



Jamaican Program: May 17-June 18, 2021

SPED 504: Educational Programs for Students with Emotional/Behavioral Disorders

INSTRUCTOR INFORMATION

Instructor: Dr. Lori Unruh
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COURSE INFORMATION

Conceptual Framework Statement:

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

Course Description:

Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.

Jamaican Relevancy:

Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with emotional/behavioral disabilities and how their learning can be supported in a general classroom environment through evidence-based interventions, effective teaching practices, and classroom management. Students will be expected to develop a plan for implementing strategies discussed in class within their own school settings. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

SPED 504 focuses on emotional and behavioral disorders that students may experience and strategies Jamaican teachers can use to prevent, respond to, intervene and effectively teach students with such disorders.

Specific Learning Objectives

By the end of this course, students will:

- Describe and identify students with emotional and behavioral disorders including different classification systems, prevalence, characteristics, conceptual models, and causal and risk factors
- Apply foundational interventions and practices to specific case studies of students with emotional and behavioral disorders
- Evaluate and develop plans for implementing classroom and behavior management strategies to prevent, respond to, and intervene with students with emotional and behavioral disorders.
- Evaluate and develop plans for effective teaching and progress monitoring for students with emotional and behavioral disorders.

COURSE MATERIALS

Yell, M.L., Meadows, N.B., Drasbow, E., & Shriner, J.G. (2013). *Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders, 2E*. Pearson. ISBN-13: 978-0-13-256799-0

Background/supplemental readings: Additional readings will be posted in the CANVAS course management site.

COURSE ASSIGNMENTS

This course will be completed in a fully asynchronous virtual format. There will be resources to review and activities to be engaged in on a weekly basis and it is expected that students in this class will complete all activities during the time-frame scheduled. The specific schedule and guidelines for completing these activities is provided below. The course activities will include:

1. Readings from the course textbook.
2. Review of Instructor Power Point Videos for each chapter assigned
3. Participation in Discussion Boards for each chapter assigned as well as two additional activities
4. Completion of all 4 parts of an Emotional/Behavioral Disorders (EBD) Classroom Plan
 - a. Initial Reflection
 - b. Case Study Development & Analysis
 - c. Behavior and Classroom Management Plan
 - d. Teaching & Progress Monitoring Plan

COURSE GRADING

The following points will be available in this course.

| Assignment | Points Available |
|---|--|
| Participation in 8 Discussion Boards | 15 points each for a total of 120 points |
| EBD Classroom Plan Part 1: Initial Reflection | 60 points |
| EBD Classroom Plan Part 2: Case Study Development and Analysis | 120 points |
| EBD Classroom Plan Part 3: Behavior & Classroom Management Plan | 100 points |
| EBD Classroom Plan Part 4: Teaching & Progress Monitoring Plan | 100 points |
| | 500 Points Total for Course |

A= 450 to 500 points

B= 400 to 449 points

C= 350 to 399 points

F= less than 350 points

FACULTY EXPECTATIONS OF STUDENTS/COURSE POLICIES

Diversity Statement:

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

Civil Discourse at Western Carolina:

Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

Classroom Expectations:

The shared learning space of the college classroom is built on respect for each other and each other's learning. Learning together means our actions can intentionally and unintentionally distract others from their learning goals. As responsible learners who respect the rights of others and vow to minimize avoidable distractions such as: non-academic technology use, coming in late, sleeping, off-topic discussions, doing other homework, eating, etc.

Attendance:

Attendance looks different in an asynchronous virtual course. It is expected that all students in this course will complete all course activities during the time-frame indicated in the schedule provided below.

Timely Submissions:

It is the student's responsibility to notify the instructor in advance if situations come up that will result in a delay in completing and submitting required activities. Consideration will be given to late submissions on everything except the Discussion Boards which must occur during the time frame indicated in order to have a significant contribution to the class discussions.

