

(Tentative Syllabus)
AUGSBURG COLLEGE
SPE 400/500

Teaching Students with Emotional/Behavioral Disorders and/or Learning Disabilities
Fall 2009

INSTRUCTOR: Dee Cole Vodicka

OFFICE HOURS: By Appointment

OFFICE: Sverdrup 3Q

TIME: WEC: Sat. 1:15 – 4:45

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Pre-requisites: Admission to Education Department and the EBD program, or instructor permission

Course Description: This course presents an overview of learners with emotional and behavioral disorders (EBD) and learning disabilities (LD). It will explore historical and philosophical aspects of the EBD and LD categories and specifically address theoretical perspectives and conceptual models as they relate to this category of disability. This 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 labeled EBD and LD. Students will have a deeper understanding of the pedagogy of teaching learners receiving special education services.

Required Texts

Cullinan, D. (2007). *Students with Emotional and Behavioral Disorders: An introduction for Teachers and Other Helping Professions* (2nd ed.). Upper Saddle River, NJ: Pearson.

Jensen, E. (1998). *Teaching with the brain in mind* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Additional readings will be posted on the Moodle class site or given out in class.

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 ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Course Objectives:

- Students will gain an understanding of the historical and philosophical foundations related to children labeled EBD and LD (SE B.1, SPEEBD A.1, 2).
- Students will gain in-depth knowledge of the legal system as it relates to students with EBD, including knowledge of due process and confidentiality as it relates (SE B.2; SPEEBD A.10).
- Students will identify basic characteristics of child and adolescent development especially as they relate to the labeling of children with emotional and behavioral disabilities (SPEEBD A.3, 6,8,9,11).
- Students will identify various theoretical perspectives (psychodynamic, biophysical, behavioral, ecological) as they relate to the origins of behavior and to students labeled EBD (SPEEBD A.4).
- Students will identify various learning styles, learning environments and strategies conducive to the learning styles of their students (SE C.1; SPEEBD C.3).
- Students will gain an overview of how diversity impacts or influences student learning (SE B.8; SPEEBD A.5, B.5).
- Students will be introduced to basic observational skills and apply these skills to practice.

Assignments

Further information will be provided for each assignment in class and will be posted on Moodle.

Note: 20% will be deducted for each day an assignment is late unless prior arrangements have been made. Deductions will be made for grammatical and spelling errors.

1. Attendance & Participation

Because of the interactive nature of this class, attendance is crucial. If you know you must miss more than one class meeting, please consider taking this class at another time. Students will be graded on overall class participation and contribution to class discussions. Completion of assigned readings and homework assignments will be included in the participation grade. Each absence will result in a 5% deduction of the final grade for the class.

2. 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 through different lenses, one student throughout your internship year. You will follow this student (to the degree possible) through the remainder of your 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 effect 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 not only to include the student in his or her own development, but also as a form of participatory research. Individual syllabi through the internship year will explain the focus of each part of the case study.

The case study for SPE 400/500 will provide a clear description of the student and the student's educational placement. There will be a particular focus on the student's eligibility for EBD.

3. Learning Styles Profile

Conduct a learning styles profile on your case study student and analyze the results in a written summary.

4. A-B-C Model of Operant Conditioning

Collect data and write a narrative describing a target behavior that you want to reduce with one student using an A-B-C (Antecedent, Behavior, Consequence) recording sheet.

5. Compare and Contrast Theoretical Models for EBD

Compare and contrast the four theoretical models outlined in the text using a visual display (such as a graphic organizer) and narrative summary.

6. Small-Group Presentation: Teaching with the Brain in Mind

In a small group, teach one section of the book Teaching with the Brain in Mind to the class on the assigned date.

7. Final Exam

A final exam will be given on the last day of class; questions will be provided in advance.

8. Graduate Extension – Research Paper: Behavioral Interventions

Student taking this class for graduate credit will select a behavior intervention to research and critique. The instructor will provide a list of possible topics. Papers are to be written in APA style, 5-6 pages, with a minimum of 4 peer-reviewed journal articles as support. Students will present their papers on the last day of class.

Grading

Assignment	Undergraduate % of Total	Graduate % of Total
Participation	20	20
Case Study	20	16
Learning Styles Profile	10	8
A-B-C Model/Target Behavior	10	8
EBD Theoretical Models	10	8
Small Group Presentation	15	15
Final Exam	15	10
Graduate Research Paper	n/a	15
Total	100%	100%

Each student is expected to complete assignments at the scheduled times, and all assignments must be completed to receive a passing grade for this course. If an emergency or circumstance arise that interfere with completing the requirements for this class, you must contact the instructor. Voice-mail or e-mail messages are an acceptable means of informing the instructor of a challenging situation.

Failure to do so may result in an “F” on the missed assignment or the class.

