EDFS 730 Characteristics of the Emotionally Disabled
Spring 2010

Instructor: Bonnie Springer, Ph.D.
Class Hours: Instructor will be in the office for telephone and computer contact every Tuesday from 4:00-6:00
Three all day face to face meetings will be held: August 28th, September 25 and November 20
Students are expected to spend at least 6 hours each week completing course readings, participating in peer discussions and completing course assignments

Office Hours: Tuesday and Wednesday, 2:00-4:00 and by appointment
Office: 86 Wentworth Street, Room 219
Phone (office): 843-953-8048
Phone (cell): 843-437-7928
Email: springerb@cofc.edu
Fax: 843-953-8109

Texts: (Required)

Other required readings will be available through Web CT

Course Description:

An in-depth study of the unique learning and behavioral characteristics of children and youth with emotional/behavioral disorders. Includes theory and practice related to identification and educational and community programs and provisions for this area of exceptionality.

Prerequisite:

EDFS 710 Introduction to Exceptional Children or permission of instructor

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.
### Objectives:
Upon successful completion of the course, the student should be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>SOE Standards (SOES)</th>
<th>CEC Standards</th>
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</thead>
<tbody>
<tr>
<td>1. demonstrates professional use of terminology and definitions of behavior disorders (BD)/emotional disabilities (ED),</td>
<td>SOE II SOED 8</td>
<td>CEC I</td>
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<tr>
<td>2. compare and contrast educational definitions of BD/ED</td>
<td>SOE II SOED 4</td>
<td>CEC I</td>
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<td>3. discuss issues in definition and identification of students with BD/ED and explain possible factors related to causes of BD/ED and discuss factors which influence the overrepresentation of culturally and/or linguistically diverse students in programs for students with BD/ED</td>
<td>SOES II and VII SOED 4</td>
<td>CEC II and III</td>
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<td>4. identify the major contributors to the field of emotional disabilities and describe their contributions</td>
<td>SOES IV SOED 4</td>
<td>CEC I</td>
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<td>5. describe the characteristics of students with BD/ED in the following areas: cognition, academic behavior/learning, social behavior/interpersonal skills. And discuss how physical development, physical disabilities and health impairments relate to the development of behavioral disorders in children and youth.</td>
<td>SOES I and II SOED 1 and 2</td>
<td>CEC II and III</td>
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<td>6. compare the following theoretical models and their related classification systems as they relate to understanding and education of students with BD/ED: behavioral, sociological, biomedical, ecological, and psychodynamic.</td>
<td>SOES I SOED 4</td>
<td>CEC I</td>
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<td>7. Identify appropriate assessment instruments and diagram the steps of the identification and placement procedures for students with BD/ED</td>
<td>SOES II and IV SOED 1 and 2</td>
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<td>8. Explain the relationship of the severity of BD/ED to the special education continuum of services</td>
<td>SOES I and II SOED 1 and 2</td>
<td>CEC V</td>
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<td>9. Discuss the advantages and disadvantages of placement options and the continuum of services for individuals with BD/ED</td>
<td>SOES I and II SOED 5</td>
<td>CEC V</td>
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<td>10. Locate community resources for students with BD/ED and their families based on student/family characteristics</td>
<td>SOES V and VII SOED 3, 6,7</td>
<td>CEC IV and X</td>
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<td>11. Explain legal issues, current trends, and future directions in the field of BD/ED and identify professional organizations, publications, and journals related to the field</td>
<td>SOES II SOED 5,6,8</td>
<td>CEC 9 and 10</td>
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“The Basic” Information:

1. **Make up assignments and exams**: With very few exceptions, make-up quizzes/examinations will not be given. If you have a conflict with an examination time, see me as soon as possible.

2. **Due Dates**: To receive full credit, assignments must be handed in on time. “On time” is defined as the week of the class session during which the assignment is due. Weeks run from Tuesday to Tuesday.

3. **Office Hours**: Office hours are posted outside of my office door and on this syllabus. I am available during these times to provide additional help which you feel you need to achieve course objectives.

4. **Ethics**: Demonstrate professional skills and behaviors. Academic dishonesty will be dealt with according to University regulations, and a failing grade will be given in such a circumstance.

