

*Syllabus*  
**AUGSBURG COLLEGE (ROCHESTER)**  
**TEACHING STUDENTS WITH EMOTIONAL/BEHAVIORAL AND/OR LEARNING**  
**DISABILITIES**  
**SPE 400/500**

**Time:** Fall Semester 2009

**Location:** Bethel Lutheran Church, 810 3 AV SE, Rochester, MN

**Instructor:** Steven Felton      Phone Contact: 507.272.6927  
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**Credits: 1.0**

**Prerequisites:** Students enrolled in this course must be admitted to the Education Department and the EBD/SLD licensing program or seek permission from the instructor.

**EDUCATION DEPARTMENT MISSION STATEMENT**

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically and collaborating effectively.

**COURSE DESCRIPTION:** This course presents an overview of learners with emotional and behavioral disabilities (EBD) and with specific learning disabilities (SLD). It will probe historical and philosophical aspects of the EBD and SLD categories and specifically address the theoretical perspectives and conceptual models as they relate to this category of disability. The course will examine origins of student behavior and student learning styles. Students will begin to apply this knowledge to practice as they examine the multitude of factors that contribute to the learning of students identified as EBD or SLD. Students will have a deeper understanding of the pedagogy of teaching learners receiving special education services.

**REQUIRED TEXTS**

Bauer, A.M., Keefe, C.H., & Shea, T.M. (2001). *Students with Learning Disabilities or Emotional/Behavioral Disorders*. Upper Saddle River NJ: Prentice Hall.

Jensen. E. (2005). *Teaching with the Brain in Mind*. 2<sup>nd</sup> Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H.F., Strong, R.W., & Perini, M.J. (2000). So Each May Learn: Integrating Learning Styles and Multiple Intelligences. Alexandria, VA: Association for Supervision and Curriculum Development.

### **COURSE OBJECTIVES:**

- Students will gain an understanding of the historical and philosophical foundations related to children labeled EBD and SLD. (SPE B.1; SPEEBD A.1,2) Knowledge.
- Students will gain in-depth knowledge of the legal system as it relates to students with EBD and SLD, including knowledge of due process and confidentiality. (SPE B.2; SPEEBD A.10) Knowledge.
- Students will identify basic characteristics of child and adolescent development, especially as they relate to the labeling of children with EBD and SLD. (SPEEBD A.3, 6, 7, 8, 22) Knowledge.
- Students will identify various theoretical perspectives (psychodynamic, biophysical, behavioral, ecological) as they relate to the origins of behavior and to students labeled EBD and SLD. (SPEEBD A.4). Knowledge/Skills.
- Students will identify various learning styles, learning environments and strategies conducive to the learning styles of their students (SPE C; SPEEBD C.3). Knowledge/Skills.
- Students will gain an overview of how diversity impacts or influences student learning (SPE B.8; SPEEBD A.5, B.5). Knowledge/Disposition.
- Students will be introduced to basic observational skills and apply these skills to practice. Knowledge/Skills.

### **Standards**

Special Education (SPE)

A teacher of special education understands and applies referral, assessment, team planning, and placement procedures.

The teacher must understand:

- B1. The rights and responsibility of parents, students, teachers, and schools as these rights and responsibilities relate to students with disabilities receiving a free appropriate public education;
- B2. Due process and data privacy requirements and how to provide procedural safeguards;
- B8. The influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement; a teacher of special education understands how to use individualized education programs plans to design and implement developmentally appropriate instruction and how to evaluate the program's effectiveness.

The teacher must understand how to:

- C. Adapt and modify curriculum and instruction to meet individual learner needs.

## Special Education-Emotional Behavioral Disabilities (SPEEBD)

A teacher of special education for students with emotional behavioral disorders understands the central concepts, tools of inquiry, and history and context of emotional behavioral disorders as a foundation on which to base practice. The teacher must understand:

- SPEEBD A 1. Historical and philosophical foundations, legal basis, and contemporary issues pertaining to services to and the education of children and youth with emotional behavioral disorders;
- SPEEBD A 2. Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with emotional behavioral disorders;
- SPEEBD A 3. Etiology, characteristics, and classifications of emotional behavioral disorders;
- SPEEBD A 4. Social development theory;
- SPEEBD A 5. Socioeconomic factors that impact students experiencing an emotional behavioral disorder;
- SPEEBD A 6. Impact of disabling conditions on behaviors;
- SPEEBD A 8. Factors that build resiliency;
- SPEEBD A 9. How aggression, anxiety, withdrawal, and thought disorder affect behavior;
- SPEEBD A 10. The legal system as it affects children and youth with emotional behavioral disorders;
- SPEEBD A 11. The major mental health disorders manifested during childhood, adolescence, and adulthood and the complexities of co-morbidity including behavioral manifestations of these disorders;

A teacher of special education of students with emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders. The teacher must understand:

- SPEEBD B. 5 Factors that may influence the over-and under-representation of culturally or linguistically diverse students in programs for students with emotional behavioral disorders;

A teacher of special education of students with emotional behavioral disorders understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with emotional behavioral disorders. The teacher must understand how to:

- SPEEBD C 3. Apply the theory and rationale underlying various curriculum approaches to basic skills and how to select and implement remedial strategies in academic skill areas.

