

**SPD 331: Study of Emotional and Behavioral Disorders  
Spring Semester, 2008**

SPD 331 is a required course for Special Ed. EC-12, EC-4 and EC-6 Generalist Teacher Certifications

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

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:**

Barbara Metzger, PhD, BCBA  
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**Location / Time:**

TEC 113  
Monday, 6:00 – 8:50

**Text/Readings:**

Kauffman, J.M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Metzger, B. Basics of Behavior Handout

**Course Description:**

This course provides a study of the defining characteristics, systems of assessment and classification, theories of causality, and interventions for students with behavioral disorders. Prerequisite: SPD 231.

**IDEA Objectives for this course:**

Essential:

1. Gaining factual knowledge
2. Learning fundamental principles
3. Developing specific skills, competencies, and points of view needed by professionals in the field

Important:

1. Learning to apply course materials

**Behavior Expectations:**

1. Please turn off your cell phone and put it away during class.
2. Please do not eat during class, including chewing gum and eating candy/snacks. Drinks are OK.
3. Please do not interrupt others.
4. If you need additional clarification, please ask the instructor. You are not “interrupting” when you ask questions or make comments.
5. In the likely event that your instruction makes a mistake and/or forgets something in the running of the class, please let me know.
6. Please arrive on time.
7. While taking exams, please be quiet in consideration of others who are trying to think.

**Course Format:**

This course will be taught through interteaching sessions, lecture, text readings, and small group activities with supplemental use of Blackboard.

**Course Learning Objectives:**

1. Identify laws, policies, and ethical principles regarding behavior management planning and implementation.
2. Identify family systems and the role of families in the educational process.
3. Identify and recognize examples of educational terminology and definitions of individuals with emotional/behavioral disorders
4. Identify and recognize examples of foundations and issues related to knowledge and practice in emotional/behavioral disorders.
5. Identify and recognize examples of social characteristics of individuals with emotional/behavioral disorders.
6. Identify and use prevention and intervention strategies for individuals at risk of emotional/behavioral disorders.
7. Identify and use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders.
8. Modify the learning environment to manage behaviors.
9. Identify and use effective and varied behavior management strategies.
10. Use functional assessments to develop intervention plans.
11. Establish a consistent classroom routine for individuals with emotional/behavioral disorders

**Course Content/Requirements:**

Interteaching Sessions:

Students are expected to read the assigned chapters before class. Students will be divided into small groups to go through the questions which will be given out at the beginning of class. Members of the group should talk about each question to make sure that each member of the group understands the material and has the correct response to study. If members of a group are in disagreement, it is OK to ask another group if Dr. Metzger is not currently available. Dr. Metzger will monitor the student’s progress and will be available for answering questions. Each student is expected to complete his/her own set of interteaching questions. Students will earn points for participation in the interteaching session.

Exams:

Each exam will consist of 15 multiple choice questions. The interteaching questions will serve as study guides for the exams.

Small-Group Skits:

Student will be divided into groups of 3-4 and will be given a principle upon which to develop a short skit (e.g., 3 minutes) to demonstrate that principle. Students must work cooperatively and the group will be assigned a grade.

Large-Group Skits:

Students will be divided into groups of 5-7 and assigned a function of behavior to demonstrate during the final exam period. The skits will be short (e.g., 5 minutes) and will demonstrate the assigned function of behavior and a possible teacher intervention. Students must work cooperatively and the group will be assigned a grade.

In Vivo Exercises:

For both the small- and large-group skits, the remainder of the class who are not performing a skit will be given the task of either identifying the concept being demonstrated (for small group skits) or will be given the task of identifying the demonstrated function and a different possible teacher intervention (for the large group skits.)

**Course Evaluation:**

Task	Number	Points	Total Points
<i>In Vivo</i> Exercises	16	20	320
Large Group Skit (Group Grade)	1	15	15
Small Group Skit (Group Grade)	1	15	15
Exams	4	75	300
Interteaching Sessions	14	25	350
			1000

Letter Grade	Percent	Range
A	90%	900-1000
B	80%	800-899
C	70%	700-799

**Grading Notes:**

1. Dr. Metzger does not round-up, give extra-credit, or curve grades. Your grade is a function of the number of points you earn.

2. Late policy -- unless you have a written doctor's excuse for an extreme illness or a verified death in the family:
  - a. If you miss an interteaching session or an *in vivo* exercise: there is no make-up of those points.
  - b. Students who do not show up to take the exams on the specified date will have to make-up the exam during Dr. Metzger's office hours before the next scheduled class.
3. While I strongly believe that reinforcing behaviors is the best way to treat others, I also believe that certain behaviors are not acceptable and should be punished. Any form of cheating, plagiarism, or dishonesty will be severely punished as I do not believe that an individual who makes poor ethical choices should be a member of the teaching profession.

**Attendance Policy:**

According to University Policy, students will be allowed one class period of an unexcused absence. The student is responsible for making up all missed work and will be held responsible for the material covered during his/her absence. Be aware that the work for most in-class activities can not be made up outside of class time. **There is no need to inform Dr. Metzger of your absence or the reason for the absence.**

**Class Communication:**

The primary form of communication to the class will be through email. It is the student's responsibility to regularly and frequently check their Sam email account. I usually check my email daily, there are times, however, that it may take me a day or two to respond.