STUDENT RESOURCES**Tutoring for Distance Students:**

For distance students (including students at Biltmore Park) who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Hunter Library:

Hunter Library provides students with online access to books, scholarly articles, news articles, videos, and other sources. The print collection is available for home delivery in summer, 2020. Search the library's holdings and get personal assistance via chat at <http://www.wcu.edu/hunter-library> or find discipline-specific guides and assistance at <http://researchguides.wcu.edu/>

Course Evaluation:

At the end of the course, you are encouraged to go to the following link and complete the course evaluation: https://wcu.az1.qualtrics.com/jfe/form/SV_8v4g0JoX1OwrGvQ

This evaluation will take only a few minutes to complete and the information provided will be used to improve our program offering. The evaluations are anonymous and your instructor will only see an aggregated score AFTER grades have been submitted. This link will also be provided in the CANVAS management system for this course.

Syllabus Updates

This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as

needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to CANVAS

INSTITUTIONAL POLICIES

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that 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 contact the Office of Accessibility Resources located in Killian Annex or call 828-227-2716. For additional information, visit go.wcu.edu/oar

Note that any content entered directly into Blackboard is accessible with common accessibility software and hardware and that Students can use the Ally icon beside any additional faculty content to attempt to create accessible alternatives for common attached documents.

Academic Integrity Policy and Reporting Process:

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course in which the violation occurs.

Definitions:

1. *Cheating* – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. *Fabrication* – Creating and/or falsifying information or citation in any academic exercise.
3. *Plagiarism* – Representing the words or ideas of someone else as one's own in any academic exercise.
4. *Self-plagiarism*- Reusing work that you have already published or submitted for a class. It can involve re-submitting an entire paper, copying, paraphrasing passages from your previous work, or recycling old data.
5. *Facilitation* – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g., allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process:

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

SPED 504: Educational Programs for Students with Emotional/Behavioral Disorders
Course Schedule and Activity Requirements

The following schedule and guidelines should be followed in completing all course activities. The schedule is provided first followed by guidelines for completing The EBD (Emotional/Behavioral Disorders) Classroom Plan Worksheet. Guidelines for completing the Chapter Discussions will be provided within the CANVAS course management system.

Prior to Start of Course

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| Course Preparation: Goal is to get to know your instructor, share about yourself, and reflect on your experiences related to working with students with emotional/behavioral disorders. | | |
| Readings/Instructor Videos | Activities | Due Date |
| Instructor Introduction Video | Participate in Introduction Discussion | May 17 |
| Course Introduction Video | Review Course Introduction Video Submit Acknowledgement that Course Review has been completed | May 17 |
| No Readings | Complete Part 1 of EBD Classroom Plan worksheet: Initial Reflection | May 19 |

Week #1 May 17-21

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|--|---|------------------|
| Objective: Describe and identify students with emotional and behavioral disorders including different classification systems, prevalence, characteristics, conceptual models, and causal and risk factors | | |
| Readings/Instructor Videos | Activities | Due Date |
| Chapter 1: Introduction | After reading Chapter 1 & reviewing Instructor Video submit responses on Chapter 1 Discussion Board and review and respond to other responses | May 17 to May 21 |
| Instructor Power Point Video for Chapter 1 | | |

Ongoing through June 11

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|---|--|-----------------|
| Objective: Apply foundational interventions and practices to specific case studies of students with emotional and behavioral disorders | | |
| Readings/Instructor Videos | Activities | Due Date |
| Chapter 1 and one of the following Chapters: 4, 5, 6, or 7 | Complete Part 2 section 1 of EBD Classroom Plan worksheet: Case Study Creation | May 21 |

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| | Complete Part 2 section 2 of the EBD Classroom Plan worksheet: Response to Case Study | June 11 |
| | Review Case Study Responses submitted by all class members and share feedback through a Case Study Discussion Board | June 11 to June 18 |