## **Special Education: Learning Disabilities (SELD)**

A teacher of special education of students with learning disabilities understands the central concepts, tools of inquiry, and history and context of learning disabilities and

learning deficits as a foundation on which to base practice. The teacher must understand:

- SELD 1: Historical and philosophical foundations, legal basis, and contemporary issues pertaining to services to and the education of children and youth with learning disabilities or learning deficits;
- SELD 2: Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with learning disabilities and learning deficits;
- SELD 6: Social or emotional aspects of children and youth with learning disabilities, including social skill deficits, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur with learning disabilities.

A teacher of special education of students with learning disabilities understands referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities or learning deficits. The teacher must understand:

- SELD 3: Factors that may influence the over and under-representation of culturally or linguistically diverse students in programs for students with learning disabilities or learning deficits.
- SELD 4: Various educational placement options and the selection of appropriate options based on the needs of the student.

A teacher of special education of students with learning disabilities must understand how to use individual education program plans to design and implement developmentally appropriate instruction for students with learning disabilities or learning deficits. The teacher must understand how to:

- SELD 5: Manage the social, emotional, and behavioral needs of students with learning disabilities.

## **ASSESSMENT DESCRIPTIONS**

### **Attendance**

Attendance at every session is required. If you must miss a class, you will need to make arrangements with the instructor prior to the absence. If you know you will miss more than one class you should consider taking the course at another time.

### **Case Study**

In this course you will lay the framework for a continuing and comprehensive study of one student. The intention of this project is to have you follow and view from different lenses one student throughout your internship year. You will follow this student (to the degree possible) through the remainder of your special education coursework. Choose someone who is challenging to you and the school environment, and apply your learning in each course to the child and the setting in which you are serving this child. You will also have the opportunity to observe and affect concrete change for the student and his/her environment. This process will also provide you an in-depth look at one

particular student and aid you in developing a case study that is comprehensive. As much as possible, the student should be involved in the process. This means that you will be asked to include the student whenever possible, through interviews, feedback and general input as it relates to the topic of each case study. This will act to not only include the student in his or her own development, but also as a form of participatory action research. During the critical issues seminar, we will spend time discussing the writing process. You will also be investigating resources and research that will be helpful to your writing process. Syllabi for each course will explain the focus of the case study during that course.

### **Case Study for SPE 400/500**

Your first section of this case study will introduce the student with whom you have chosen to work. You will:

- a. Describe the student (age, school, current and previous educational environments, family situation). You will also describe where the child is developmentally. This should begin with a focus on the child's strengths.
- b. Have the student (when possible) describe him/herself. This might be in the form of an interview you conduct with the student, something the student has written about him/herself, a picture they draw and interpret, or another creative way you and the student choose to use to introduce the student to the reader.
- c. Describe the student's placement and educational history.

### **Learning Styles Profiles**

- a. You will be asked to conduct a learning style profile of the child. For this assignment you will determine the individual learning style and environmental circumstances for optimal learning, focusing on the student in your case study. Given this information, include an analysis of how the student learning style fits with their current placement. A concise, 1 page summary is recommended.
- b. In addition, you will conduct a learning style profile of all of the students in a class and write a (3-5 page) analysis which looks at whether the classroom is structured for optimal learning, given the knowledge you have gained about how these students learn. How can teaching to different learning styles impact learners labeled LD or EBD? Given this information, what would you do to structure your teaching and/or your teaching environment to best meet the student needs? Does diversity impact learning?
- c. This assignment will consist of first analyzing your own learning style. Next, consider the potential impact of your learning style on your teaching in a 3-5 page paper. Consider these questions: Did you already know this information about yourself? How has your learning style impacted your own learning? Has your cultural (ethnicity, gender, socio-economic, etc) background had an impact on your learning? Describe your teaching style and how it relates to your learning style, how will this information impact your teaching? Also, consider students who learn differently than you and describe what you would do to accommodate their needs?

### **Group Book Review – will be assigned the first class**

Students will be divided into groups and assigned chapters of the Jensen to review with the class. Sections from the Bauer text will also be assigned to students to present to the class.

### **Readings and Quizzes**

Quizzes will be based upon the readings assigned for this course.

### **GRADUATE REQUIREMENTS**

Students seeking to earn graduate credit will, in addition to the above assignments, will conduct an in depth probe into a concerning a topic in the area of the impact of brain research upon learning, more in depth consideration of learning styles , or multiple intelligences.

