

NORFOLK STATE UNIVERSITY
SPECIAL EDUCATION DEPARTMENT

SPE: Nature of and Strategies for Teaching Students with Emotional Disturbance

Course Prerequisite: None

Credits: 3 Semester Hours

Course Description:

This advanced course includes historical and theoretical perspectives, definitions and characteristics, legal and ethical considerations, assessment procedures, program planning, and implementing instruction for expanding literacy and subject area performance of individuals with emotional disturbance. Learning experiences focus on multicultural influences, emotional adjustment, and social development.

Required Textbook:

Bos, C. S. & Vaughn, S. (1998). *Strategies for teaching students with learning and behavior problems*. (4th edition) Boston: Allyn and Bacon

Learning Outcomes:

Students completing SPE 534 will:

1. Demonstrate knowledge of the foundation for educating individuals with emotional disturbance including historical perspectives, classic studies, terminology and definitions, major legislation and regulatory requirements, and current trends and issues that undergrad best practices in the field. (ED: I K1, K4, K5, S1; VACC: 1a, 2a, Zb, 2c, 1f; VAED: 1)
2. Explain differing perceptions of deviance including those from mental health, religion, legal corrections, education, and social welfare and the factors that influence over representation of culturally/linguistically diverse students in programs for individuals with emotional disturbance. (BD: 1.K2, S2;VACC:3c, 5b, VAED: 1)
3. Explicate knowledge of the differences between etiology and diagnosis unique to a variety of theoretical approaches and the principles of normalization versus least restrictive environment in educating individuals with emotional disturbance. (ED; I, K3, S3BD:4XI, S4; VACC: 2a; VAED: 2c)
4. Demonstrate understanding of the characteristics of individuals with emotional disturbance in light of physical development, health impairments, social aspects, emotional adjustments, and the effects of dysfunctional behavior on learning including the differences between behavioral and emotional disorders and other disabling conditions. (BD:2K1,E2,K3;VACC:1b,1c,1d;VAED: I)
5. Cite and describe terms, legal provisions, regulations, program standards, specialized policies, ethical considerations, and other assessment processes involved in the diagnosis of individuals with emotional disturbance including academic and social behaviors in accordance with the current *Diagnostic and Statistical Manual of Mental Disorders*. (DSI.(BD:31 C2,i.3,K4,K5,82,S3;VACC:3a,3h,3c;VABD:2)
6. Demonstrate knowledge of informal and formal assessment products, including valid behavior rating scales and exceptionality-specific instruments, of making decisions for both appropriate and problematic behaviors based on social and academic assessment information, and of writing individualized

educational plans and social assessment reports for individuals with emotional disturbance. (BD:3,K1,S1,S2,S3;VACC:2b,2g,3d,3)

7. Exhibit mastery of knowledge and skills in educating individuals with emotional disturbance by appropriately identifying, adopting, and evaluating: ways to apply research in the classroom, sources of specialized materials, relevant assistive and educational technologies for programming, collection management, communication and decision making; and implementing theoretical and research supported instructional strategies. (BD:41C1, K2, K3, S3, S5;VACC:48VAED:2g, VAT: 1f, 1g, 1h)
8. Delineate and apply goals, prevention/intervention strategies based on a variety of theoretical approaches, routines class practices, management procedures, classroom rules and enforcement procedures that are applicable to students with emotional disturbance. (BD:4,S1,S2,S6,S7,S8;VACC:4a,5b,2c,2d)
9. Demonstrate understanding of the complex nature of language acquisition and reading. (VACC:4c)
10. Evaluate strengths and limitations of alternative instructional strategies designed for individuals with emotional disturbance. (D:4, Si, 0;VACC:4d)
11. Demonstrate use of student-initiated learning experiences and their integration into ongoing instruction for students with emotional disturbance. (BD:4.S11;VACC:4d)
12. Identify sources of unique services and professional groups, networks, and referral agencies, training programs, and organizations to counsel students with disturbance and their families for successful transitions in their education and life experiences. D:7, K1,K2,K5,S1;VACC:6,7a,7c,7d)
13. Describe the collaborations and/or consultative role of the special education teacher in the reintegration of students with emotional disturbance. (I3D:7K3)
14. Exhibit understanding of types and importance of information generally available from family, schools, legal system, social and health services, and mental health agencies. (Q3D:7.K4;VACC:7a,1c,7d)
15. Demonstrate knowledge of consumer and professional organizations, publications, journals, and participate in professional organizations relevant to the field. (BD:8.K,S1)

Methodology: the methods of instruction will include lectures, discussions, and context simulations, collaborative presentations, reading assignments, electronic searches, audiovisual and multimedia presentations.

