



CHADRON STATE COLLEGE

SPED 630 - Characteristics of Behavioral & Emotional Disabilities

Summer 2018 - 3 Credit Hours

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Description:

This class is intended to explore the field of Emotional Disorders as defined by IDEA. This class will combine descriptions of emotional and behavioral disorders with discussion and interpretation of current research. The topics will be organized around five basic concepts: the nature of disorders and conceptual approaches to them; methods and rationale for assessment; major causal factors; characteristics of disordered emotion and behavior; and teaching students who exhibit such disorders.

No Required Text:

Methods of Instruction:

1. Student Participation
2. Individual Reading and Study
3. Cooperative Learning
4. Discovery Learning
5. Curriculum-Based Assessment
6. Sakai and Canvas On-Line Access

COURSE SCHEDULE

Date	Assignments	Hours Needed to Complete Assignments

WEEK #1	Let's get Acquainted – My Profile Module - Course Description Module – Preparing for the Journey Get acquainted with teammates and devise a plan for approaching course requirements Pre-Course Survey	8 Hours
WEEK #2	Topic #1 - Historical Perspective and Defining the Issue	20 Hours
WEEK #3	Topic #2 - Causal Explanations	20 Hours
WEEK #4	Topic #3 - Types of Disorders	20 Hours
WEEK #5	Topic #4 - Assessment	20 Hours
WEEK #6	Topic #5 - Behavior Modification	20 Hours
WEEK #7	Topic #6 - Application to the School Setting	20 Hours
WEEK #8	Final Project	10 Hours

Assignments:

All assignments have due dates and students have ample time for completion. Full credit can be earned on work submitted on or before the due date. Without a waiver from the instructor prior to the due date, no credit will be given for work turned in late. For the benefit of the student, the instructor will provide feedback for late work. Course assignments are posted on the course website/page and should be submitted electronically via the appropriate assignment through Sakai. Please do not use email as a vehicle to submit work.

1. Class Participation - Online students will be required to participate professionally in all aspects of this course.
2. Attendance – Completing all assignment prior to due dates and times is a necessary professional trait.
3. Discovery Research (APA Style Adherence) - Students will further develop professional discovery and research through completion of course requirements.
4. Student Portfolio – Students will produce an electronic comprehensive portfolio demonstrating mastery for designated areas of study. (*GoogleSlides highly recommended*)

5. Comprehensive Final Project – Students will demonstrate mastery of course objective.

Grading Procedures:

- A = 94-100%
- B = 86-93.9%
- C = 78-85.9%
- D = 70-77.9%
- F = 69.9% or below

Final grades for each student will be based on the percentage of points of the total available points accumulated by the student, according to the scale above on assignments, class participation, and class attendance. Weighting of each category is based upon instructor discretion.

Disclaimer: In traditional face-to-face course settings, this policy requires "One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week." This course has been planned according to this formula.

Grades are not determined according to time spent on task – although research indicates this is very important. The work you turn in must meet established criteria to pass the course. The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

<u>Learning Activity</u>	<u>Hours Per Week</u>
Direct Instruction	
Reading & Interactive	35
Multimedia	
Homework	
Discussions	10
Project-Based Learning	30
Research-Based Learning	35
Group Work	5

Assessments	20
Total for Course	135

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

Smarthinking Tutorial Service:

Chadron State College, as part of its continuing service to students, has made available to you at no charge Smarthinking. Smarthinking is an online student assistance and tutorial service. You are automatically enrolled in this service and should make use of it throughout the semester. This service has many educators available to help you with your writing and other areas of coursework. Please go to: www.smarthinking.com and check out this invaluable service. The website is open and available 24 hours a day. It is a great writing resource.