1. Read a minimum of one book either from the list provided below and two additional articles relating to the same topic or either books and articles with approval of the instructor. Please consult with the instructor upon your topic.
2. Present your findings to the class in format approved by the instructor. Your presentation should be information, research-based, credible, acknowledge sources appropriate and be interesting and provide beneficial learning to your audience. Provide a 1 page summary for the audience and a 5-7 page paper to turn in to instructor.

Recommended books for graduate credit project:

Jensen, Eric: Teaching with the Brian in Mind; Brain-Based Learning: The New Science of Teaching and Training; Introduction to Brain Compatible Learning; Different Brains, Different Learners: How to Reach the Hard to Reach

Wolfe, P. Brain Matters: Translating Research into Classroom Practice.

Sousa, D.A.: How the Brain Learns; How the Special Needs Brain Learns

Gardner, Howard: Frames of Mind: The Theory of Multiple Intelligences; Multiple Intelligences: The Theory in Practice; The Unschooled Mind: How Children Think and How Schools Should Teach; Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century

## ASSESSMENT SUMMARY

SPE identifies Special Education Standards

SPEEBD identifies Special Education/Emotional Behavior Disability Standards

SELD identifies Special Education: Learning Disabilities

<b>Assessment Tool</b>	<b>Activities/Documents</b>	<b>Program Standards</b>
Case Study	Written document	SPEEBD A.3, 6, 7, 8, 11 SELD A.2,3; B.4,6; C.4
Learning Styles Profiles	Survey, written report	SPE B8; C SEEBD A.1,2,4; B.4; C.3 SELD A.1,2,3; C.4
Quizzes & Readings	Discussion & quizzes	SE B.1.2 SEEBD A.1,2,4 SELD A.1,2,3/C.4
Jensen text group book review	Class presentation	SPE 1, B8 SEEBD A.1,2,4; B.4; C.3 SELD A.1,2,3; C.4
Attendance and participation	Instructor records, reports of field experience and completion of field experience log	Policies in syllabus
Graduate Requirement	Written document, class presentation,	SPE C SPEEBD C.3 SPEEBD A.4

## Grading Criteria for Undergraduate Students

Assignment	Point Value	Due Date
Case study	25 Points	TBD
Learning styles profile - student	10 Points	TBD
Learning styles profile - class	15 Points	TBD
Learning styles profile -self	15 Points	TBD
Readings and Quizzes	10 Points	TBD
Group Book Review	10 Points	TBD
Attendance	5 Points	TBD
Participation	10 Points	TBD
<b>Total</b>	<b>100 Points</b>	

## Grading Criteria for Graduate Students

Assignment	Point Value	Due Date
Case study	25 Points	TBD
Learning styles profile - student	10 Points	TBD
Learning styles profile - class	15 Points	TBD
Learning styles profile -self	15 Points	TBD
Readings and Quizzes	10 Points	TBD
Group Book Review	10 Points	TBD
Graduate project presentation	10 Points	TBD
Graduate project paper	25 Points	TBD
Attendance	5 Points	TBD
Participation	10 Points	TBD
<b>Total</b>	<b>135 Points</b>	

## Grading

4.0	93-100%
3.5	88-92%
3.0	83-87%
2.5	78-82%
2.0	73-77%
1.5	68-72%
1.0	63-67%
0.5	60-62%
0.0	Under 60%

**Student Rights:** Students with diagnosed disabilities may have legal rights to course modifications. Please identify yourself to the instructors the first week of class so that we may assist you in reaching your learning goals. All students have the right to use the Augsburg College Counseling Center and Student Development Services, as well as to receive tutoring assistance from the Writing Lab.

**Honesty Policy:** The Augsburg College policy on academic honesty applies to this course. Unless otherwise stated, the assignments you hand in are assumed to be your own individual work. Please refer to the Augsburg Student Guide for further details.

**Attendance Policy:** Attendance and participation are critical to the success of any course. We consider attendance a prerequisite to participation and participation a crucial part of the growth and learning of each class member. In this class, we agree that missing two classes or more can result in a failing grade. If you miss one class, you may be required to submit make-up work. If you find yourself needing to miss more than one class, please consider taking this class at another time. Any absences should be discussed with the instructors.

**Writing Requirements:** Prepare written assignments consistent with requirements and guidelines provided. Assignments must be typed, double-spaced, grammatically correct and in clear, concise prose. **Late assignments will receive a 10% reduction unless prior arrangements have been made with the instructors.**

**Technology Expectations:** As an education department, we expect these entry-level technology skills from our students:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College e-mail address.
- When required, attach documents to e-mail.
- Make active use of online course resources.
- Use word processing for assignments. We require that assignments be done in Microsoft Word (double-spaced). Use, but do not rely solely on, Spell Check.
- Have the ability to access and navigate the Internet.