SPED 5380 (70558): CHILDREN AND ADOLESCENTS WITH BEHAVIOR DISORDERS
Thursday, 4:20-6:50 pm, ECDC 219B
Texas A&M University – Corpus Christi
College of Education

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I. COURSE DESCRIPTION
This course will focus on characteristics and classifications of children and adolescents with behavior disorders. Intervention orientations and associated education/treatment approaches for children and adolescents will be explained.

II. RATIONALE
This course is designed to provide students with practical information and strategies for use with children and adolescents with emotional and behavioral disorders (ED/BD). Particular emphasis will be given to identification, assessment, intervention and progress monitoring processes used to develop behavior intervention plans and provide positive behavior supports.

III. STATE ADOPTED PROFICIENCIES FOR EDUCATORS
The state adopted proficiencies covered in this course include the following:
1. **Learner-Centered Knowledge**: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. **Learner-Centered Instruction**: To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements and assesses instruction using technology and other resources.
3. **Equity in Excellence for All Learners**: The teacher responds appropriately to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES
Students in this graduate program will:
• demonstrate knowledge of individuals with disabilities (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome);
• evaluate the needs of individuals with disabilities (SPED 5386 and SPED 5387 are linked to this student learning outcome);
• demonstrate knowledge of fostering learning and development for individuals with disabilities (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome);
• demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator (SPED 5385, SPED 5386,
SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome); and
• develop a behavior intervention/change plan (SPED 5380 is linked to this student learning outcome).

V. TEXES EXAMINATIONS OF EDUCATOR STANDARDS (TEXES)
Domain I, Competency 002: The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
Domain II, Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
Domain II, Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
Domain II, Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
Domain IV, Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
Domain III, Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
Domain III, Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing behavioral and social skills of students.

Council for Exceptional Children: Initial Level Content Standards
TAMUCC Special Education Program is aligned with the National CEC Standards

Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
• philosophies and evidence-based principles and theories
• relevant laws and policies
• diverse and historical points of view
• human issues that influence the field and professional practice
• issues of human diversity that can impact families, cultures, and schools
• relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies
Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
• know and demonstrate respect for their students first as unique human beings
• understand the similarities and differences in human development
• understand how exceptional conditions can interact with the domains of human development
• use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
• know and understand the effects that an exceptional condition can have on an individual's learning in school and throughout life
• utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
• understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
• possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
• select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
• modify learning environments appropriately for individuals with exceptional learning needs
• enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
• promote increased student' self-awareness, self-management, self-control, self-reliance, and self-esteem
• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
• create learning environments for individuals with exceptional learning needs
• foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
• foster environments in which diversity is valued
• shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
• help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
• use direct motivational and instructional interventions
• teach students to respond effectively to current expectations
• intervene with individuals with exceptional learning needs in crisis
• coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language

Special educators:
• understand typical and atypical language development
• use individualized strategies to enhance language development and teach communication skills
• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual's language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
• modify instructional plans based on ongoing analysis of the individual's learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

**Initial Content Standard 8: Assessment**
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:
• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress
Special educators understand:
• legal policies and ethical principles of measurement
• measurement theory and practices
• appropriate use and limitations of various types of assessments
Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments.

**Initial Content Standard 9: Professional and Ethical Practice**
Special educators are guided by the profession's ethical and professional practice standards to:
• to practice ongoing attention to legal matters along with serious professional and ethical considerations
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

**Initial Content Standard 10: Collaboration**
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally
responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

VI. COURSE OBJECTIVES AND OUTCOMES
The overarching objective in this course is to prepare students to use research-based techniques to identify, assess, educate, and intervene with students with ED/BD to better meet their educational and social-behavioral needs.

This course is designed to enable special education teachers and educational diagnosticians to explore the relationship between academic underachievement and problem behavior with an emphasis on early detection and assessment by:

1. Exploring an integrated system of prevention and intervention for students with or at risk for learning and emotional/behavior difficulties;
2. Addressing academic behaviors and instructional issues;
3. Learning to manage challenging behaviors; and
4. Providing an integrated approach to student services.

VII. COURSE TOPICS
The major topics to be considered are the following:

- IDEA and Section 504
- Characteristics and needs of students with or at risk for learning and ED/BD
- Proactive approaches for identifying and treating students at risk for academic failure
- Proactive approaches for identifying students at risk for socio-behavioral problems
- Proactive and preventative practices and outcomes for students with ED/BD
- Classroom organization and structure
- Social skills assessment and instruction for students with ED/BD
- Effective intervention strategies for students with emotional/behavioral disorders
- Transitioning from school to the community

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:

- Readings and discussion
- Demonstrations
- Cooperative learning
- Case studies
- Conduct of a Behavior Intervention/Change Plan addressing the needs of a school-age child or community member
- Student presentations on course topics that demonstrate “expert” knowledge
- Written assignments
IX. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

- Attendance and Class Participation: 40 points
- Unit Quizzes: 60 points
- Learning Activities (4 at 30 points each): 60 points
- Super Nanny Video Review*: 70 points
- Classroom Management Poster*: 70 points
- Behavior Intervention/Change Plan (BIP)*: 100 points
- Final Exam (at least 50% of material drawn from Unit Quizzes): 100 points

*Instructions for these major assignments will be provided online.

The letter grade equivalent for the cumulative points earned is as follows:

- 450-500 points = A
- 400-449 points = B
- 350-399 points = C
- 300-349 points = D
- Below 300 = F

Virtually all assignments are graded using a rubric. It is always in your best interest to review the rubric and use it as a final checklist before submitting your work.

X. REQUIRED TEXTBOOK

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<th>Activity Description</th>
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<td>Syllabus Activity</td>
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<td>The Color of Discipline</td>
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<td>1/22-2/4</td>
<td><strong>Unit 1, The Nuts and Bolts of Effective Behavior Management</strong></td>
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<td>3/24*</td>
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<td>Learning Activity C</td>
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<td><strong>Unit 6, Supports Beyond the Classroom</strong></td>
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XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Submission of Work
All written work turned in must be typewritten. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

All online assignments must be submitted no later than 11:59 pm on the due date.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association (APA), Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules
and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Face-to-Face Expectations:
1. Be prompt and attend face-face-classes. Absences accompanied by doctor’s note or similar documentation will be excused. For each unexcused absence, 25 points will be deducted from your semester total. Late arrivals and early departures from class will be recorded, and if excessive, will result in an absence.

2. Participate in class discussion and activities and put forth honest effort in-group work with peers. The professor will evaluate your participation in throughout the semester. Excessive private discussion during lecture or any class activities disrupts the class and will negatively affect your grade. If you find that you are a person who talks excessively to during class lecture and other activities where this is inappropriate, please monitor yourself and move to a seat where this is not tempting. The discipline this requires is greatly appreciated.

3. All cell phones will be turned off or set to vibrate during class. Please do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and provide the instructor notice prior to class.

Online Expectations (access via the Start Here link in Blackboard)

XII. BIBLIOGRAPHY
Course content is supported by the following:


Texas Project First http://www.texasprojectfirst.org/


Helpful Websites:


Association for Positive Behavior Supports http://www.apbs.org/

Intervention Central http://www.interventioncentral.org

National Association of School Psychologists http://www.nasponline.org

The IRIS Center http://iris.peabody.vanderbilt.edu/

The Meadows Center for Preventing Educational Risk http://www.meadowscenter.org/
PBS Teacher Source for Lesson Plans http://www.pbs.org/teachersource/

Technical Assistance Center on Positive Behavior Interventions and Supports http://www.pbis.org