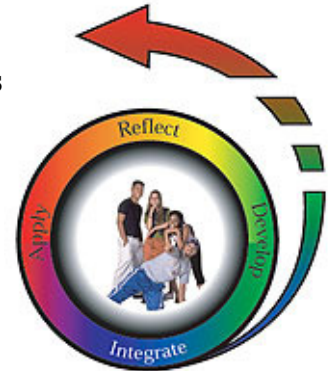


UNIVERSITY OF WISCONSIN-EAU CLAIRE

Department of Special Education

Introduction to Emotional Behavioral Disabilities SPED350/550

Meeting: Wednesday, 6:00-8:45 (HSS 204)
Instructor: Deborah Skalecki, M.S.E.
Phone: 852-3742
E-mail: dskalecki@ecasd.k12.wi.us



Required Text: Kauffman. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Battalio, R. (2006) Course Packet for SPED 350/550

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

This course addresses the following UWEC Goals of the Baccalaureate. For each goal, several artifacts have been listed that may be used for your university portfolio.

- 3. An ability to inquire, think, analyze (Written response to critical issues, Research project)
- 4. An ability to write, read, speak, and listen (Written response to critical issues, Research project)
- 11. An understanding of human behavior and human institutions (Written response to critical issues)

Course Objectives	WTS	Artifacts
1. To become familiar with the historical and legal perspectives of emotional disturbance.	1	Written response to critical issues
2. To understand the federal and state definitions and eligibility criteria for placing students in programs for the emotionally disturbed.	1	Measured through tests and participation (***)
3. To recognize the conceptual models of emotional disturbance: biophysical, psychodynamic, behavioral, ecological, and educational.	3	Research project
4. To understand development, deviance, and characteristics of children and adolescents with emotional/behavioral disorders.	3	Research Project

Course Objectives	WTS	Artifacts
5. To gain an overview for the diagnosis of emotional disturbance in the home, community, and school settings.	8	***
6. To 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.	8	Written assessments of evaluation materials
7. To gain an overview of academic, behavioral, social, cognitive, and vocational interventions that are used with children and adolescents with emotional/behavioral disorders.	7	Curriculum Analysis
8. To gain an overview of teaching and programming for children and adolescents with emotional/behavioral disorders.	7	***
9. To be exposed to the roles of teacher as an advocate, consultant, and liaison to the community.	10 CL	***
10. To be exposed to the range of services and delivery services serving students with emotional/behavioral disorders.	10 CL	***
11. To be exposed to related services (e.g., transportation, aides, counseling, parent education, and program support services) as they relate to students with emotional/behavioral disorders.	10 CL	***
12. To 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.	1	Written response to critical issues Create a list of questions
13. To be introduced to best practices in regard to students with emotional/behavioral disorders.	7	***
14. To initiate the student to work with children and adolescents with emotional/behavioral disorders.	9	***
15. To apply a historical perspective of philosophical trends and intervention techniques to current issues facing educators who work with students with emotional disturbance.	9	Written philosophy statement

CL=Activities that support the development of Collaborative Leadership Skills

Topical Outline:

Date	Topics	Reading/Assignments Due
Sept. 3	Introduction Who do we serve?	Pages 1-2 of Course Packet
Sept. 10	Definition Prevalence	Chapter 1-2 Pages 11-13; 22-35 Reaction to article (p. 14-21) Questions for Chapter 1
Sept. 17	Historical View Current Views	Chapter 3 Pages 2-10 Questions for Chapter 3
Sept. 24	Conceptual View of EBD	Chapter 4 Pages 36-41 Questions for Chapter 4 Philosophy due
Oct. 1	Identification/Assessment of EBD	Chapters 5-6 Pages 64-77
Oct. 8	Identification/Assessment of EBD Guest Speaker: Kent Smith	Questions for Chapters 5-6 3 questions for Guest Speaker
Oct. 15	TEST #1 Large Group Power Point Presentations	Topic for Research Project
Oct. 22	Guest Speaker: Dr. Tim Robertson Share reflections from EBD classrooms	Reflection from EBD classroom due
Oct. 29	Educational Intervention/BIP Social Skills Curriculum Act. Roles of School Personnel	Chapter 9 Questions for Chapter 9 Pages 42-43 and write article reaction Pages 44-51 and write article reaction Pages 60-66; 78-85
Nov. 5	Responsible Inclusion Small group presentations on Ch. 11, 12, and 13	Pages 88-92; 93-133 Reference list for Research Paper
Nov. 12	Group Web Presentations Discipline Guest Speaker: Ellen Higley	Read pages 151-156 Write article reaction Chapter 8
Nov. 19	Adolescent Issues Small group presentations on Ch. 15 and 16	Chapter 14 Questions for Chapter 14 Outline for Research Paper
Nov. 26	NO CLASS	
Dec. 3	Speaker: Karen Idso DVD- <i>Adolescents and Bipolar Disorder</i>	Chapter 17 Questions for Chapter 17
Dec. 10	Research Paper/Poster Sharing End of Semester Celebration	Research Paper
Dec. 17	FINAL EXAM---7:00-9:00	