Week #2 & Week #3 May 24-June 4

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| Objective: Evaluate and develop plans for implementing classroom and behavior management strategies to prevent, respond to, and intervene with students with emotional and behavioral disorders. | | |
| Readings/Instructor Videos | Activities | Due Date |
| Chapter 9: Prevention | After reading Chapter 9 & reviewing Instructor Power Point Video submit responses on Chapter 9 Discussion Board and review and respond to other responses | May 24 to May 26 |
| Instructor Power Point Video for Chapter 9 | | |
| Chapter 10: Response | After reading Chapter 10 & reviewing Instructor Power Point Video submit responses on Chapter 10 Discussion Board and review and respond to other responses | May 26 to May 28 |
| Instructor Power Point Video for Chapter 10 | | |
| Chapter 11: Intervention | After reading Chapter 11 & reviewing Instructor Power Point Video submit responses on Chapter 11 Discussion Board and review and respond to other responses | May 31 to June 2 |
| Instructor Power Point Video for Chapter 11 | | |
| | Complete Part 3 of EBD Classroom Plan worksheet: Classroom and Behavior Management Plan | June 4 |

Week #4 & Week #5 June 7-18

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| Objective: Evaluate and develop plans for effective teaching and progress monitoring for students with emotional and behavioral disorders. | | |
| Readings/Instructor Videos | Activities | Due Date |
| Chapter 12: Effective Teaching | After reading Chapter 12 & reviewing Instructor Power Point Video submit responses on Chapter 10 Discussion Board and review and respond to other responses | June 7 to June 9 |
| Instructor Power Point Video for Chapter 12 | | |

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| Chapter 14: Progress Monitoring | After reading Chapter 14 & reviewing Instructor Power Point Video submit responses on Chapter 10 Discussion Board and review and respond to other responses | June 14 to June 16 |
| Instructor Power Point Video for Chapter 14 | | |
| | Complete Part 3 of EBD Classroom Plan worksheet: Effective Teaching and Progress Monitoring Plan | June 18 |

EBD (Emotional/Behavioral Disorders) Classroom Plan Worksheet

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|-----------------------------------|-------------------------|------------------|
| Part 1: Initial Reflection | Due Date: May 17 | 60 points |
|-----------------------------------|-------------------------|------------------|

The purpose of this Initial Reflection is for you to consider some of your personal classroom experiences in working with children exhibiting possible emotional/behavioral disorders. This reflection will be your starting point in developing a plan for meeting the needs of these students in your classroom or for assisting others in working with these students. There will be 3 parts to this reflection as outlined below that you need to include in your written response. When responding to each part you should consider the different questions under each and include that information in your summary. The final report should be 2 to 3 pages double spaced and submitted electronically in CANVAS.

1. Background classroom information
 - a. What grades have you taught or what administrative positions have you held?
 - b. What teaching strategies have you used or recommended to others to address classroom & behavioral management needs of all students?
2. Description of students exhibiting emotional/behavioral difficulties
 - a. How frequently have you experienced these kinds of students?
 - b. What are the typical characteristics of these students?
 - c. What factors have contributed to these difficulties?
 - d. What kind of an impact have these students had on you as a teacher or on your other students?
3. Analysis of Your Response
 - a. What has been your typical response to these students?
 - b. Have you used any specific interventions?
 - c. How effective were your attempts to intervene with this student? What worked, what didn't?

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| Part 2: Case Study Responses | Due Date: <ul style="list-style-type: none"> • Section 1 May 21 • Section 2 June 11 | 40 points Section 1 80 points Section 2 |
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For this activity, each student in the class will be creating a case study of one typical Jamaican student who is exhibiting emotional/behavioral difficulties. These case studies will be shared with all students in the class who will review and a selection process will be set up so that each student will be assigned to one case study created by one of their other classmates. For the case study assigned to you, you will be creating a plan for using specific intervention strategies to address the needs of this student. The following guidelines are provided to assist you in these two different activities

Section 1: Case Study Creation

In your Initial Reflection, you were asked to consider the students who you have worked with who have exhibited emotional/behavioral difficulties. Based on those reflections provide a written description of one student that includes the following components. Chapter 1 of the course textbook will provide you with additional information to consider in creating this Case Study. It is important that you keep these Case Studies realistic and manageable.... don't go overboard with trying to describe the worst possible situation. Focus more on what would be atypical situation in a Jamaican classroom. Your Case Study should include the following information (don't use any real names of students or schools):