Course Content:

- I. Historical, philosophical, legal foundations, emerging directions
 - A. Key concepts: factors influencing deviance, dimensions of disordered behavior, intellectual, and academic functioning, prevalence and sex ratio
 - B. Definition and identification: emotional/behavioral disorders
 1. High-incidence behavior disorders: hyperactive, aggressive behavior, social withdrawal (etiology, course, prognosis, and outcome)
 2. Low incidence behavior disorders: autism, asperser's disease, childhood degenerative disorder, early onset schizophrenia
 - C. Historical perspectives
 1. Ancient views: Greeks and Romans
 2. Early middle ages- 1600s: segregation phase
 3. 1700s-1800s: Transition phase
 4. Early 1900s: Service phase
 5. 1960-1980: Research and emergence of model programs
 6. 1980s-Present- Research, model programs, legislations and litigation

7. Current status: Emergence of interagency collaboration
- D. Philosophical perspectives and theoretical approaches
 1. Biophysical and psychodynamic models
 2. Behavioral and ecological models
 3. Cognitive behavioral models
 4. Operant learning and applied behavior analysis
 5. Socio-cultural theory of cognitive development
 6. Information processing and schema theories
- E. Legal provisions, regulations, rights and responsibilities
- II. Learner characteristics influencing elements
 - A. Poor academic performance, attention problems, hyperactivity, memory deficits, poor language
 - B. Social/emotional aspects aggressive behavior withdrawn behavior; bizarre behavior
- III. Assessment, diagnosis, and evaluation
 - A. Specialized terms (multiple measures, psychometric instruments, criterion referenced alternative assessment, checklists and rating scales, self reports, exceptionally-specific instruments, least restrictive environments, inclusion)
 - B. Legal provisions and guidelines (Americans with Disabilities Act, Vocational Rehabilitation Act, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 etc.)
 - C. Assessment Process and Procedures
 1. Individualized education program (screening, pre-referral, referral, multidisciplinary evaluation, classification, case conference, implementation, review and monitoring)
 2. Parental rights and procedural safeguards
 3. Formal and informal test selection and administration
 4. Assessment for instruction
 5. Functional behavior assessment: events in environment vs. challenges
 6. Vocational assessment: post secondary training or employment, community transition

Content and Practice

4.1 Research vs. Practice

4.2 Building a positive learning environment: safe and supportive classrooms, collaborative efforts, multifaceted treatments, teacher self efficacy

4.3 Effective teacher behaviors: use of time, instructional models, integrating empiricist and constructive models

4.4 Respecting feelings: psychodynamic and humanistic theories, empathy, communication skills, values, moral education

4.5 Improving behaviors: defining, measuring, and analyzing behaviors; increasing appropriate behaviors, decreasing inappropriate behaviors, differential reinforcement, extinction, punishment, response cost, time-out, overcorrection

4.6 Academic support: literacy, vocational, health, citizenship, basic quality of life needs

4.7 Social skills and social competence: structured learning, opportunistic teaching

4.8 Language skills

4.9 Alternative teaching (adaptations, modifications, accommodations, etc.)

5.0 Communication and collaborative partnerships

5.1 Teachers, other professionals, paraprofessionals, volunteers

5.2 Parents, families, community agencies

5.3 Support services (networks, organizations, career vocational assistance)

6.0 Ethical practices of Professionals (Self development Council for Exceptional Children, Learning Disabilities Association of America, etc.)

6.2 Codes of standards and practices

Course Activities

JOURNAL ARTICLE ABSTRACTS

Read and select pertinent 60 researches, information and individuals with emotional disturbance. Use professional journals published within past three years per instructor's guidelines. **Prepare** a typed narrative and share findings with class. (6x10) Q30: LST, BD; &K1, VACC:1)

EXPERIENCES- Complete twenty (20) clock **hours** at a 50 off-site school facility interacting with individuals with emotional disturbance. Document in accordance with instructions guidelines. Share experiences with class.

BEHAVIORAL MANAGEMENT PLANS- Design, organize, and implement an individualize student program appropriate to the cognitive and affective needs of a selected individual and small group with emotional disturbance. Provide special consideration to the use of reinforcement systems and environmental conditions; prepare a typewritten document and a 20 minute multimedia presentation per instructor's guidelines.

