

1-4-08

**SPD: 631 Emotional and Behavioral Disorders of Children and Youth**  
Spring 2008, Sam Houston State University

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**Office Hours:** TBA

**Class dates:** Monday

**Time:** 6:00 – 8:50 p.m.

**Location:** University Center

**Course Description**

This course will focus on theories, characteristics, and programs for students with mild, moderate, and severe emotional and behavioral disorders. Major elements of causation and etiology of emotional and behavioral disorders will be presented. Examination and analysis using scientifically based research for such disorders as aggression/conduct disorders, ADHD, autism, depression/anxiety, and delinquency will be addressed in assignments and class instruction.

**Required Readings**

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

Kauffman, J.M. (2005). *Cases in emotional and behavioral disorders of children and youth*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Course Handouts

**Course Format**

This course is taught in the classroom through discussion, lecture, projects, and individual presentations. Evaluation consists of exams, projects, and presentations.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- 1) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 2) Learning to apply course material (to improve thinking, problem solving, and decisions)

**Important:**

- 1) Learning fundamental principles, generalizations, or theories

**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 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.

### **American 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 adversely affect their work in this class should register with the SHSU Counseling Center and talk with their University professor about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: accommodations cannot be made until you register with the Counseling Center.

### **Course Objectives**

Course objectives are aligned with state and national standards in the following table. State standards are taken from the State Board for Educator Certification - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TexES Certification Examination ([www.sbec.state.tx.us](http://www.sbec.state.tx.us)). For National Standards, The Council for Exceptional Children (CEC) provides the following :

“ *CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums*”([www.cec.sped.org](http://www.cec.sped.org)).

<b>SPD 631 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(IGC)</b>
(1) Ability to cite major historical events, issues, and trends in the field of emotional and behavioral disorders including labeling controversies, over-representation of culturally diverse students, and segregated instructional programming	Text Chapters 1 – 3 Class Presentation, Discussion, Handouts, Inquiry paper, Article critiques	EXAM 1 Performance Rubrics	TEXES: 1.1k, 1.2k, 1.4k,1.2s, 6.7 k IGC: St.1K3, St.1K7
(2) Ability to cite the definition and major characteristics of students with EBD and how these traits affect learning and educational performance	Text Chapters 1, 2, 11 – 17 Class Presentation, Discussion, Class activities, Case studies	EXAM 1 Performance Rubrics	TEXES: 1.4k, 4.1k, 4.3k, 4.7k,4.1s, 4.2s CC1:K3 CC2K2 IGC: St.1K1 St.2K4
(3) Ability to compare and contrast major approaches to screening, referral, identification, classification and assessment of students with EBD	Text Chapters 5 - 6 Class Presentation, Discussion, Handouts, Inquiry papers, Case studies	EXAM 1 Performance Rubrics	TEXES: 1.3k, 1.3s, 2. 5.4k, 7.5k CC3: K4, K7
(4) Ability to cite major types and characteristics of assessment devices, e.g. functional behavioral assessment, used in diagnosis and design of interventions for students with EBD including the differences between: formal and informal	Text Chapters 5 - 6 Class Presentation, Discussion, Article critiques	EXAM 1 Performance Rubrics	TEXES: 5.1k, 5.2k, 5. 5.6k, 5.3s, 5.6s, 5.12s, 7.12k CC3: K1, K6, S4 IGC: St.8S1

methods, quantitative and qualitative assessment			
(5) Ability to differentiate Behavioral, Ecological/Systems, Psychodynamic, and Biophysical Theoretical models of Emotional and Behavioral Disorders	Text Chapter 4 Class Presentation, Discussion, Handouts, PowerPoint Presentations	EXAM 1 Performance Rubrics	TE <sub>x</sub> ES: 1.5k, 6.1k, 7, 7.3k CC1: K1 CC2: K6 CC5: K1 IGC: St.1K2, St.1K9, St.4S5
(6) Ability to define major aspects of Externalizing & Internalizing Problems and Disorders: Personality Problems, Conduct Disorders, Pervasive Developmental Disorders, specific learning and behavior disorders	Text Chapters 11 - 17 Class Presentation, Discussion, Class activities, Article critiques, Inquiry papers	Performance Rubrics	TE <sub>x</sub> ES: 4.7k, 4.8k, 4.10k, 4.1s, 4.2s CC2L K1, K2, K4, K7
(7) Ability to explain multiple factors and parameters of causation in EBD, including environmental, home, school, cultural, and biophysical aspects	Text Chapters 6 - 10 Class Presentation, Discussion, Handouts, Article Critiques, Inquiry papers	EXAM 1	TE <sub>x</sub> ES: 3.2k, 3.4k, 4.13k, 7.1k CC2: K5 CC6:K3 IGC: St.2K1, St.2K3, St.5K1
(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	Chapters 11 – 17 Class presentations, Discussion, Class activities, case studies, inquiry projects	Performance Rubrics	TE <sub>x</sub> ES: 2.4k, 6.3k, 8. 6.7k CC3: S9 CC5: K2 CC6: S1 IGC: St.5S3
(9) Ability to prepare IEP/BRP-based goals and objectives and related curricula, instructional methods, materials, and strategies for students with EBD	Text Chapters 4 – 6, 9 Class presentation, Discussion, Class activities, case studies	EXAM 1 Performance Rubrics	TE <sub>x</sub> ES: 4.3s, 6.5k, 6. 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
(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 EBD	Text Chapters 5 - 6 Class Presentation, Discussion, Handouts, Inquiry paper, Article critiques	EXAM 1 Performance Rubrics	TE <sub>x</sub> ES: 1.7k, 3.5k, 3.7.5k, 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
(11) Ability to cite specific advantages and disadvantages of comprehensive, ecologically- based programming and the provision of positive behavioral supports for students with EBD	Text Chapters 7 - 9 Class Presentation, Discussion, Handouts, Article critiques, Inquiry projects	Performance Rubric	TE <sub>x</sub> ES: 4.2s, 5.11s, 5.12s, 6.7k, 10.10k, 10.11s CC3: S11 CC4: S3 CC6: K1, K4, S3 CC7: S1, S6 IGC: St.3S1
(12) Ability to differentiate between and describe major systems and programs, including transitional services, impacting the education of students with EBD : mental health/clinically -based , school-based, Corrections-based, social-welfare, cultural.	Text Chapters 12 -14 Class Presentations, Discussion, Case studies, Class activities	Performance Rubrics	TE <sub>x</sub> ES: 3.4k, 4.13k, 9.3k,9.4k, 9.5k, 9.1s, 9.2s, 10.5k CC4: K7, S14 IGC: St.1K4, St.4S8, St.7K2, St. 10K1, St.10K2, St.10S4
(13) Ability to describe positions on major issues and ethical concepts of eminent leaders and professional organizations, including Council for Children with Behavioral Disorders (CCBD)	Text Chapter 1, Class Presentation, Discussion, PowerPoint Presentations	EXAM 1 Performance Rubrics	TE <sub>x</sub> ES: 1.10k, 1.1s, 2.1k, 2.3k0322220, 2.2 CC6: K2 CC8: K1, S1, S6 IGC: St.9K1, St.9K2, St.9S1