A	=	4.0	=	95-100 %	B-/C+	=	2.5	=	80-84 %
A-/B+	=	3.5	=	90-94 %	C	=	2.0 (Pass)	=	75-79 %
B	=	3.0	=	85-89 %	C-/D+	=	1.5 (No Pass)	=	70-74 %

D = 1.0 = 65-69 % F = 0.0 = <60 %
D- = 0.5 = 60-64 %

TENTATIVE Class Schedule

Readings are due on the day that they are listed; additional readings may be assigned.
Additional information on each assignment will be discussed in class and posted on Moodle.

Class 1 - September 12th

Read for Class - Cullinan: Chapters 1 & 2

Class 2 - September 26th

**Read for Class - Cullinan: Chapters 3, 4, 5 (pp. 171-176 only)
Assigned Readings on MN EBD Eligibility**

Class 3 - October 10th

**Read for Class - Cullinan: Chapters 6 & 7
Assigned Reading on Learning Disabilities (Response Required)
Assigned Reading on Learning Styles**

Class 4 - October 24th

**Read for Class - Cullinan: Chapter 8
Small-Group Presentations – Teaching with the Brain in Mind Ch. 1-5
Learning Styles Profile Due**

Class 5 - November 7th

**Read for Class - Cullinan: Chapter 9
Small-Group Presentations – Teaching with the Brain in Mind Ch. 6-8**

Class 6 - November 21st

**Read for Class – Cullinan: Chapter 10
Assigned Reading on Disproportionate Placements (Response Required)
Small-Group Presentations – Teaching with the Brain in Mind Ch. 9-12
A-B-C Model/Target Behavior Due**

Class 7 - December 5th

**Read for Class: Cullinan: Chapter 11
Assignment: 6 Principles of IDEA
EBD Theoretical Models Assignment Due
Case Studies Due**

Class 8 – December 12th

**Graduate Presentations
Final Exam**

Research Papers Due (Graduate Students)

Policies

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: 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. Each assignment must be unique to this course. Please refer to the Augsburg Student Guide for further details. Violations of this policy may result in an “F” for the course.

Attendance: Attendance and participation are critical to the success of any course. We consider attendance a prerequisite to participation; participation is a crucial part of the growth and learning of each class member. In this class, we agree that missing two classes or more may result in a failing grade. 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 instructor.

Writing Requirements: Prepare written assignments consistent with requirements and guidelines provided. Assignments must be typed with 1” margins in 12 pt. font, double-spaced, grammatically correct and in clear, concise prose, using APA style of citations and references. **Late assignments will receive a 20% reduction for each day late unless prior arrangements have been made with the instructor.**

Technology

These entry-level technology skills are expected:

- Read and answer e-mail regularly and in a timely fashion; your Augsburg account is the official means of electronic communication.
- Attach documents in WORD format to emails
- Make active use of online course resources (Moodle)
- Have a student ID and library card and ability to access articles from e-reserves
- Use word processing for written assignments. We require that they be done in Microsoft WORD.
- Have the ability to access and navigate the Internet.
- Check Moodle for class announcements between classes.

Students who do not possess these skills should contact the student computing lab in Lindell Library for help, training in software, and orientation to Moodle, etc. Augsburg computer labs all have Microsoft WORD for those students who do not have access to this software elsewhere.

This course meets the following Standards: Special Education (SPE)

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

- B 1. The rights and responsibilities of parents, students, teachers, and schools as these rights and responsibility relate to students with disabilities receiving a free appropriate public education;
- B 2. Due process and data privacy requirements and how to provide procedural safeguards;
- B 8. The influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement; A teacher of special education understands how to use individualized education program plans to design and implement developmentally appropriate instruction and how to evaluate the program's effectiveness. The teacher must understand how to:
- C 1. Adapt and modify curriculum and instruction to meet individual learner needs.

Special Education-Emotional Behavioral Disabilities (SpeEBD)

A teacher of special education: 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 A1. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and education of children and youth with EBD.
- SpeEBD A2. Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with EBD.
- SpeEBD A3. Etiology, characteristics, and classifications of EBD.
- SpeEBD A4. Social developmental theory.
- SpeEBD A5. Socioeconomic factors that impact students experiencing an EBD.
- SpeEBD A6. Impact of disabling conditions on behaviors.
- SpeEBD A8. Factors that build resiliency.
- SpeEBD A9. How aggression, anxiety, withdrawal, and thought disorders affect behavior.
- SpeEBD A10. The legal system as it affects children and youth with EBD.
- 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: EBD understands referral assessment, planning, and placement procedures specific to teaching students with EBD. The teacher must understand

- SpeEBD B5. Factors that may influence the over- and under- representation of culturally and linguistically diverse students in programs for students with EBD.

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

- SpeEBD C3. Apply the theory and rationale underlying various curriculum approaches to basic skills and how to select and implement remedial strategies in academic skill areas.