

**University of North Carolina - Greensboro  
Department of Specialized Education Services**

Fall 2005

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1. **Course Prefix and Number:** SES 658
  2. **Course Title:** Methods for Teaching Students with Behavioral and Emotional Disorders
  3. **Course Credit:** 3 Semester Hours
  4. **Course Prerequisites/Corequisites:** None
  5. **For Whom Planned:** Professionals seeking a better understanding of students with Behavioral/Emotional Disorders, alternative initial licensure in Special Education: General Curriculum, or M.Ed. in Special Education.

**6. Instructor Information:**

**Facilitator:** Pamela Hudson Baker, Ed. D.  
**Office:** Out-of-state (See Staff Information section)  
**Phone:** Home office: 571-261-3149  
**Email:** p\_baker@uncg.edu  
**Office Hours:** Phone conferences by appointment (you tell me when and I'll call you!).  
**Class Meetings:** On-line Course Using the Blackboard Course Management System at <http://blackboard.uncg.edu>  
**Course Developer:** Dr. Lewis R. Johnson  
**e-Consultant:** Help Desk at 336-256-TECH

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7. **Course Purpose/Catalog Description:** This course is designed to prepare students to address the needs of students with emotional and behavioral disabilities. It is intended to give participants the knowledge and skills to effectively design, develop, implement, and evaluate strategies to reduce inappropriate behavior and increase appropriate behavior, and to better understand the role of culture/environment on behavior.

**8. 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 individuals 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 commitment 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 school personnel.*

## **9. Learning Outcomes: (CEC Professional Preparation Competency Codes)**

- understand the nature and characteristics of behavior problems exhibited in school settings by students with disabilities. (CC2-K6)
- describe the influence of culture on expectations for behaviors and teacher responses to student behavior. (CC8-K2, P4-KE6)
- analyze school classroom settings as they relate to student behavior (emotional factors, expectations, physical space, walls and ceilings, organization and routines, transitions). (GC4-K9, GC6-S6)
- use principles and positive practices of behaviorism to change student behavior (data collection, goal setting, use of rewards and consequences, group and individual intervention systems, punishment and its impact). (GC4-S2, GC4-S6, FC4-S1, GC6-S8, FC6-S7)
- use multiple theoretical perspectives to analyze student behaviors (ecological, psychodynamic, psycho-educational, behavioral, and biophysical). (GC1-K1, FC1-K1, GC4-S3, GC6-S5, FC6-S5)
- use life space interviewing, reality therapy, and other strength-based and positive therapeutic approaches to respond to student behavior. (GC7-S1)
- use response cost, token economies, commercial classroom management systems, and other behavior interventions, adapting each to specific student needs, as found in the research literature. (CC6-S4, GC4-S1, FC4-S9)
- conduct a functional assessment of a student's behavior and make strength-based recommendations based on the assessment. (CC4-S8, GC3-S1, FC3-S1, P3-DE1)
- plan lessons for and teach social skills to students with learning and behavior disabilities. (CC6-K4, CC6, S5, CC6-S6, GC4-K6, FC4-K4, GC6-S4, FC6-S4, P4-PE3)
- § describe legislative and legal issues related to the behavior of students with disabilities and relate these to family and cultural perspectives, incorporating a system of care philosophy. (BD1-K5)
- outline strategies for including students with behavior disorders in general education classrooms and activities, including the appropriate use of technology. (CC5-S8, GC4-S9)

- outline ethical issues related to responding to student behavior, including the importance of developing integrated systems to responding to students (family, school, agency, and community). (CC6-S2, GC5-K2, FC5-K2)

Note: Specific instructional objectives are included in each chapter lesson.

### **Technology Standards: (ISTE NETS Standards)**

- engage in technology-based opportunities for professional education
- participate in on-line professional collaboration with peers and experts

### **10. Teaching Strategies:**

The course is delivered in a web-based format using Blackboard found at <http://blackboard.uncg.edu>. Students may choose to meet at UNCG for an optional orientation session to learn the technical components of the course and to review the course syllabus. From that point forward, students will spend a significant amount of time using the internet to participate in discussions, locate readings, and complete assignments. Assignments will be submitted electronically using email and email attachments. (Note: Files should be submitted in Microsoft Word for greatest chance of successful transfer.)