(BD:4S4,S9;VACC:4d,4e,5a,5b,5c VAED:2a,2b,2c,2d,2e,2f,2e,2g;VAT:1a,1fjg,ih)

PERSONAL ENRICHMENT-attend and participate in two (2) approved conference advocacy group meeting, submit summaries with comments, (2XL) (BD:8.K1,S1)

TEST- Complete a written appraisal, of all course content to date

COLLABORATIVE EXERCISES- Participate with peers in periodic presentations related to individuals with emotional disturbance. Assigned topics and projects will be developed and presented per instructor's guidelines.

FINAL EXAM- Comprehensive appraisal of prior schedule content

400

BONUS FIVE (5) POINTS- Membership in a national professional organization

EVALUATION:

Grading scale A- 390 pts. B- 370-374 pts

= 385-389 pts 365-369pts

= 380-384pts C=360-364pts

=375-319pts c- Failing

Counsel Schedule

Week Topics

1 Review class calendar/Overview of Emotional and Disorder?

Societal Factors Placing Students at Risk

COLLABORATIVE PRESENTATIONS

2 Characteristics/Age Span/Prevalence Multidisciplines

Ecological context-family, community, peers, school

COLLABORATIVE TITLE PRESENTATIONS

3 Philosophical and historical perspectives legislation/

Current issues and trends

COLLABORATIVE PRESENTATIONS

DUE: JOURNAL ARTICLES TRACTS

4 Assessments processes and procedures

COLLABORATIVE PRESENTATIONS

5 Understanding expectations and interactions

Making decisions and students behavior

Collaborative Presentations

6 Building a positive learning environment

Building a psychologically safe classroom

COLLABORATIVE PRESENTATIONS

7 Improving behaviors/teaching social skills

Mid-term

Student teaching strategies/academic interventions

COLLABORATIVE (tip)! PRESENTATIONS

9 Teaching responsibly/cognitive behavioral interventions

STUDENT PRESENTATION

10 Collaboration and communication

STUDENT PRESENTATION

Issues affecting teachers/self efficacy & stress

STUDENT PRESENTATION

Professional responsibility/developing a personal philosophy

Field experiences

13 STUDENT PRESENTATIONS

DUE : BEHAVIOR MANAGEMENT PLAN

14 Peer review

DUE: PERSONAL ENMCRMENT ACTIVITIES

15 FINAL EXAMINATION

RESOURCES:

American Psychiatric Association. (2000) *DSM-IV manual: The diagnostic and mental disorders*. San Antonio: The Psychological Corporation

Barr, R. & Parrett, W. H. (2001) *Hope ignited for at risk and violent youth: K-12 programs that work*, (2nd Ed). Boston: Allyn & Bacon/Loagman

Coleman, C. C. (1996). *Emotional and behavioral disorders*. (1996). Guidelines for providing appropriate services to culturally diverse youngsters with emotional and/or behavioral disorders:

Report of the Task Force of the CCBD Ad Hoc Committee on Ethnic and Multicultural Concerns, Behavioral Disorders, 13, 9-19

Kauffman, I. M., & Hailshan, D. P. (1995). *The Illusion of full inclusion*. Austin, TX: ProJ3d.

Lovitt, T. C. (1995). *Tactics for teaching*. (2nd Ed.) Upper Saddle River, NJ: Merrill Prentice Hall

Rosenberg, MS., Wilson, K., Maheady, L. & Sandier, P T. (1997). *Educating students with behavioral disorders*. (2nd Ed.) Boston: Allyn & Bacon/Loagman

Salem, S. S. (2001). *Creating inclusive classrooms: effective and reflective practices*. Upper Saddle River, NJ: Merrill Prentice Hall

Ysseldyk; 3. Augustine, B., & Thurlow, M. (2000). *Critical issues in special education*. New York: Houghton Mifflin

Grade Point	Letter Grade	% Range	Scoring Grade Criteria
4.00	A	100-98	Superior performance on <u>all</u> course activities and examinations according to the rubrics and test scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity. <u>Superior demonstration of being a competent, compassionate, cooperative and a committed leader.</u>
3.70	A-	97-95	Outstanding performance on <u>all</u> course activities and examinations according to the rubrics and test scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity. <u>Outstanding demonstration of being a competent, compassionate, cooperative and a committed leader.</u>
3.30	B+	94-88	Good performance on <u>all</u> course activities and examinations according to the rubrics and test scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being a competent, compassionate, cooperative and a committed leader.</u>
3.00	B	87-80	Good performance on <u>most</u> course activities and examinations according to the rubrics and test scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being a competent, compassionate, cooperative and a committed leader.</u>
2.70	B-	79 and below	Failed performance on course activities and examinations according to the rubrics and test scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <u>Failed demonstration of being a competent, compassionate, cooperative and a committed leader. REQUIRES REPEATING THE COURSE.</u>

