

SPED 563 Sections 01S & 41R
Clinical Teaching of Students with Emotional Disturbance
Texas A&M University – Commerce
Commerce Campus and Mesquite Campus

Course: SPED 563

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It is my desire that each of you profits from this course. Please contact me via e-mail or phone or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I: Course Description

This course is designed to explore various psycho-educational techniques of teaching children and adolescents with emotional/behavioral disorders, interpersonal interaction between teachers and students with emotional disturbance and behavior disorders, the use of group factors in the teaching-learning process, and selection of appropriate teaching methods and materials for use with these students.

II. Student Learning Outcomes & Assessments

The following are the standard course objectives: The student is expected to be able to

1. Discuss the roles that schools can play in meeting the challenges society faces as related to antisocial and behaviorally at-risk students.
2. Discuss several critical issues that place children/youth at particular risk for problem behaviors.
3. Understand the history and legal framework for educating students with emotional and behavioral disorders (EBD) including problems with defining this population and with applying the federal definition of EBD in schools and classrooms.
4. Identify causes and origins of antisocial behavior.
5. Identify and implement best practices in assessment of antisocial behavior, including functional behavioral assessment.
6. Identify the role of the classroom teacher in identification and effective education of children with learning and/or behavioral problems.
7. Identify ways of modifying classroom materials and environments to assist the student with learning and behavioral problems.
8. Design and implement a plan for behavior intervention plan including identifying and functionally assessing behavior and designing effective interventions based on proven practices for managing antisocial or maladaptive behavior.
9. Demonstrate an understanding of youth violence and school safety.

10. Exhibit an awareness of factors affecting collaborative relationships between teachers and families, particularly cultural factors, and the potential impact of family and environmental factors on student behavior.

III. Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: written work, exams, discussions, projects and presentations.

Summary of Course Assignments:	Maximum Points
Attendance & Participation	required
Behavior Intervention Project	
Objective	10
Project & Project Report	54
Modules, Activities & Case Studies 5 @ 50 points each	250
Lesson Presentations	50
Tests 2 @ 100 points each	<u>200</u>
Total Points Available	564

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible 614}} \times 100 = \text{ ______ } \%$$

Grading Rubric:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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Course Assignments:

Course Assignments:

1. Course Attendance and Participation

Attendance: Regular and punctual attendance is required. This class is being conducted as a graduate seminar. The activities in the class require class participation with the instructor and with your fellow students to learn and to demonstrate your learning. **Therefore, for the sessions that meet in-class, your punctual and regular attendance is important to your success in the class.**

Participation: Active involvement is the key to learning! Your participation is important and required to do well in this course, whether the session is in-class or held on-line. Students are expected to be well prepared to engage in scholarly discussion of the scheduled subject matter and to fully participate in all class activities. On-line sessions will include on-line discussion groups where your entries and responses will be judged on substance of the entry/response and not solely if the entry is present and/or timely. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information, innovative ideas, and new resources on the subject area. Ask questions and demonstrate interest and being prepared (having read assigned materials). Personal experiences

are welcome as used to make a point or extend discussion on a particular topic, but should not be the sole source of your entry.

2. Behavior Intervention Project (64 points total: 10 for development of objective, 54 for project)

For your project, you will conduct an abbreviated behavioral intervention study consisting of the following components:

- Identify and define a behavioral excess or deficit demonstrated by a student, child, or other individual with whom you have daily or continuous access.
- Plan a behavioral change program for the individual who you select (such as what method to use, how to best implement, when, anyone else to be involved, where, how often, what data to record, etc.). *The plan for providing the intervention and recording data should ensure sufficient trials for a valid analysis of the data.*
- Implement the program (as planned and scheduled)
- Collect and graph data during each intervention session
- Summarize and interpret the results of your intervention in a 3 to 5 page typed paper. The paper should cover:
 - Background of the problem or concern
 - Description of the behavior
 - Purpose of the intervention
 - Methods (interventions) selected
 - Results (charts and graphs produced electronically)
 - Analysis (interpretation of the results), benefits and limitations
 - Discussion (e.g., why you think you did or did not achieve the desired results, things you would do again or do differently next time)
- Present a brief summary (**10 to 15 minutes**) of your project to the class to share your methods and results. Presentation to be evaluated according to your preparation, completeness and interpretation.
- Your project will be graded on your ability to *define the behavior, plan and implement an intervention, determine effectiveness, (including your ability to analyze why or why not your intervention was successful) and present the results*. If the intervention was not successful, recommendations for future interventions should be included. **GRADES WILL NOT BE BASED ON WHETHER THE INTERVENTION WAS or WAS NOT SUCCESSFUL**

Behavioral Objective due for professor approval no later than Sept 25th
Final Project Paper Due and Class Presentations scheduled for December 4th

Additional timelines for partial completion (such as a deadline for selection of behavior) may be announced throughout the semester to ensure project completion by due date.