### **11. Evaluation Methods and Guidelines for Assignments:**

#### **Assignments-**

- Part of your grade includes **participation**. The **discussion board** is the forum used for discussing topics that have been posted as prompts. For each topic, post your comments and respond to at least two (2) other postings. Professionalism is required. Timely interactions are a must. Incorporate references to experiences, opinions, and readings. The scoring rubric for the discussion boards can be found in the Assignments section.
- Complete two (2) **article reviews** of empirical research on interventions for children with emotional/behavioral disorders. By empirical research, I mean original studies (either quantitative or qualitative) reported in professional journals. Each article review should contain a summary of the study (i.e. the purpose of the study, a detailed description of the procedures used by the researchers, a description of the population involved in the study, the results of the study, an explanation of the data analysis, findings, limitations of the study, implications for further research and/or application in the classroom) **and** your observations about the quality/usefulness of the information gained from the study. A sample will be provided in the assignments section. Keep the length to about 1-page, single-spaced, and start with the complete APA reference citation. These will be posted on the web in a discussion forum titled "Article Reviews" so that we can review and discuss your finds.
- **Reactions to two posted article reviews**. Select two article reviews and respond with questions about the study, comments on the content, and/or suggestions for

implementation of the concepts. The idea is to learn more about research-validated methods of intervention for supporting learners with EBD. Your responses should show careful consideration of the material provided and its implications for use in your setting.

- Take **online chapter assessments**. There is no cumulative mid-term or final exam.
- Analyze three **case studies**. Suggest the function of the misbehavior and provide strategies for a Behavioral Intervention Plan (BIP) that offers positive behavioral supports to address the child's needs. Samples will be provided as a model. These will be posted on the web in a discussion forum titled "Cases" so that we can review and discuss your suggestions. You will post comments/reactions to at least **2 case responses**.
- **Complete an Application Project**. Identify a learner with whom you are working. If you are teaching, you should select a student in your classroom who is exhibiting problem behaviors. If you are teaching and you do not have a problem student, talk with a teacher who has a student exhibiting problematic behavior and do the FBA through interview or by observing in that setting. If you are not teaching, conduct the FBA on someone you have access to whose behavior needs some intervention. You will conduct a Functional Behavior Assessment and develop a Behavioral Intervention Plan using the forms provided by the instructor. Additionally, you will develop lessons to support behavior change and report the outcomes of the interventions you have tried. The project will be broken into 4 parts to facilitate an opportunity to assess, plan, teach, and reflect.
- **Complete the course evaluation and enter your parting comments** in the wrap-up discussion board section.

## Grading

Discussion Board Prompts	100
Article Reviews (2@ 75 pts)	150
Reactions to posted reviews	30
Quizzes	200
Case Analyses (2@ 75 pts)	150
Reaction to posted cases	20
Application Project (4 parts @ 85 pts)	340
Wrap-up/Eval	10
Possible points	1000

## Grading Scale:

A = 100-90% of possible points, B = 80-89.9%, C = 70-79.9%, F = Below 70%

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.

## Assignments Due

8/15*	Start of Course; make contact with the instructor with any questions
8/22	Post Introductions (Discussion Board Prompt One)
8/29	Post at least 2 responses to peer introductions; review D-board rubric
9/5	Post Unit 1 D-board
9/12	Complete Unit 1 quizzes (Chapters 1-3); replies for D-board
9/19	Application Project Part 1
9/26	Unit 2 D-board
10/3	Unit 2 quizzes; replies for D-board
10/10	Application Project Part 2
10/17	Article Reviews (post in discussion board area)
10/24	Unit 3 D-board; responses to article reviews
10/31	Unit 3 quizzes; replies for D-board
11/7	Application Project Part 3
11/14	Case study analyses (post in discussion board area)
11/21	Unit 4 D-board; responses to cases
11/28	Unit 4 quizzes; replies for D-board
12/5	Application Project Part 4
12/12	Wrap-up comments and evaluation
NOTE:	Late posting of any of these assignments may result in a 10% penalty for each day the assignment is late. 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.
NOTE:	Unless otherwise stated you have until 11:59 p.m. on the date noted to submit materials electronically.