**Tentative Course Schedule:**

Date	Topic	Assignments
<b>Class 1</b> <b>01-28</b>	Review Syllabus Defining EBD Prevalence of EBD	Chapter 1 Chapter 2
<b>Class 2</b> <b>02-04</b>	History of the Field Practical Exercises: Positive and Negative Reinforcement	Chapter 3 Dr. M Handout
<b>Class 3</b> <b>02-11</b>	Biological Factors Practical Exercises: Positive and Negative Punishment	Chapter 7 Dr. M Handout
<b>Class 4</b> <b>02-18</b>	Exam 1 (Chps. 1,2,3 & 7; Handout) Family Factors Develop Skits (Groups 1-4)	Online Exam Chapter 8
<b>Class 5</b> <b>02-25</b>	School Factors <i>In Vivo</i> Practice: Positive and Negative Reinforcement and Punishment	Chapter 9
<b>Class 6</b> <b>03-03</b>	School Factors Practical Exercises: Extinction, DRO and DRI, Token Economy	Chapter 10 Dr. M Handout

<b>03-10</b>	Spring Break!!!!!!!	
<b>Class 7 03-17</b>	Attention and Activity Disorders Develop Skits (Groups 5-8)	Chapter 11
<b>Class 8 03-24</b>	Exam 2 (Chps. 8,9 & 10; Handout) <i>In Vivo</i> Practice: Extinction, DRO and DRI, Token Economy	
<b>Class 9 03-31</b>	Conduct Disorder: Aggression Practical Exercises: Antecedent Interventions	Chapter 12 Dr. M Handout
<b>Class 10 04-07</b>	Conduct Disorder: Antisocial Behavior Practical Exercises: Self-Management and Teaching Self-Esteem	Chapter 13 Dr. M Handout
<b>Class 11 04-14</b>	Anxiety Disorders Develop Skits (Groups 9-12)	Chapter 15
<b>Class 12 04-21</b>	Exam 3 (Chps. 11,12 & 13; Handout) <i>In Vivo</i> Practice: Antecedent Interventions, Self-Management and Self-Esteem	
<b>Class 13 04-28</b>	Depression Practical Exercises: Function of Behavior and Teaching Functionally Equivalent Responses	Chapter 16 Dr. M Handout
<b>Class 14 05-05</b>	Schizophrenia and PDD Develop Skits (All)	Chapter 17
<b>Final Exam Week</b>	Exam 4 (Chps. 15,16 & 17) <i>In Vivo</i> Practice: Function of Behavior and Teaching Functionally Equivalent Responses	

**Standards Matrix:**

<b>Objectives/ Learning Outcomes</b>	<b>Activities</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <b><u>State Standards</u></b> • <b><i>Specialty Organization Standards</i></b>
1. Identify laws, policies, and ethical principles regarding behavior management planning and implementation.	Interteaching Sessions Lecture	Exams	<i>CC1K2</i> <u>7.3k</u> <u>7.5k</u>
2. Identify family systems and	Interteaching Sessions	Exams	<i>CC1K7</i>

the role of families in the educational process.	Lecture		<u>4.1k</u>
3. Identify and recognize examples of educational terminology and definitions of individuals with emotional/behavioral disorders	Interteaching Sessions Lecture	Exams	<i>BD1K1</i> <u>7.3k</u> <u>4.7k</u>
4. Identify and recognize examples of foundations and issues related to knowledge and practice in emotional/behavioral disorders.	Interteaching Sessions Lecture	Exams	<i>BD1K3</i> <u>7.1k</u> <u>7.2k</u> <u>1.5k</u>
5. Identify and recognize examples of social characteristics of individuals with emotional/behavioral disorders.	Interteaching Sessions Lecture	Exams	<i>BD2K3</i> <u>1.4k</u>
6. Identify and use prevention and intervention strategies for individuals at risk of emotional/behavioral disorders.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>BD4K4</i> <u>7.7s</u> <u>7.8s</u> 6.1k
7. Identify and use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>BD4S2</i> <u>7.3s</u>
8. Modify the learning environment to manage behaviors.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>CC5S5</i> <u>7.1s</u>
9. Identify and use effective and varied behavior management strategies.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>CC5S5</i> <u>7.2s</u>
10. Use functional assessments to develop intervention plans.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>CC7S4</i> <u>7.12k</u>
11. Establish a consistent classroom routine for individuals with emotional/behavioral disorders.	Interteaching Sessions Lecture Skits	Exams <i>In Vivo</i> Exercises	<i>BD5S1</i> <u>6.5s</u>

Web address for **state standards**: [www.sbec.state.tx.us](http://www.sbec.state.tx.us)

Web address for **specialty organization standards**: [www.cec.sped.org](http://www.cec.sped.org)

#### **STUDENT ABSENCES 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 absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

#### **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities 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 disabilities 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.

#### **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.