- Provide a description of the school and classroom that this child is attending including grade level, number of students in the class, basic discipline rules of the school and classroom, etc.
- Provide a description of the teacher in this classroom including things like gender, years of teaching experience, teaching approaches used, etc.
- Provide a description of the student including things such as age, gender, cognitive ability, academic ability, language ability, social skills, and problem behaviors. For the problem behaviors be as specific as you can in describing what happens, when, in what kind of situations, and with what frequency.
- Provide a description of risk factors that may be contributing to this child's behavioral difficulties such as medical or psychological diagnoses, family & community factors, school structure factors, and peer factors.

Your Case Study should be 1 to 2 pages double spaced and when completed it will be submitted in CANVAS.

Section 2: Response to Case Study

More information will be provided later as to how the different Case Studies will be assigned to students in this class. Once you have received your Case Study assignment, you will be given several weeks to review and plan out a proposed response to this situation with a focus on the Foundational responses provided in Part I of the course textbook (Chapters 1, 4, 5, 6, 7). You will then share your response in CANVAS for review and discussion by all students in the class. The following steps should be following in completing your Case Study Response:

1. Review the interventions introduced in Chapter 1 and select those that would be appropriate for this Case Study. If needed, seek out additional information within this textbook or other sources to help in understanding the intervention.
2. Review briefly (don't read in detail) the four foundational practices presented in the course textbook:
 - a. Chapter 4: Applied Behavioral Analysis
 - b. Chapter 5: Functional Behavioral Assessments & Behavioral Intervention Plans
 - c. Chapter 6: Cognitive Behavioral Interventions
 - d. Chapter 7: Social Skills Instruction

Based on your brief review, you will select one of these 3 practices to apply to your Case Study and you will then read that chapter in detail and as needed seek out other resources.

3. Using the interventions identified in step 1 and the foundational practice selected in step 2, create a plan of action for the teacher to implement in order to address the behavioral difficulties indicated. Make sure that what you are recommending clearly reflects all components of the interventions and practices selected.

Your final report should include, at the beginning, the Case Study as written by your classmate (cut and paste) and then your plan for how to respond with clear references to information used from the textbook or other sources. This Case Study Response should 4 to 6 pages double spaced including the Case Study introduction. This will be submitted in CANVAS.

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| Part 3: Classroom and Behavior Management Plan | Due Date: June 4 | 100 points |
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The purpose of this activity is for you to create a plan of action for your own classroom situation or administrative responsibilities. The focus for this plan will be on how you can put into place evidence-based classroom and behavioral management strategies as described in Chapter 9, 10, and 11 in the course textbook. There will be three components in this plan matching these 3 chapters. The following guidelines should be followed in completing this activity.

1. Start by reviewing your Initial Reflection and considering your current classroom practices related to classroom and behavior management.
2. Review the information provided in the textbook and reflect on what you are doing well and where you could make improvements for each of the following:
 - a. Preventing problem behavior in the classroom (Chapter 9)
 - b. Responding to problem behavior (Chapter 10)
 - c. Intervening with problem behavior (Chapter 11)
3. Create a plan that includes the following:
 - a. What are you doing well that you want to continue (consider all 3 areas)?
 - b. Where do you need to make some improvements (consider all 3 areas)?
 - c. What specific action steps do you plan to take (consider all 3 areas)?

Your final plan that includes your responses to the 3 questions provided should be 4 to 6 pages double spaced and be submitted into CANVAS.

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| Part 4: Effective Teaching and Progress Monitoring Plan | Due Date: June 18 | 100 points |
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In addition to the plan of action that you developed that focuses on evidence-based classroom and behavior management, for this activity you will focus on effective teaching and progress monitoring as described in chapters 12 and 14 in the course textbook. There will be two components in this plan matching these 2 chapters. The following guidelines should be followed in completing this activity.