Class Assignments:

1. Students will read Kauffman & Landrum (2009), and other readings as assigned on this syllabus schedule.

2. Students will complete THREE homework assignments related to the required outside readings. The homework involves reading provided research articles and writing a 2-3 page response to a specific question provided by the instructor. Each homework assignment will be posted on Web CT and requirements appear in Web CT assignment link.

3. Demonstrate understanding of the content by completion of **five short tests**, and **one final exam**. The Final Exam is cumulative-the expectation is that students synthesize content in a way that comprehensively answers the course questions. The Final exam will include comprehensive essay questions. Examples from the readings, lectures and textbook are expected to be integrated into written responses. Part of the grading will be based on professional writing skills—using correct paragraph and grammatical form. The use of dictionaries and Thesaurus is encouraged.

   - **TESTS**: Short tests given on assigned readings, handouts, and web lecture and discussion. Items will be varied among several types including essay, term identification, multiple choice, matching, true/false and short answer. **Quizzes will be sent as email attachments. Quizzes will be scheduled with each student so that the timing works with their teaching schedule. Students are expected to print out a copy, write answers directly on the hard copy and FAX or SCAN back to the instructor on the scheduled date of the quiz.** Except for verified illness (written statement from health services) or reasons approved by the instructor in advance, no late or makeup examinations will be given. Examinations are never given early. (20 points each, 100 points)
4. Support Services for Students with EBD Powerpoint Presentation and Resource File: Prepare a Powerpoint presentation summarizing an assigned category of services for students with EBD and families. In the powerpoint Highlight:

- one category of service agency and include information about the types of services **globally** provided.
- Comprehensive descriptions of TWO agencies in the category
- reference to the other agencies you investigated
- graphics
- demonstration of professional presentation of the material

In the Resource file you will include one comprehensively completed form for each of five separate agencies falling into your category of service. For full credit on form completion it must be evident that a telephone interview was carried out in order to clarify information found from web and other written sources.

The presentations and resource files will be shared with all class members at one of our face to face meetings. Handouts summarizing the information on each of five agencies investigated will be provided electronically to each student in the class. Each student should organize and begin to compile an electronic resource file. See the Assignment link on Web CT for the specific instructions for the resource file and powerpoint presentation. (50 pts.)

5. Researched Book Analysis Paper: Each student will select a trade book which presents a case study of a child or adult with an emotional/behavioral disorder. **The book must be approved by the course instructor.** After reading the book complete a 6-8 page written paper which compares the book to the course content from text and lecture and at least three self-selected scholarly readings focused on the area of disability presented in the trade book. The analysis should include but may extend beyond:

- Type of Disorder
- Causes of the Disorder
- Evidence of Historical Period
- Type of service delivery
- Intervention Models employed
- Evaluation of the book’s authenticity based on research and course content (not personal experience)
- Personal recommendation of the book’s usefulness for others

The paper is your chance to analyze the content of the book for accuracy and relevance to the research based approaches you have learned about in the course. Citations must be used to substantiate your analysis. Reference page and paper in APA style. Specific rubric and outline are found on Web CT in the assignment link. (50 points)

6. Weekly Web Assignments (Read syllabus schedule and Web CT weekly class session overviews for specifics) 50 pts.

7. Attendance at Face to Face meetings (15 points): We will carry out in class assignments that are critical and require your presence.
Grading Criteria:

Final grades will be based on the following:

1. Quizzes (5 @ 20 points) 100
2. Weekly web assignments/case studies 50
3. Researched Book analysis paper 50
4. Homework Assignments (3 @ 40) 120
5. Attendance at Face to Face 15
6. Final (cumulative) 100

Total 485

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<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>4.0 superior</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92</td>
<td>3.5 very good</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
<td>3.0 good</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82</td>
<td>2.5 fair</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
<td>2.0 acceptable</td>
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Performance data will be collected on candidates enrolled in the graduate special education program. In this course, course grades are collected as the data source. These data will be reported to our accreditation organization, the Council for Exceptional Children, in aggregate form only. Candidates will be informed of their performances on CEC standards but will not be held to the performance standards in this pilot period. The full set of CEC standards can be viewed at: [http://www.cec.sped.org/ps/perf_based_stds/standards.html](http://www.cec.sped.org/ps/perf_based_stds/standards.html)