Course Requirements: (For all members of the class)

1. Each student is responsible for **reading** the assigned readings in advance of class meetings. Additionally, each student is responsible for attending class and participating in class discussion and activities.
2. Each student will complete the **weekly questions** related to the assigned reading (3 points each).
3. Each student will write their **philosophy** regarding the education of students with EBD (5 points).
4. Each student will complete a minimum of a **one hour observation** in an EBD Classroom or Resource Room. Instructor will provide a list of approved sites to visit (5 points).
5. Each student will complete a one-two page typed **reflection on the EBD classroom observation** (5 points).
6. Each student will read the assigned **articles** and write a one-two page **reflection** on the critical points (3 points each).
7. There will be a **large group presentation**: The presentations will consist of:
 - Reading one of the following chapters (7, 8, or 10)
 - Providing a class handout that identifies the key components/main ideas (5 points)
 - Using a visual presentation of the materials (5 points)
 - Leading a discussion (5 points)
8. There will be a **small group presentation**: The presentations will consist of:
 - Reading one of the following chapters (11, 12, 13, 15 or 16)
 - Providing a class handout that identifies the key components/main ideas (5 points)
 - Acting as a class resource for class discussion (5 points)
9. With a small group, you will investigate through an **Internet search** one type of internalizing or externalizing behavior. You are to gather information that could potentially be used as a presentation to parents, or other teachers/ professionals. You will need to use at least three sites to support your findings. In your power point presentation, you need to address: (a) general description of the disorder, (b) prevalence, (c) general symptoms, (d) possible interventions, and (e) website resources that you used. You need to provide a 1-2 page handout for each class member. (20 points)
 - a. Presentation (10 points)
 - b. 3 or more **substantiated** sites (5 points)
 - c. Handout (5 points)

10. As part of your **research project**, you will prepare a poster presentation integrating course content with outside readings. The project should include:
- A visual display and a short oral presentation of your topic and content
 - A 5-10 page, double-spaced typewritten paper (APA style required)
 - A 1-2 page handout for each class member summarizing your work

You must use current references (1990-present). The required number of references depends upon the option selected for the project. These references can include the textbook. The remaining references must be from professional journals. APA format for headings, organization, and references is required.

GRADING CRITERIA for paper/poster presentation:

Content (paper)	25
Writing style	15
References/APA style	10
Oral Presentation	5
Summary Handout	5
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TOTAL	60

11. There will be one subject specific test and a final cumulative test. The final exam for graduate students will include comprehensive essay questions. Examples from readings, lectures, and textbooks are expected to be integrated into written responses. Expectations for clear and concise writing will be taken into consideration when grading these questions.

SEE POINT SHEET (page 9-10 of syllabus) FOR POINT TOTALS

Grading Policy

The following criteria will be used to determine the grade earned by each undergraduate student:

94% and above of the total points	=A
92-93% of the total points	=A-
89-91% of the total points	=B+
85-88% of the total points	=B
83-84% of the total points	=B-
80-82% of the total points	=C+
75-79% of the total points	=C
73-74% of the total points	=C-
70-72% of the total points	=D+
66-69% of the total points	=D
64-65% of the total points	=D-
Less than 64% of the total points	=F

Attendance and Participation

Attendance and participation in class discussion and activities are expected.

Any person requesting absence from class because of religious observance should notify the course instructor within the first two weeks of class. Assignments or exams may be done at another time without penalty. The instructor reserves the right to raise or lower a grade based on participation.

Make up exams are given only under extraordinary circumstances, and students **MUST** inform the instructor prior to the exam of the absence. Late items will be penalized 10% of their value for each school day they are late.

Academic Misconduct

Academic misconduct (eg., cheating, plagiarism) is a serious matter and will be treated according to University policy.

Students with Disabilities

The University of Wisconsin-Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

The instructor reserves the right to change requirements or the course outline as deemed necessary.

Point Sheet for SPED 350/550

<u>My Points</u>	<u>Description of Assignment</u>	<u>Possible Points</u>								
_____	Philosophy of EBD	10								
_____	Reaction to Articles	21 (3 points for each article)								
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_____	Questions for guest speaker Re: Identification/Assessment	3								
_____	Observation in an EBD classroom	5								
_____	Reflection on EBD observation	5								
_____	Weekly questions on chapters	24 (3 points for each set of questions)								
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_____	Test #1	80								
_____	Large group power point presentation	15								
_____	Small group outline presentation	10								
_____	Internet/web project	20								
_____	Research Paper	60								
_____	Final Exam	80								
Total Possible Points		333								