

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number: EDX 8403

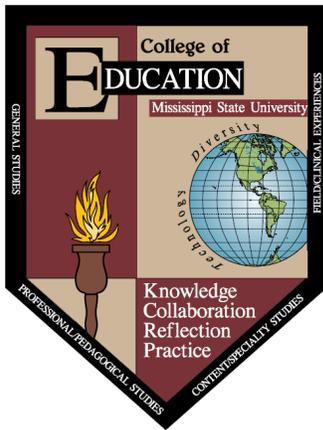
Course Title: Teaching Individuals with Emotional/Behavioral Disorders

Credit Hours: Three (3) semester hours

Type of Course: Lecture, Practicum

Catalog Description: Three hours lecture and practicum. The curriculum, methods, principles and problems of working with the emotionally disabled.

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 superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. The student will demonstrate knowledge of various service delivery models and programs. CFPO #1
2. The student will demonstrate knowledge of curriculum-based assessment as it relates to the academic, emotional, and social needs of students with behavioral disorders. CFPO #1
3. The student will develop appropriate interventions for academic problems. CFPO #2, #3
4. The student will develop behavioral and cognitive interventions for remediation and prevention of social behavior problems. CFPO #10
5. The student will develop behavioral and cognitive interventions for emotional problems. CFPO #9
6. The student will develop intervention strategies for working with parents of behaviorally disordered students. CFPO #9
7. The student will demonstrate knowledge about the philosophies about discipline and mental health including behavioral, medical, social, cognitive, ecological and humanistic aspects of self and students in order to facilitate learning and teaching. CFPO #1
8. The student will demonstrate a large range of management techniques for youngsters who are particularly challenging in the school setting and understand the structural differences among leadership options, including compliance, creative management, facilitation, motivation, reward, punishment, and recognizing and honoring consequences. CFPO #3
9. The student will demonstrate knowledge of differential child/adolescent development. CFPO #8
10. The student will demonstrate knowledge of special education law and major litigation regarding the discipline of children identified as EBD. CFPO #7
11. The student will demonstrate knowledge and understanding of current research findings related to EBD. CFPO #1
12. The student will demonstrate knowledge of prevalent diagnoses and their characteristics as they pertain to educational programming and educational interventions for students identified as EBD. CFPO #1
13. The student will demonstrate an understanding of the need for positive teacher/student relationships and its impact on student change. CFPO #5

Topics To Be Covered:

	<u>Clock hours</u>
1. Defining Behavior Disorders (Kauffman, 2013).	3
2. High Incidence Behavior Disorders.	3
3. Low Incidence Behavior Disorders.	3
4. Functional Behavior Assessment.	4
5. Direct and Systematic Observation (Chandler & Dahquist, 2010).	3
6. Developing IEP's for Students with Behavior Disorders (Lane, Gresham & Shaughnessy, 2004).	3
7. Managing Aggressive Behavior (Kauffman, 2013).	3
8. Managing Socially Withdrawn Behavior.	3
9. Managing Rule Breaking (Walker, Ramsey & Gresham, 2004).	3
10. Teaching Students with Mild and Moderate Behavior Disorders (Lane, Gresham & Shaughnessy, 2004).	5
11. Teaching and Managing Students with Severe Behavior Disorders (Walker, Ramsey & Gresham, 2004).	5
12. Managing Hyperactive Behavior (Kauffman, 2013).	4
13. Educating Students with Behavior Disorders: Prevailing Issues and Future Challenges.	3

Text:

Chandler, L. K. & Dahlquist, C. M. (2010). *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*. Upper Saddle River, NJ: Prentice-Hall.

Methods of Instruction:

Methods of instruction will include lectures, demonstrations, group discussion, team and individual research. Students should expect to work together to learn and perform activities.

Suggested Student Activities:

1. Attend and participate in class. CFPO #1 (objectives 1-6)
2. Read all assigned readings. (objectives 1-6)
3. Review and critique journal articles as assigned using APA format (with citations and references). CFPO #3, 5, 9 (objectives 1-6)
4. Develop appropriate interventions for various behavioral problems. (objectives 3-6)
5. Present research from reputable, peer reviewed journals and books for all research assignments. INTASC # 4 (objective 2)
6. Complete weekly assignments as assigned and turn in a timely manner. (objectives 1-6)
7. Present information on assigned readings from text. (objectives 1-6)

Academic Integrity: Honor Code

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“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. 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 graduate students.

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, graduate students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation a qualified disability. The department of Student Support Services is the designated u on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

As this is a practicum course, there will be a field component present.

Evaluation of Student Progress:

Evaluation of student progress will be based upon class participation, class projects, two exams and a final paper. Class assignments must be turned in on time. There will be no exceptions. Any students caught cheating will receive an F in the class and will be turned in to the Dean of Students. Responsibility for class assignments are up to the student. All students should have a working e-mail account in place by the second class meeting.

Bibliography:

- Alberto, P.A., & Troutman, A.C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill/Pearson Education.
- Austin, V.L. & Sciarra, D.T. (2010). *Children and adolescents with emotional and behavioral disorders*. Upper Saddle River, NJ: Merrill/Pearson.
- Algozzine, R., Serna, L. & Patton, J.R. (2001). *Childhood behavior disorders*. Austin, TX: Pro-ed.
- Bauer, A.M., Keefe, C.H. & Shea, T.M. (2001). *Students with learning disabilities or emotional/behavioral disorders*. Upper Saddle River, NJ: Prentice-Hall.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle River, NJ: Merrill/Pearson Education.
- Cullinan, D. (2002). *Students with emotional and behavioral disorders*. Upper Saddle River, NJ: Pearson Education.
- Jenson, W.R., Rhode, G. & Reavis, H.K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West.
- Kauffman, J.M. (2013). *Characteristics of emotional and behavioral disorders of children and youth*. Upper Saddle River, NJ: Prentice-Hall.

Rhode, G., Jenson, W.R. & Reavis, H.K. (1993). *The tough kid book*. Longmont,CO: Sopris West.

Rosenburg, M.S., R. Wilson, Maheady, L. & Sindelar, P.T. (1997). *Educating students with behavior disorders*. Needham, MA: Allyn & Bacon.

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

Wiley, A.L., Siperstein, G.N., Bountress, K.E., Forness, S.R., & Brigham, F.J. (2008). *School context and the academic achievement of students with emotional disturbance. Behavioral Disorders*, 33, 198-209.