1. Start by reviewing your Initial Reflection and considering your current classroom practices related to effective teaching and monitoring the progress for students with emotional/behavioral difficulties.
2. Review the information provided in the textbook and reflect on what you are doing well and where you could make improvements for each of the following:
 - a. Effective Teaching Chapter 12)

- b. Planning Instruction and Collecting Data to Monitor Student Performance (Chapter 14)
- 3. Create a plan that includes the following:
 - a. What are you doing well that you want to continue (consider both areas)?
 - b. Where do you need to make some improvements (consider both areas)?
 - c. What specific action steps do you plan to take (consider both areas)?

Your final plan that includes your responses to the 3 questions provided should be 4 to 6 pages double spaced and be submitted into CANVAS.

EBD Classroom Plan Grading Rubric

| | | |
|-----------------------------------|-------------------------|------------------|
| Part 1: Initial Reflection | Due Date: May 17 | 60 points |
|-----------------------------------|-------------------------|------------------|

| Assignment Component | Below Expectations | At Expectations | Above Expectations |
|---|--------------------|-----------------|--------------------|
| Provided a clear and detailed description of background classroom information | Below 16 points | 16 to 18 points | 19 to 20 points |
| Provided a clear and detailed description of students | Below 16 points | 16 to 18 points | 19 to 20 points |
| Provided a clear and detailed analysis of effectiveness of current responses | Below 16 points | 16 to 18 points | 19 to 20 points |
| Total Points: | | | |
| Comments: | | | |

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| Part 2: Case Study Responses | Due Date: <ul style="list-style-type: none"> • Section 1 May 21 • Section 2 June 11 | 40 points Section 1 80 points Section 2 |
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Section #1

| Assignment Component | Below Expectations | At Expectations | Above Expectations |
|---|--------------------|-----------------|--------------------|
| Created a well-written and realistic Case Study | Below 6 points | 6 to 7 points | 8 points |
| Provided information regarding the school/classroom | Below 6 points | 6 to 7 points | 8 points |
| Provided information regarding the teacher | Below 6 points | 6 to 7 points | 8 points |
| Provided information regarding the student | Below 6 points | 6 to 7 points | 8 points |
| Provided information regarding risk factors | Below 6 points | 6 to 7 points | 8 points |
| Total Points: | | | |

Comments:

Section #2

| Assignment Component | Below Expectations | At Expectations | Above Expectations |
|--|---------------------------|------------------------|---------------------------|
| Response to Case Study was clearly linked to the information provided in the Case Study. | Below 16 points | 16 to 18 points | 19 to 20 points |
| Approach selected for responding to this Case Study was appropriate | Below 16 points | 16 to 18 points | 19 to 20 points |
| Case Study response was described in detail | Below 16 points | 16 to 18 points | 19 to 20 points |
| Case Study response indicated a clear understanding of the approach selected. | Below 16 points | 16 to 18 points | 19 to 20 points |
| Total Points: | | | |
| Comments: | | | |

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|---|-------------------------|-------------------|
| Part 3: Classroom and Behavior Management Plan | Due Date: June 4 | 100 points |
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| Assignment Component | Below Expectations | At Expectations | Above Expectations |
|--|---------------------------|------------------------|---------------------------|
| Provided a clear and detailed description of what they are doing well. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Provided a clear and detailed description of where they could make improvements. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Provided clear and detailed action steps related for making improvements. | Below 20 points | 20 to 22 points | 23 to 25 points |

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|--|-----------------|-----------------|-----------------|
| All 3 areas were incorporated into the plan. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Total Points: | | | |
| Comments: | | | |

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|--|--------------------------|-------------------|
| Part 4: Effective Teaching and Progress Monitoring Plan | Due Date: June 18 | 100 points |
|--|--------------------------|-------------------|

| Assignment Component | Below Expectations | At Expectations | Above Expectations |
|--|---------------------------|------------------------|---------------------------|
| Provided a clear and detailed description of what they are doing well. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Provided a clear and detailed description of where they could make improvements. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Provided clear and detailed action steps related for making improvements. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Both areas were incorporated into the plan. | Below 20 points | 20 to 22 points | 23 to 25 points |
| Total Points: | | | |
| Comments: | | | |