

CHADRON STATE COLLEGE

SPED 630 - Characteristics of Behavioral & Emotional Disabilities

Summer 2014 - 3 Credit Hours

Instructor: Hank McCallum Ed.D.

Office: Old Administration Room #125

Phone: (308) 432-6334 or (308) 430-4839

Email: hmccallum@csc.edu

Description:

This class is intended to explore the field of Behavioral and Emotional Disorders as defined by IDEA. This class will combine descriptions of emotional and behavioral disorders with discussion and interpretation of current research. The topics will be organized around five basic concepts: the nature of disorders and conceptual approaches to them; methods and rationale for assessment; major causal factors; characteristics of disordered emotion and behavior; and teaching students who exhibit such disorders.

No Required Text:

Methods of Instruction:

1. Student Participation
2. Individual Reading and Study
3. Cooperative Learning
4. Discovery Learning
5. Curriculum-Based Assessment
6. Sakai and Canvas On-Line Access

COURSE SCHEDULE - SUMMER 2012

WEEK #1	<i>Let's get Acquainted – My Profile</i> <i>Module - Course Description</i> <i>Module – Preparing for the Journey</i> <i>Get acquainted with teammates and devise a plan for approaching course requirements</i> <i>Student Preference Survey</i> <i>Pre-Course Survey</i>	
WEEK #2	Topic #1 - Historical Perspective and Defining the Issue	Develop e-portfolio
WEEK #3	Topic #2 - Causal Explanations	Develop e-portfolio

WEEK #4	Topic #3 - Types of Disorders	Develop e-portfolio
WEEK #5	Topic #4 - Assessment	Develop e-portfolio
WEEK #6	Topic #5 - Behavior Modification	Develop e-portfolio
WEEK #7	Topic #6 - Application to the School Setting	Develop e-portfolio
WEEK #8	Final Project	Separate Assign.

Assignments:

All assignments have due dates and students have ample time for completion. Full credit can be earned on work submitted on or before the due date. Without a waiver from the instructor prior to the due date, no credit will be given for work turned in late. For the benefit of the student, the instructor will provide feedback for late work. Course assignments are posted on the course web-site/page and should be submitted electronically via the appropriate assignment through Sakai. Please do not use e-mail as a vehicle to submit work.

1. Class Participation - On-line student will be required to participate professionally in all aspects of this course.
2. Attendance – Completing all assignment prior to due dates and times is a necessary professional trait.
3. Discovery Research (APA Style Adherence) - Students will further develop professional discovery and research through completion of course requirements.
4. Student Portfolio – Students will produce an electronic comprehensive portfolio demonstrating mastery for designated areas of study.
5. Comprehensive Final Exam – Students will demonstrate mastery of course objective.

Grading Procedures:

A = 94-100%

B = 86-93%

C = 78-85%

D = 70-77%

F = 69% or below

Final grades for each student will be based on the percentage of points of the total available points accumulated by the student, according to the scale above on assignments, class participation, and class attendance. Weighting of each category is based upon instructor discretion.

Smarthinking Tutorial Service:

Chadron State College, as part of its continuing service to students, has made available to you at no charge Smarthinking. Smarthinking is an online student assistance and tutorial service. You are automatically enrolled in this service and should make use of it throughout the semester. This service has many educators available to help you with your writing and other areas of coursework. Please go to: www.smarthinking.com and check out this invaluable service. The website is open and available 24 hours a day. It is a great writing resource.

Student Objectives as Related to Visionary Leader Knowledge Base (THESE OBJECTIVES WILL BE REVIEWED AND REVAMPED BASED ON THE OUTCOME OF THE SUMMER 2013 COURSE:

This course supports the unit's conceptual framework, *Developing as Visionary Leaders for Lifelong Learning*. Anticipated Student Outcomes (knowledge, skills & dispositions) are listed below:

Each student will have the knowledge, skills and dispositions to:

1. Define and discuss special education, inclusion and its impact in the general education classroom, least restrictive environment, and laws that affect special education. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
2. Describe the Special Education identification process, strengths and challenges of students with emotional & behavioral challenges. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
3. Discuss how economic changes affect students and schools, how demographic shifts affect students and schools, and strengths and challenges of students from culturally and linguistically diverse backgrounds. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
4. Discuss the members of the comprehensive educational planning team as well as team collaboration and communication. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
5. Discuss how to assess attitudes toward individual differences, how to teach acceptance of individual differences related to disability, and how to facilitate friendships. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
6. Describe how to help students make effective compensations and/or transition into a general education classroom. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)

7. Describe how to collaborate with others to conduct a Functional Behavior Assessment, promote positive classroom behavior, and how to create a safe, caring, school environment. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
8. Employ a variety of strategies to differentiate instruction for students who have behavioral and emotional difficulty, to include students from diverse cultural and language backgrounds, and how to use instructional technology and assistive devices. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
9. Explain how to differentiate large group instruction for students, effective teacher- and student-centered instruction, and cooperative learning arrangements. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
10. Discuss effective intervention strategies to assist students with emotional and behavioral needs successfully function in school and the community. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)
11. Discuss Transition issues in the school system. (*Communication, Methodology, Thinking Skills, Human Relations, Assessment, Professionalism*)

The six intended program outcomes are as follows:

1. **Thinking Skills** – Promote activities that elicit critical thought, beyond recall and comprehension.
2. **Human Relations** – Develop and maintain a physically inclusive and emotionally safe classroom environment conducive to learning that encourages student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.
3. **Assessment** – Design and assess learning activities with sequential goals and objectives while using assessment measures to make instructional and/or curricular decisions.
4. **Communication** – Demonstrate and promote effective communication skills (with students and adults), while respecting diversity and engaging students in the learning process through motivation and constructive learning applications.
5. **Methodology/Technology** – Plan and deliver teaching/learning activities that are consistent with identified learning objectives, ability level of students, using a variety of instructional strategies to prescribe for individual differences.
6. **Professionalism** – Demonstrate conduct befitting a professional educator, to include the following dispositions: regular self reflection, positive ethical behavior, respectful and attentive attitude, effective classroom management skills appropriate knowledge of subject matter, and professional leadership.

Student or Teacher Candidate Behavior:

Academic Honesty: Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at <http://www.csc.edu/publications/cscstudenthandbook.pdf>. Academic Policies, including academic dishonesty, can be found between pages 32-34.

Attendance Policy – The College assumes that students and teacher candidates will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences and for arranging potential make-up rests with the candidates. Course specific attendance policies are addressed in Grading explanation.

Civility – Civil behavior enhances the academic setting, and is expected at all times. **Courtesy and respect for others are essential elements of the academic culture.** The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy:

Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodations based upon documented disabilities should be presented within the first two weeks of the semester or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; CRITES 011).*

Diversity:

Chadron State College aspires to create a safe and diversity sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity includes the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Intellectual Real Estate / Copyright Notice:

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guidelines, but only once, and the copyright holder must be cited. Unauthorized use may be liable for copyright infringement.

Use of Technology:

Students are encouraged to use the technical resources provided in Chadron State College facilities to support, enhance, and expand their learning activities. Chadron State College recognizes that learning is a unique human endeavor best achieved through the interactions of instructors and students. Technology is best used when it supports and enhances teacher - student as well as student - student interactions.

Disclaimer:

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within his/her professional judgment would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

http://specialed.about.com/od/teacherstrategies/Teaching_Strategies_and_Best_Practices.htm