



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

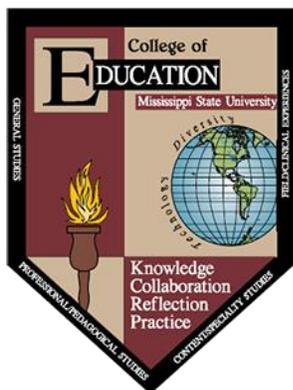
EDX 3223 Introduction to Emotional/Behavioral Disorders

Credit Hours: Three (3) credit hours

Method of Instruction: Lecture

Catalog Description: Three lectures and case study. Survey to acquaint students with emotionally disturbed and behaviorally disordered students, giving an overview of the theoretical approaches in their education.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. To be familiar with numerous different definitions of emotional disturbances. (INTASC 1; CFPO 1; CAEP R1.1; CEC 1; CRT 1.1; ISTE 1)
2. To be familiar with the different historical and contemporary theoretical approaches to the teaching of emotionally disturbed children. (INTASC 7; CFPO 3; CAEP R1.3; CEC 6; CRT 3.1; ISTE 1)
3. To be familiar with IDEA and various court cases concerning the classification and teaching of emotionally disturbed children. (INTASC 9; CFPO 1; CAEP R1.2; CEC 6; CRT 3.1; ISTE 1)
4. To be familiar with the various sociological, physiological, psychological, and educational influences on emotional disturbance. (INTASC 1,3; CFPO 6; CAEP R1.1; CEC 1, CRT 1.1; ISTE 1)
5. To be familiar with the various behavioral indicators of emotional disturbance. (INTASC 8; CFPO 6; CAEP R1.1; CEC 1, 2; CRT 1.1; ISTE 1)
6. To develop skills in basic foundations for the diagnostic-prescriptive approach to programming for emotionally disturbed children. (INTASC 1, 2; CFPO 4; CAEP R1.1; CEC 4, CRT 13.1; ISTE 1)
7. To be familiar with the various different settings in which emotionally disturbed children are served by the public schools and other agencies and with respect to diverse cultures. (INTASC 3; CFPO 3, 5, 9; CAEP R1.1; CEC 3,7; CRT 7.1; ISTE 1)

Detailed Course Outline/Topics Covered in the Course

1. Introduction (Kauffman, 2018)
 - a. Different concepts of learning, behavior, and conflict
 - b. Basic terminology/definitions
 - c. Prevalence
 - d. Interdisciplinary/multidisciplinary approach
 - e. Historical development
 - f. IDEA and emotional disturbance
 - g. Introductory case studies
2. Theoretical constructs for emotional disturbance in children (Coleman, M.C. and Webber, J., 2002)
 - a. Biophysical viewpoint
 - b. Psychodynamic viewpoint
 - c. Psychoanalytical viewpoint
 - d. Humanistic psychology
 - e. Behavioral psychology
 - f. Sociological
 - g. Counter theory
3. Identification, evaluation procedures and placement of emotionally disturbed children (Kauffman, 2018)
 - a. IDEA requirements
 - b. Selected screening/evaluation instruments
 - c. Classroom placement
4. Classroom application of theories (Kauffman, 2009)
 - a. Application of psychodynamic theory
 - b. Application of behavior theory
 - c. Application of biophysical, sociological/ecological and counter theories
 - d. Case studies
5. Least restrictive environment and emotionally disturbed children (Coleman, M.C. and Webber, J., 2002)
6. Causal Factors (Kauffman, 2018)
 - a. Biological factors
 - b. Family factors
 - c. School factors
 - d. Cultural factors
7. Facets of Disordered Behavior
 - a. Attention and activity disorders
 - b. Conduct disorder: overt aggression
 - c. Conduct disorder: covert antisocial behavior
 - d. Delinquency
 - e. Anxiety and related disorders
 - f. Depression and suicidal behavior
 - g. Schizophrenia and pervasive developmental disorders
8. Program development: Present and future
 - a. Teaching materials
 - b. Curriculum development
 - c. Research on public school classes and alternative placement for emotionally disturbed children

Text(s)/Course Materials

Kauffman, J.M. & Landrum, T.J. (2018). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (11th ed.). Columbus, OH: Prentice Hall.

