).
  - 10 points will be awarded for format and organization—your report should be double spaced and broken into sections (and sections into organized paragraphs) with subheadings to help the reader easily read your report.
  - 5 points will be awarded for spelling, syntax, semantics and grammar usage—please edit your report before turning it in. Multiple errors (more than 5) will result in the loss of 5 points.
3. **Attendance and class participation** University Policy allows 3 hours of absence. Absences will cost 10 points for each hour of absence after the 3 hours are exhausted. Excessive absences may result in a grade reduction. **Perfect attendance will result in 30 extra credit points for the course.**
4. **Completion of paper involving Behavior Management of students with EBD (100 points):** 6 to 8 typed double-spaced pages. Please follow APA format (for citing references).

Begin your paper by briefly summarizing the following theories/viewpoints on behavior and cognition and how each views behavior management (30 points).

- Psychodynamic/Psycho-educational intervention
- Behavioral Intervention
- Cognitive Intervention
- Sociological, ecological, and Values-based/Spiritual Intervention

Next, choose one of the above interventions/theories that you feel will help you most as a teacher one-day in a school setting (some of these theories are not very practical in a school setting so please choose the theory/intervention that will work best for you). Summarize the strengths of the intervention and

why this intervention/theory is best applicable in a school setting to shape the behavior of children. Is there research to support it? How do you know it works? (20 points)

Finally, using the intervention/theory you chose, suppose you are a resource teacher, teaching a class of 9 children (3 of which have EBD). Discuss how you would use your chosen intervention theory practically in the classroom to manage the behavior of all the students in your class—whole class behavior management system—you may include more than one if you should choose but only one is required. Please discuss why this group behavior management system is linked to your chosen theory. (15 points) Second, discuss how you would set up an individual behavior management intervention based on your chosen theory for one of the students who refuses to do any written work in language arts. He has zeros on all writing assignments for the year b/c of refusal to produce any written work. Again, please explain how this individual system is linked to the theory. (15 points)

What I'm looking for is for you to take the theory and turn it into practical behavior management techniques, one for whole group and one for an individual. For example, if you choose the Behavioral Model, our Case Study assignments will be exactly what I'm looking for. As we discuss each of these theories in class, we will discuss this paper in more depth.

You may use your textbook and must refer to 3 other sources in your paper. You must include a bibliography. (10 points will be awarded for 3 sources and bibliography)

10 points will be awarded for format, double-spacing, organization into sections and sections into paragraphs, spelling, grammar, etc. Multiple errors will result in the loss of 10 points so please re-read and edit your report before turning it in.

5. **Case Studies (100 points each=300 points):** We will be discussing real case studies in class and will complete several case studies as a class, using the Functional Behavior Assessment model to develop interventions. You will be given these to use as a model. You will complete 3 more case studies independently. You will be given a short scenario of the troubling behaviors, the setting, environmental variables, and consequences and you will do a A-B-C chart to help develop interventions, write IEP goals, measure progress towards goals, etc. to shape the behaviors into more adaptive behaviors. Please refer to rubric for grading guidelines.

6. Late assignments are highly discouraged—you will receive a 10 point deduction per day that your assignment is late (if you turn in a 100 point assignment 3 days late, you automatically lose 30 points). A hard copy of your assignments are required the day that they are due. If you are absent that day, you must email me your assignment before midnight on that day to avoid losing points or give a hard copy to a classmate to turn in for you at class. If, for some reason, your email is not working or I do not receive the attachment, etc. you are at risk for losing points for the assignment being late. In other words, it is highly encouraged that you turn in a hard-copy of your assignment the night it is due.

\*\*\*\*\*You will be given 1 “late pass” coupon the first day of class—this pass will allow you to turn in one assignment up to 7 days late without penalty\*\*\*\*\* Any other late assignment will result in a loss of points (see above)



\*\*\*\*\*Extra Credit\*\*\*\*\*

- Perfect attendance=30 points
- Unused “late pass” coupon=10 points for unused coupon

**Course Evaluation Criteria**

A=730-800

B=650-729

C=560-649

D=480-559

F=<480