\*To help with consistency, all of these due dates are Mondays (including Labor Day). Therefore 9/5 is the one date with an automatic grace period due to the holiday (you will actually have an additional 24 hours to post that one item). You may work ahead if you wish. Please let me know if you need access to additional units as I typically post materials in stages.

### 12. Text and Other References:

#### Required Text:

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P. T. (2002). *Educating students with behavior disorders* (3rd ed.). Boston: Allyn & Bacon.

**Supplemental Material (provided by the instructor via web links within course):**

*Code of Ethics and Standards for Professional Practice for Special Educators – Management of Behavior* (2000). Council for Exceptional Children.

Gable, R. A., Quinn, M. M., Rutherford, R. B., Howell, K. W., Hoffman, C. C. (2000). *Addressing student problem behavior-Part III: Creating positive behavioral intervention plans and supports*. Washington, DC: Center for Effective Collaboration and Practice.

Danforth, S., & Boyle, J. R. (2000). *Cases in behavior management*. Upper Saddle River, NJ: Prentice-Hall.

**13. Topical Outline:**

**Unit One: Characteristics Overview**

- Lesson 1/Chapter 1: Defining Behavior Disorders  
Definitions and Theoretical Perspectives  
Self-assessment of Beliefs about Student Behavior
- Lesson 2/Chapter 2: High Incidence Behavior Disorders  
High-Incidence Behavior Problems of Children in School  
ADHD, Aggressive Behavior, Delinquency, & Social Withdrawal
- Lesson 3/Chapter 3: Low-Incidence Behavior Disorders  
Autism, Asperger Syndrome, Schizophrenia, DSM-IV classifications

**Unit Two: Assessing Students with Emotional or Behavioral Disorders**

- Lesson 4/Chapters 4 & 5: Direct and Systematic Observation  
Formal, standardized assessment (give chapter 4 a cursory overview as most of these assessments are typically completed/interpreted with the help of a school psychologist)  
Informal data collection  
Assessment Data from Case Example  
Observational Data Collection – Practice  
Interpret Sample Observational Data from a FBA  
The Process of Functional Behavior Assessment (FBA)  
The Impact of the Classroom Environment  
The classroom as a Cultural and Developmental Milieu

**Unit Three: Planning to Manage Behavior with Effective Intervention**

- Lesson 5/Chapter 7: Managing Hyperactive Behavior
- Lesson 6/Chapter 8: Managing Aggressive Behavior  
Psychodynamic and Psycho-educational Interventions  
Behavioral Interventions
- Lesson 7/Chapter 9: Managing Social Withdrawal Behavior  
Social Skills Training
- Lesson 8/Chapter 10: Managing Rule Breaking and Delinquency  
Psychodynamic Interventions Revisited

Behavioral Approaches  
Cognitive-Behavioral Approaches  
Suspensions/Expulsion/Alternative Programs

#### **Unit Four: Teaching the EBD Student**

- Lesson 9/Chapter 11: Teaching Students with Mild /Moderate Behavior Disorders  
Formula for Classroom Management ( $CM=V+E+S$ ), Direct Instruction,  
The Engineered Classroom
- Lesson 10/Chapters 6 & 12: Integrating individual planning and School-wide systems.  
IEPs, FBAs, and BIPs in the context of School-wide Behavior Management

#### **14. Other Information:**

Academic Integrity Policy: It is understood that all students at UNC Greensboro subscribe to the Academic Integrity Policy.

##### 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

Due dates are provided to keep you on pace and to keep the discussions current. Late submissions of work will be accepted within 1 week of the due date, but are subject to a point-based penalty of up to 10% of 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.

#### **15. Recommended Text(s) and/or Readings:**

Students will be assigned topics to research, articles to abstract and critique, which will come from journals in Special Education or related disciplines of study. Some suggestions include:

*Behavior Disorders    Beyond Behavior    Exceptional Children    Journal of Special Education    Journal of Emotional and Behavioral Disorders    Teaching Exceptional Children*