**Evaluation: Based on 400 point scale**

**(1) Inquiry Paper (100 points)**

- \* Choose a relevant issue within the field of emotional and behavioral disorders
- \* Get approval from instructor
- \* Turn in Draft
- \* 6-8 TYPED, DOUBLE SPACED pages; Times New Roman 12-font
- \* Plus one additional page for Cover page and one additional page for References
- \* Use APA format (Cover page, references & citations within paper)
- \* Use at least 7 references (4 must be research articles)
- \* **See the scoring rubric provided**

**(2) Article Critiques (2 articles @ 50 Points each = 100 points total).**

You are required to read and critique two research articles in the area of emotional & behavioral disorders. Read and respond with a two-three page summary. Please follow the format provided. A sample is also attached.

**(3) Lead in-class discussion of Case Study (50 points)**

Each student will choose a case study from the accompanying Kauffman text. You will develop a one-page handout outlining the issues of the case study and lead a 20-minute discussion based on the questions at the end of the case study. Please make enough handouts for everyone in the class.

**(4) Mid-term Exam (100 points)** from class notes, handouts, and text content. Exam will be posted on blackboard.

**(5) Final Exam (50 points)** – format will be two reading responses worth 25 points each.

**\*\*\* ATTENDANCE IS CRITICAL.**

One absence (3 clock hours) is allowed by the university. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Please be aware that each additional absence constitutes a drop in letter grade. (For example, if a student has an A and two absences, the student will receive a B as the final grade for the class. If a student has a A and three absences, the student will receive a C as the final grade for the class.) Students are expected to be on time and remain for the entire class period. Two tardies and/or early leave from class count as one absence. If you miss a scheduled class trip to the library it will count as an absence.

**EVALUATION: 100 Total Points**

A = 368-400    B = 344-367    C = 312-343    D = 280-311    F = 279 & below

**Schedule**

<b>Date</b>	<b>Topic</b>	<b>Required Readings</b>	<b>Assignments Due</b>
January 28	Overview Definition: The Nature of the Problem	Chapter 1	
February 4	Prevalence: The Extent of the Problem	Chapter 2	In-class article critique APA format
February 11	The History of the Problem	Chapter 3	Sign up for case study Library @ 6:15 – choose articles to critique
February 18	Conceptual Models	Chapter 4 Case studies (2)	
February 25 Australia	Screening & Classification	Chapter 5 Case studies (2)	<b>1<sup>st</sup> article critique draft DUE</b>
March 3	Evaluation for Instruction	Chapter 6 Case studies (2)	
March 10 Spring Break	SPRING BREAK		
March 17	Mid-Term Exam		<b>1<sup>st</sup> article critique DUE</b>
March 24	Biological Factors Family Factors	Chapters 7 & 8 Case studies (2)	<b>2<sup>nd</sup> article critique DUE</b>
March 31	School Factors Cultural Factors	Chapters 9 & 10 Case studies (2)	
April 7	Attention & Activity Disorders	Chapter 11 Case studies (2)	<b>Draft of Inquiry Paper DUE</b>
April 14	Conduct Disorder: Overt Aggression/ Covert Antisocial Behavior	Chapters 12 & 13 Case studies (2)	
April 21	Problem Behaviors of Adolescence	Chapter 14	
April 28	Chapters 15 & 16	Anxiety & Related Disorders Depression & Suicidal Behavior	<b>Inquiry Papers DUE</b> Present Inquiry Papers
May 5	Schizophrenia & PDD	Chapter 17	Present Inquiry

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			Papers
May 12	Final Exam		