Wayne State University
College of Education

Division: Teacher Education
Program Area: Special Education

Course# SED 7820

Course Title: Emotional and Behavior Problems: Children and Adolescents

Section #: 12759 001

Term/Year Winter, 2014

Course Location: TBA

Day: Sat 9:30-12

Instructor: Helane Folske-Starlin M.A.T; Ph.D. Candidate

Cell Phone: 810/533-5020

Email: bb8178@wayne.edu

Course Description: Diagnosis, instruction, and support of children and youth classified as having emotional disturbance and behavior disorders.

Conceptual Outcomes:

Goals

- To increase awareness of emotional and behavioral disorders as they effect the teaching and learning process in the classroom
- To develop an understanding of the theoretical, research and practical aspects of these disorders and their behavior as they relate to educators and the students they encounter

Objectives

- To develop and understanding of major concepts and historical antecedent of contemporary special education for children and youth with emotional and behavioral disorders
- To gain knowledge of procedure and problems in assessing the function of emotional and behavior disorders in the lives of children and adolescents
- To develop an understanding of the origins of disordered behaviors with attention to the implication of causal factors for special and regular educators
- To explore current research of the emotional and behavior disorders as these disorders affect the education of children and adolescents
- To develop strategies to teach academic skills, social skills and manage the behavior of children with emotional and behavior disorders.

**Course Assignment:** Eight reflective essays

1. A response to article: Working with challenging behavior
2. Reflection on an Externalizing Behavior in the Classroom
3. Reflection on an Internalizing Behavior in the Classroom
4. Reflection on the developmental theories
5. Reflection on the range of behaviors of students with an Autism Spectrum Disorder
6. Reflection on comparing and contrasting tools for monitoring behaviors in the classroom
7. Reflection on a journal article regarding P.B.I.S. (Positive Behavior Intervention Support)
8. Reflection on a journal article regarding alternative ways of teaching or assessing academic skills

Essays must contain a specific quote from the body of work cited, a personal indicating why this quote is relevant to you personally or professionally, and a statement indicating how this information will impact your efforts as an educator. 2.5 to 3 pages double spaced (12pt font). **Max 3 pages.** Each essay earns a maximum of 10 points. Total 80 points. **All papers must be in A.P.A. format.**

**Competing Behavior Pathway**

Two Competing Behavior Pathways essays will be expected. One will involve a student with an externalizing behavior; the other will be developed on a specific formal and will be worth 10 points towards the grade. Each Pathway will be developed on a specific formal and will be worth 10 points towards the grade. Total 20 points

20 points are included for class participation. Interaction of the part of the class members will increase benefits to all students. The management of difficult student behaviors requires a comprehensive, collaborative approach to understand and plan appropriately for the classroom.

**Class Policy regarding attendance and submission of assignments:**

Assignment submitted late will be subject to a deduction of points. Papers submitted on time will be returned as soon as possible. There may be an opportunity for resubmission if doing so increases the understanding of the subject matter by the student. It is expected that students must attend each class session. Please contact the instructor if you must miss a class. Tardiness will also reflect on participation point. To track attendance there will be exit tickets completed by students.

**Plagiarism**

Plagiarism includes copying materials (any more than 5 consecutive words) from outside texts or presenting outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in this course. University policy states that students can be subject to multiple sanctions, form reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Class Schedule:**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Syllabus Overview</td>
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<tr>
<td>Week 2</td>
<td>Defining Emotional and Behavior Disorders</td>
<td>Reflection 1</td>
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<tr>
<td>Week 3</td>
<td>Characteristics of Disorders (Externalizing)</td>
<td>Reflection 2</td>
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<tr>
<td>Week 4</td>
<td>Characteristics of Disorders Internalizing</td>
<td>Reflection 3</td>
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<tr>
<td>Week 5</td>
<td>Development of Theories and Causes</td>
<td>Reflection 4</td>
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</tbody>
</table>
Week 6: Autism – Range of Behaviors Reflection 5

Week 7: Managing Behaviors - Overview of P.B.I.S

Week 8: Functional Behaviors Assessment – Tool Reflection 6

Week 9: Developing Alternative Behaviors
Teaching Social Skills
Teaching Academic Skills
Competing Behavior Pathway and IEP Participation
Collaboration, Inclusion and other legal Issues

Final Exam Week

Grading System – Graduate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>120 - 114</td>
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<tr>
<td>A-</td>
<td>113 – 109</td>
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<tr>
<td>B+</td>
<td>108 - 102</td>
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<tr>
<td>B</td>
<td>101 - 95</td>
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<tr>
<td>B-</td>
<td>94 – 88</td>
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<tr>
<td>C+</td>
<td>87 - 81</td>
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<tr>
<td>C-</td>
<td>80 – 84</td>
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<tr>
<td>F</td>
<td>83 or lower</td>
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General Notes on Grading

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For Graduate students B grades will be awarded for satisfactory work that satisfies all course requirement; B+ grade work be awarded for very good work and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades form A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point average.

Withdrawal Policy

- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF or WN
- WP Will be awarded if the student is passing the course (based upon work due to date) at the withdrawal is requested
- WF will be awarded if the student is failing the course (based upon the work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade. Student must submit their withdrawal request online. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has approved. Withdrawals can be requested at any point from the fifth week of class through the study day.
Attention Students with Disabilities:

- Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.

- If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 583 Student Center Building to request an accommodation. Phone number (313) 577-1851

- The EAS Student Handbook, found online the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodation that you desire.

- [http://www.eas.wayne.edu](http://www.eas.wayne.edu)