Students in this course are graded according to the points on this syllabus and the School of Education grading scale.
<table>
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<tr>
<th>Week and Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Week 1 August 24 Face to Face orientation August 28</td>
<td>Course Orientation, Definition and Prevalence</td>
<td>Read Introductory Powerpoint lecture. Read Chapters 1 and 2. Complete companion website case “Allan Zook” and submit for grading. Submit personal responses to chapter focus questions via email to instructor. Homework 1 readings assigned</td>
</tr>
<tr>
<td>Week 2 August 31</td>
<td>The History of the Problem: the Development of the field (continued from Saturday), Conceptual Models part 1</td>
<td>Read Chapter 3. Complete short answer items on companion website and submit for grading. Coleman and Webber Chapter on history Powerpoint lecture. Read excerpts from Coleman and Webber</td>
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<tr>
<td>Week 3 September 7</td>
<td>Conceptual Models - continued</td>
<td>Test 1 (history, definition, and prevalence) Read Chapter 4 and complete the companion website questions for further reflection and submit to the instructor (be sure to incorporate the information from Coleman and Webber as well as Kauffman in your responses)</td>
</tr>
<tr>
<td>Week 4 September 14</td>
<td>Causal Factors-Biological and Family</td>
<td>Read Chapters 6 and 7 For Chapter 6 answer and submit responses to the companion website focus questions 3 and 4 and to the short Answer items For Chapter 7 complete and submit to the instructor the companion website case based activity, short answer items 3 and 5 and further reflection item 2 Homework 1 due</td>
</tr>
<tr>
<td>Week 5 September 21 Face to Face Meeting September 25th</td>
<td>Causal Factors-School and Culture</td>
<td>Test 2 Conceptual Models Read Chapters 8, 9 For chapter 8 answer and submit responses to the companion website short answer items. For Chapter 9 answer and submit responses to the companion website items for further reflection</td>
</tr>
<tr>
<td>Week 6 September 28</td>
<td>“Educational Model” Legal issues and Evaluation for Instruction, “Educational Model” Screening, Diagnosis and Classification</td>
<td>Read Chapter 5 check your reading by completing the True/False and Multiple choice items. Submit your results to the instructor. Read Chapter 16 check your reading by completing the assignment on Web CT. Submit your results to the instructor</td>
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| Week 7  
October 5 | Disorders related to 
Attention and activity | Read Chapter 10 answer and submit responses to the 
companion website short answer items and For Further 
Reflection item number 3 
Test 3 causal factors, screening, diagnosis/classification 
Homework 2 readings assigned |
| --- | --- | --- |
| Week 8  
October 12 | Fall Break-no Tuesday night 
online discussion | |
| Week 9  
October 19 | Conduct Disorders-Overt | Read Chapter 11 answer and submit responses to the 
companion website short answer items and to the Case 
of Don |
| Week 10  
October 26 | Conduct disorders-Covert | Read Kauffman (2006) Read and submit answers to the 
Case of Timothy 
Homework 2 due |
| Week 11  
November 2 | Adolescent Issues: 
Delinquency and Substance 
Abuse | Read Chapter 12 answer and submit responses to the 
companion website focus question number 1 and the 
items for further reflection 
Homework 3 assigned 
Test 4 (conduct disorders) |
| Week 12  
November 9 | Anxiety and Related 
Disorders | Read Chapter 13. answer and submit responses to the 
companion website short answer items |
| Week 13  
November 16 | Depression and Gender 
related issues | Homework 3 due 
Read Chapter 14 answer and submit responses to the 
companion website short answer items 
Professional Partnerships Powerpoints due |
| FACE TO FACE 
MEETING  
November 20th | Professional Partnerships: 
Community Agency 
powerpoint shared | |
| Week 14  
November 30 | Schizophrenia 
And Pervasive 
Developmental disorders 
(continued from face to 
face) | Chapter 15 answer and submit responses to the 
companion website true/false and multiple choice items 
For extra credit complete and submit short answer 
items (up to five points) 
Test 5 (Adolescence and Anxiety and Depression) 
Book Analysis Due |
| Week 15  
December 7 | FINAL EXAM | |