Description of Instruction

This class will be taught using an inter-teaching method (Boyce & Hinline, 2002; Saville et al., 2005). Inter-teaching methods are based on common research-based practices in college teaching, including reciprocal problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

Mississippi State University Honor Code

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Technology will be used in both the delivery of the course content and through course requirements completed by students. Students are required to have a subscription to *Watermark* for submission of assignments. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software. The professor will use email to contact individual students regarding appointments, feedback, and grades and the entire class regarding assignments and any changes to the class schedule.

Diversity

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

There is no field component for this course.

Evaluation of Student Progress

Student Activities

1. Each class member will be responsible for mastery of the basic materials. CFPO 1 (all objectives)
2. Each class member will critique articles and books relating to emotional disturbance and behavior disorders. (all objectives)
3. Each class member will collaborate in small groups for research on identified topics. INTASC 4, 5 (objectives 4, 5, 6, 7)
4. Students will participate in small group presentations. INTASC 6 (all objectives)
5. Students will participate in problem-based learning activities focusing on interventions for specific behavioral problems. (objectives 1, 2, and 3)

	Topic/Assignments	Required Reading	Assessments
Week 1	Syllabus, MyCourses, Assignments Review		
Week 2	Basic Assumptions: 4 conceptual Models	Chapter 1	
Week 3	Good Teaching & Teacher Expectations	Chapter 1	Graphic Organizer: 4 conceptual models
Week 4	Why is defining EBD so difficult? Prevalence and impacting factors.	Chapter 2	
Week 5	Timeline of progress and legislature Transitions & FBAs	Chapter 3	FBA Module
Week 6	TEST 1 Case Study #1		Test 1 Case Study
Week 7	Biology	Chapter 4	
Week 8	Culture	Chapter 5	Article Review
Week 9	Family	Chapter 6	
Week 10	School TEST 2	Chapter 7	TEST 2
Week 11	Attention & Anxiety Conduct Disorder	Chapter 8 Chapter 9	Professional Development Discussions due based on date assigned for topic.
Week 12	Anxiety Related Disorders Depression & Suicidal Behavior	Chapter 10 Chapter 11	
Week 13	Disorders of Thinking, Communicating, & Stereotypical Behavior Special Problems in adolescents Article Review: Co-teaching	Chapter 12 Chapter 13	
Week 14	TEST 3		TEST 3 Article Review
Week 15	Measurement Issues, Screening, and Identification	Chapter 14	
Week 16	Assessment for Instruction	Chapter 15	
	FINAL EXAM	Chapters 1-15	FINAL EXAM

Grades will be determined in this course on the basis of:

- Four tests (4 @ 50 pts each)
- Comprehensive final examination (1 @ 200 pts)
- Class assignments (5 @ 20 pts each)
- Class participation (In-class activities that cannot be made up totaling 50 pts)
- Presentation (1 @ 50 pts)

Grading Scale

- A 540-600 points
- B 480-539 points
- C 420-479 points
- D 360-419 points
- F 359 or less points

Attendance Policy

If a student is absent, that student cannot make up any in-class assignments and he/she must submit any assignments due. If a student will not be present on the designated due date, they can submit their assignment on that day via email without penalty. Attendance is required and critical to student success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grade.

Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the university community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at www.oci.msstate.edu/focus-areas/title-ix-sexual-misconduct.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662.325.2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline or morals of students and colleagues. Any educator or administrator license maybe revoked or suspended for engaging in unethical conduct relating to an educator/student

relationship (Standard 4). Additional information of the Mississippi Educator Code of Ethics 10 standards is available at <https://www.mdek12.org/sites/default/files/documents/code-of-ethicsfinal.pdf>.

The Code of Ethics is addressed throughout the semester during lectures, case studies, and review of legislation and current issues.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Mississippi College and Career Readiness standards are discussed in the classroom and understanding of the critical concepts, practices and principles of special education is assessed through in-class case studies.

Bibliography

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