3. Modules, Activities and Case Studies (5 @ 50 points each = 250 total points)

Five times during the semester, assignments such as *reflections, case studies, study assignments, IRIS Star Legacy Modules, or exploration of assigned reading* will be assigned to provide you the opportunity to demonstrate your understanding of the assigned readings for the day or to the class discussion from the previous class period.

Module / activities will be scheduled for weeks that class does not meet.

Date Due: Activities tentatively scheduled for the weeks of September 11, September 25, October 9, October 30, and November 13

4. Lesson Presentations (50 points)

Lesson presentations will require each student to facilitate the class discussion on an assigned topic. Presentations may be assigned to pairs of students, dependent on student enrollment. Each student (or pair of students) will be responsible for making available on eCollege in advance of the presentation:

- A Power Point presentation on your topic
- A written report on your topic (minimum of two pages).
- A list of references or resources (5 minimum) of books, articles, websites, etc., that your classmates can use in the future (list should be included in handout but does not have to be covered during the presentation)
- 3 multiple choice and 2 short answer questions for possible inclusion on the next class examination (*Be sure and provide the correct answers.*)

Classroom presentation should include an introduction of the topic, questions of relevance for teachers, suggested teacher interventions or strategies, resources helpful to teachers and how the information provided relates to the assigned textbook chapter. In addition to the Power Point presentation, feel free to supplement their "lesson" with videos, speakers, case studies, or other activities.

Presentations should be professional! Your presentation should reflect behavior and style appropriate for a teacher-training day or professional conference.

Presentation Topics:

- **Positive Behavior Interventions & Supports (PBIS)**
- **Class Wide or School Wide Positive Behavior Supports (SW-PBS)**
- **Anger Management**
- **Conflict Resolution**
- **Bullying**
- **Suicide**

5. Tests (2 tests at 100 points each = 200 points)

Two (2) tests will be scheduled during the semester to measure your comprehension and ability to apply the course content. Assessments may consist of both objective (multiple choice, matching, true/false) and essay questions and will assess information as outlined on the class schedule and may be conducted in-class or on-line.

Tentative Exam Schedule

Date of Test # 1: October 16th

Date of Test # 2 (final): November 20th

IV. Teaching Strategies

It is expected that this class will function in a graduate seminar format. While the instructor will provide some lecture, emphasis will be on in-class discussion, presentation, assignments and case study analysis that contributes to class discussions. The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Cooperative learning
- Written assignments

V. Related Field Experiences

Supervised field experience is not required for this class.

VI. Required Text and Related Readings

Required Texts

1. Cullinan, D. (2007) *Students with emotional and behavioral disorders: an introduction for teachers and other helping professionals*. (2nd edition). Upper Saddle River, NJ: Merrill Prentice Hall Publishers.2.

Supplemental materials supplied by or referred to by your professor – minimally including materials from: **(Students ARE NOT required to purchase these texts)**

Forni, P.M., (2002). *Choosing civility: The twenty-five rules of considerate conduct*, New York: St. Martin's Griffin.

Gallagher, P. A. *Teaching students with behavior disorders: Techniques and activities for classroom instruction*, Denver, CO: (3rd edition), Love Publishing.

Sprick, R., Booher, B., Garrison, M. (2009). *Behavioral response to intervention: Creating a continuum of problem-solving and support*, Eugene, OR: Pacific Northwest Publishing.

Walker, H.M., Ramsey, E., & Gresham, F. M (2004). *Antisocial behavior in school: Evidence based practices*, Belmont, CA: (2nd Edition), Thomson/Wadsworth

NOTE: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

VII. Other Important Notes

Communication & Support: If you have a question that others in the class may also be having, please post those questions to my **Virtual Office** on eCollege. Please consult virtual office to see if a question has already been answered before sending me an e-mail. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor will be sent from eCollege (and all other university emails) and WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Cell Phone / Pager / PDA / Blackberry, IPad etc. usage: Cell phones, pagers, IPads, etc. are not to be used during class unless for class business (e.g., not for “surfing” or personal e-mail). Text messaging is not allowed. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or any other electronic communication device during exams **is prohibited**.

Attendance. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day’s scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. **One letter grade will be deducted from the student’s final letter grade for 3 absences of scheduled in-class sessions.**

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Behavior / Professional Dispositions: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

- All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.

- Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
- Plagiarism occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (".."). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.

Late Assignments: All assignments must be turned in on the assigned due date. Any late assignment will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in four or more days after the due date will be returned ungraded.*

Syllabi Guidelines: Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***

Make/Up exam: There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.

Written Assignments. Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic" or "students with disabilities" and not "disabled students". In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead.) or "suffers from ___" (say "has ___").

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.