Student Objectives as Related to Visionary Leader Knowledge Base:

This course supports the unit’s conceptual framework, *Developing as Visionary Leaders for Lifelong Learning*. Anticipated Student Outcomes (knowledge, skills & dispositions) are listed below:

Each student will have the knowledge, skills and dispositions to:

1. Define and discuss special education, inclusion and its impact in the general education classroom, least restrictive environment, and laws that affect special education. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
2. Describe the Special Education identification process, strengths and challenges of students with emotional & behavioral challenges. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
3. Discuss how economics changes affect students and schools, how demographic shifts affect students and schools, and strengths and challenges of students from culturally and linguistically diverse backgrounds. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
4. Discuss the members of the comprehensive educational planning team as well as team collaboration and communication. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
5. Discuss how to assess attitudes toward individual differences, how to teach acceptance of individual differences related to disability, and how to facilitate friendships. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
6. Describe how to help students make effective compensations and/or transition into a general education

classroom. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)

7. Describe how to collaborate with others to conduct a Functional Behavior Assessment, promote positive classroom behavior, and how to create a safe, caring, school environment. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
8. Employ a variety of strategies to differentiate instruction for students who have behavioral and emotional difficulty, to include students from diverse cultural and language backgrounds, and how to use instructional technology and assistive devices. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
9. Explain how to differentiate large group instruction for students, effective teacher- and student-centered instruction, and cooperative learning arrangements. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
10. Discuss effective intervention strategies to assist students with emotional and behavioral needs successfully function in school and the community. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
11. Discuss Transition issues in the school system. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)

The six intended program outcomes are as follows:

1. **Thinking Skills** – Promote activities that elicit critical thought, beyond recall and comprehension.
2. **Human Relations** – Develop and maintain a physically inclusive and emotionally safe classroom environment conducive to learning that encourages student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.
3. **Assessment** – Design and assess learning activities with sequential goals and objectives while using assessment measures to make instructional and/or curricular decisions.
4. **Communication** – Demonstrate and promote effective communication skills (with students and adults), while respecting diversity and engaging students in the learning process through motivation and constructive learning applications.
5. **Methodology/Technology** – Plan and deliver teaching/learning activities that are consistent with identified learning objectives, ability level of students, using a variety of instructional strategies to prescribe for individual differences.
6. **Professionalism** – Demonstrate conduct befitting a professional educator, to include the following dispositions: regular self reflection, positive ethical behavior, respectful and attentive attitude, effective classroom management skills, appropriate knowledge of subject matter, and professional leadership.

Student or Teacher Candidate Behavior:

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Nondiscrimination Policy/Equal Educational Opportunity Policy:

Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodations based upon documented disabilities should be presented within the first two weeks of the semester or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; CRITES 011).*

Diversity:

Chadron State College aspires to create a safe and diversity sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity includes the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Intellectual Real Estate / Copyright Notice:

Reproduction of copyrighted material is governed by Copyright Law of the United States (Title 17, United States Code). Under conditions of this law, students may copy materials for research or scholarship purposes as long as the copyright holder is cited. In teaching situations, parts of copyrighted material may be used under the 'fair use' guidelines, but only once, and the copyright holder must be cited. Unauthorized use may be liable for copyright infringement.

Use of Technology:

Students are encouraged to use the technical resources provided in Chadron State College facilities to support, enhance, and expand their learning activities. Chadron State College recognizes that learning is a unique human endeavor best achieved through the interactions of instructors and students. Technology is best used when it supports and enhances teacher - student as well as student - student interactions.

Disclaimer:

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within his/her professional judgment would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

[http://specialed.about.com/od/teacherstrategies/Teaching Strategies and Best Practices.htm](http://specialed.about.com/od/teacherstrategies/Teaching_Strategies_and_Best_Practices.htm)

CSC Mission & Master Academic Plan (MAP)

Mission Statement - Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

MAP Priorities, 2014-2018

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- 1) Continue to implement and improve the Essential Studies Program (ESP).
- 2) Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.
- 3) Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC) and the library learning commons (LLC).
- 4) Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement.
- 5) Study, create, and implement a strategic vision for the graduate studies program.
- 6) Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

Nebraska State College System Policy 4141

In traditional face-to-face course settings, this policy requires "One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week." This course has been planned according to this formula.

CSC Education Unit Intended Program Outcomes: The intended program outcomes are as follows:

- 1) **CSC/InTASC Standard #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology/Technology)
- 2) **CSC/InTASC Standard #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations/Diversity)
- 3) **CSC/InTASC Standard #3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (Human Relations/Diversity)
- 4) **CSC/InTASC Standard #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
- 5) **CSC/InTASC Standard #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
- 6) **CSC/InTASC Standard #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
- 7) **CSC/InTASC Standard #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Methodology/Technology)
- 8) **CSC/InTASC Standard #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology/Technology)
- 9) **CSC/InTASC Standard #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
- 10) **CSC/InTASC Standard #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.