

University of North Carolina at Greensboro
Department of Specialized Education Services
SES 657-Introduction to Behavioral and Emotional Disabilities
Summer 2005 (May 18-June 21)

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Required Materials

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

This text has an excellent companion website at www.prenhall.com/kauffman where you can obtain chapter overviews and interactive self-quizzes. While these activities are not required for a grade, they may be helpful in your preparation of the chapter notes and course quizzes.

Assigned chapters in the textbook will constitute most of the course reading materials. Some outside assignments, which will be available online, will be assigned. See readings, assignments, and activities that correspond to each unit of study. Please note that you will need to have access to the **APA Manual (5th edition)** in order to complete many of your assignments accurately. While it is not a required text, it will be an invaluable reference.

Course Purpose

Participants in SES 657 will develop foundational knowledge and understanding of children and youth with behavioral and emotional disabilities (BED) with implications for effective instructional practice in meeting the educational needs of these students. The course will focus on clear descriptions of behavioral and emotional disabilities with interpretations of significant research on the factors implicated in child development and emotional and behavioral disorders.

An optional orientation session for SES 657 will be held on campus on May 18th to introduce students to Blackboard and the course syllabus. All assignments can be accomplished off campus with careful completion of assigned readings, activities, and discussion questions as long as you are willing to communicate frequently with the instructor and your colleagues. I will be happy to answer questions for any students having difficulty or needing clarification or feedback! Email correspondence with the professor is one option for answering questions and clarifying assignments. Additionally, I will be glad to schedule phone conferences as needed if you prefer that format of communication.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the*

importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Course Objectives

Upon completion of this course, students will be able to:

1. Discuss the role of the CEC Code of Ethics and CEC Standards for Professional Practices, as well as the North Carolina Department of Public Instruction licensure competencies for teachers of students with behavioral and emotional disabilities, and implications for professionalism of special and general educators working with children with BED.
2. Identify and discuss terminology associated with behavioral and emotional disabilities.
3. Describe the history associated with and impact of federal legislation on behavioral and emotional disabilities.
4. Describe conceptual models for explaining problematic behavior.
5. Describe procedures and criteria for screening and identifying children with behavioral and emotional disabilities.
6. Identify and discuss the social, emotional, and physical/motor characteristics associated with behavioral and emotional disabilities and the effects these have on learning performance.
7. Identify and describe biological, family, school, and cultural factors in causing or exacerbating emotional and behavioral problems.
8. Define, explain, and differentiate between the primary behavioral and emotional disorders.
9. Describe in general terms interventions for the primary disorders found in behavioral and emotional disabilities.

Teaching Strategies: Lecture, group work, electronic communication and discussion.

Course Organization (see course schedule)

While this is an online course, the instructor recognizes that this medium may not provide an optimal learning environment for all students. Therefore, if you require phone conversations to supplement online discussions in order to be successful, please contact the instructor to express your needs. As this course moves very quickly, please do not delay in making contact if you have concerns or questions!

Course content will be studied in this sequence; however, you may complete this course earlier than the last day of the semester, if you wish. Within the course, we will use the terminology of Emotional or Behavioral Disorders (EBD) even though the course title reflects NC state terminology.

Introductory Unit	Professional Standards for Addressing EBD
Unit 1	Conceptual Models of EBD
Part 2	Causal Factors of EBD
Part 3	Descriptions of Disordered Behavior

Course Requirements (assignment scoring guidelines will be posted in the ASSIGNMENTS section of Blackboard)

1. Participate in the online Discussion Board. Respond to the questions each week and respond to other responses from other students. You are expected to **post a response for each prompt** and **interact with other postings at least twice** for each prompt. The instructor will monitor the “discussion” regularly and participate as needed. She will not typically respond to every posting, but will enter the “discussion” as necessary for clarification. It is **your input** that is valuable for the sharing of ideas in this portion of the course. It is the one way for every person’s voice to be heard. The discussion board rubric can be found in the course materials section of Blackboard (100 points). Please note that due dates matter in order to keep the discussion timely!
2. Read the assigned chapters and use the chapter objectives, which can be found in the assignments section, as an organizer for taking notes. Notes should be brief but demonstrate an understanding of the chapter. Bulleted replies are acceptable. Transmit your notes to the professor via e-mail attachment in a Word document format (120 points based upon a rate of 10 points per assigned chapter).
3. Develop your personal philosophy regarding the support of learners with challenging behaviors due to EBD. Utilize the conceptual models from Chapter 4 and any other readings/resources you find helpful (i.e. CEC Standard, Code of Ethics, etc). This paper may not exceed 5 pages of text (i.e. title page and references do not count in the total) and should be double-spaced, utilizing APA style. This is a personal paper, however citing influencing studies, research, etc. is appropriate. Think carefully about what principles will guide you in decisions you will make in creating programs for children with EBD. Guidelines will be posted in the assignments section of Blackboard (80 points).
4. Complete two knowledge checkpoints. One quiz will be given at the midway point of the course and will cover the Introductory Unit and Unit One (50 points). The second quiz will be given at the exit point of the course and will cover Units Two and Three (90 points). The online quizzes via the Companion Website may offer helpful practice for the completion of these two activities.
5. Select one emotional or behavioral disorder in which you have a particular interest. Prepare a 5-7 page APA style (text pages, excluding cover and references) research paper using the outline provided in the Assignments section of the course (100 points). This project should center on a case you wish to address and should clearly be meaningful for enhancing your ability to support a learner whose behavior may challenge you. These papers will be subject for submission to “turnitin.com” for an integrity review.
6. Complete the course evaluation and enter your parting comments in the wrap-up discussion board section (10 points).

Note: Please be aware that some activities are infused with the Units that are for your benefit in the learning process, but are not graded. Only the items listed here are graded.

Grading

Points are assigned for each course requirement and the final grade is determined by the

percentage of possible points. Each assignment has specific criteria for preparation and evaluation listed in the ASSIGNMENTS section of the course web site.

Grading Scale:

93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 70-76 C,

Less than 70 is an F (typical rounding practices will be applied---.5 rounds up)

An online grade book will be maintained in Blackboard and can be accessed using the TOOLS link.

In the unlikely event that a student may be in danger of earning a C or less, the student should schedule a conference call with the instructor.

Flexibility Clause

Circumstances may arise that prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any change that occurs prior to any deadline or other scheduled events.

Due Dates and Late Work Policy

The course schedule of assignments is a separate document in the course information section. Due dates are provided to keep you on pace and to keep the discussions current. Late submissions of work will be accepted, but are subject to a point-based penalty up to 5 points per day. Unless otherwise stated you have until 11:59 p.m. on the date noted to submit materials electronically. Should an extraordinary circumstance make a student eligible for extension of course timelines, it is the student's responsibility to contact the instructor PRIOR to due dates or test dates to discuss such extensions

Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, please notify me as soon as possible.