

SPED 350: Introduction to Emotional and Behavioral Disorders
Summer 2011



Instructor: Dr. Joe Morin, Ed.D.
morinje@uwec.edu
836 5299

Session Meeting Times: 1-3:45, MTWR

Overview

This course focuses on the causes, problems, and characteristics of children and adolescents with emotional/behavioral disorders.

Attendance

Attendance will be taken every day. Daily attendance is expected of every student. Attendance issues will be dealt with on an individual basis. Good attendance is considered a professional disposition.

Participation

Appropriate level of participation in small group and whole group instruction is an expectation of this course. I will monitor this subjectively. Issues related to inadequate participation will be dealt with on an individual basis. Participation is considered a professional disposition.

Past-due Policy

All assignments that are past due will receive a 10% deduction for each day they are past due however, extenuating circumstances may be considered.

Text: Kauffman, James & Landrum, Timothy. (2010). Characteristics of Emotional and Behavioral Disorders of Children and Youth, 9th edition.

Course Objectives

Historical:

1. Become familiar with the historical perspectives of emotional disorders

Legal:

2. understand the federal and state definitions and eligibility criteria for placing students in programs for the emotionally disturbed.

Conceptual:

3. recognize the conceptual models of emotional disturbance: biophysical, psychodynamic, behavioral, ecological, and educational
4. understand development, deviance, and characteristics of children and adolescents with emotional/behavioral disorders.
5. be exposed to the roles of teacher as an advocate, consultant, and liaison to the community.

Assessment:

6. gain an overview of assessment procedures for development, evaluation, and modification of goals, objectives, and instructional programs in academic, behavioral, social, cognitive, and vocational areas.

Instruction:

7. gain an overview of academic, behavioral, social, cognitive, and vocational interventions used with children and adolescents with emotional/behavioral disorders.
8. be exposed to the range of services and delivery services serving students with emotional/behavioral disorders

Trends:

9. understand critical issues (e.g., assaultive behavior, suicidal behavior, drug and sexual abuse, punishment, LRE, REI, least restrictive behavior management strategies, etc.) relating to the field of emotional/behavioral disorders.

Grading: Points – Letter Grade Equivalent

Undergraduate Grading

- 300 - 280 = A
- 279 - 270 = A-
- 269 - 260 = B+
- 259 - 250 = B
- 249 - 240 = B- ***
- 239 - 230 = C+
- 229 - 220 = C
- 219 - 210 = C-
- 209 - 200 = D
- Less than 200 = F

Graduate Grading

- 300 – 270 = A
- 269 – 240 = B
- 239 – 210 = C
- 209 – 200 = D
- Less than 200 = F

*** B- is the SPED minimum standard for this course**

Assignment Table and Grade Allotment			
	UG	Grad	Points
1. Chapter summaries	As described in assignment write ups		60
2. Personal Emotionality Profile			40
3. Criteria for eligibility table including assessments and monitoring progress.			20
4. Case study analysis			60
5. Biological factors seminars	Complete grad-designed tasks	Lead seminars and tasks associated with seminars	60
6. Intervention modalities table	As described in assignment write up		20
7. Capstone reflection			40
Total			300

Schedule of Topics and Tasks	Assignments Due	WTS
<p>June 13:</p> <ol style="list-style-type: none"> 1. Introduction to assignments 2. Course mapping using 1st 4 paragraphs (pg. 5) 3. Conceptualizing emotional problems and disturbing behavior <ol style="list-style-type: none"> a. Case study of Jason b. Williams syndrome – Oliver Sacks & Diane Sawyer. c. Models for conceptualizing EBD text pg. 74-81 (Obj.3) d. Donna's story 		<p>WTS 9 (reflective practitioner)</p>
<p>June 14:</p> <ol style="list-style-type: none"> 4. Historical perspectives of EBD (Obj. 1) – Ferguson 5. Definitions of EBD for eligibility (Obj.2) – DPI link 6. Characteristics (Obj. 4) – pg. 11-14 DPI document 7. Case studies - application of EBD criteria 	<p>Personal Emotionality Profile (Parts 1-5)</p>	<p>WTS 8 (assessment)</p>
<p>June 15:</p> <ol style="list-style-type: none"> 8. Assessment procedures (Obj. 6) <ol style="list-style-type: none"> a. DPI link 9. Disproportionality – Alan Iverson Story 10. Causal Factors – Family - Poverty, abandonment, under-regulation & cultural factors 11. Case studies 		<p>WTS 8 (assessment)</p>
<p>June 16:</p> <ol style="list-style-type: none"> 12. School Factors – Am I Broken? Obj. 5 13. Case study – Stevie 14. Case studies 	<p>Eligibility Table</p>	<p>WTS 8 (assessment)</p>
<p>June 20:</p> <ol style="list-style-type: none"> 15. Neuro-biological factors-grad students 16. Conduct disorders – Struggle for control DVD 17. Case studies 		<p>WTS 1 (knowledge)</p> <p>WTS 8 (assessment)</p>
<p>June 21:</p> <ol style="list-style-type: none"> 18. Neuro-biological factors - grad 		<p>WTS 8</p>

Schedule of Topics and Tasks	Assignments Due	WTS
students 19. Case studies		(assessment)
June 22: 20. Tourettes syndrome – John is not mad 21. Case studies		WTS 8 (assessment)
June 23: 22. Traumatic brain injury 23. Traumatic events – Child of Rage link 24. Case studies		WTS 8 (assessment)
June 27: 25. Depression and suicide – Cry for Help 26. Case studies		WTS 8 (assessment)
June 28: 27. Eating disorders – Dying to be thin 28. Case studies		WTS 8 (assessment)
June 29: 29. Bi-polar 30. Case studies		WTS 8 (assessment)
June 30: 31. Obsessive – Compulsive disorder 32. Case studies		WTS 8 (assessment)
July 5: 33. Treatment options (Obj. 5 &7 & 8) 34. Guests (Obj. 5) 35. Case studies	Chapter Summaries	WTS 3 (learning differences)
July 6: 36. Academic and vocational interventions (Obj. 7) 37. Case studies	Intervention Table Case Study Analysis	WTS 3 (learning differences)
July 7: 38. Issues (i.e., suicide, restraint, punishment, LRE, 39. Capstone reflection activity	Personality Profile (Part 6)	WTS 9 (reflective practitioner)