EDFS 731  
(3 graduate credit hours)  
PROCEDURES FOR TEACHING THE EMOTIONALLY DISABLED  
Spring 2010

Instructor: Bonnie C. Springer, PhD  
Office School of Education building, Wentworth Street, Room 219  
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Email: springerb@cofc.edu  
Class Hours: Check in on Tuesdays from 4-6:45pm, face to face meetings on the following Saturdays: January 9th, February 13th, March 20th, April 24th from 10:30 until 3:30 in Education Center room 214  
Office Hours: Fridays 1:00-3:00; Tuesdays 3:00-4:00 and by appointment

Required Text:


Other Assigned Readings will include selections from:

Council for Children with Behavioral Disorders, Beyond Behavior, (articles to be announced).  
Council for Exceptional Children, Teaching Exceptional Children (articles to be announced)  
http://www.PBIS.org  
http://www.cecp.org

COURSE GOAL:  
Upon completion of this course, students will be familiar with educational procedures for teaching behavior disordered (BD)/emotionally disabled (ED) children and youth, and will be prepared to guide their social and academic growth.

<p>| Course Objectives: Upon completion of this course, | SOE | CEC |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Activity Description</th>
<th>Standards</th>
<th>Standards</th>
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<tbody>
<tr>
<td>1.</td>
<td>evaluate various instruments for screening and assessing students with BD/ED.</td>
<td>VI</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>design an appropriate physical environment for students with BD/ED.</td>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>design an appropriate, research based, academic and social skills curriculum for BD/ED students.</td>
<td>III</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>diagnose specific strengths and weaknesses of BD/ED students in academic and social areas.</td>
<td>VI</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>identify, select, adapt, and use commercially and teacher-made media and materials for students with BD/ED.</td>
<td>III</td>
<td>4,7</td>
</tr>
<tr>
<td>6.</td>
<td>select appropriate, research based, teaching techniques for students with BD/ED.</td>
<td>III</td>
<td>4,7</td>
</tr>
<tr>
<td>7.</td>
<td>plan a positive learning environment for students with BD/ED.</td>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>develop an Individualized Education Program (IEP) for students with BD/ED in conjunction with the IEP team.</td>
<td>II</td>
<td>7</td>
</tr>
<tr>
<td>9.</td>
<td>design a system for organizing and maintaining student records.</td>
<td>VI</td>
<td>8</td>
</tr>
<tr>
<td>10.</td>
<td>prepare appropriate management plans for accelerating appropriate classroom behavior of students with BD/ED using behavioral, cognitive, and humanistic approaches.</td>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>explain the various models used to teach responsibility to students with BD/ED and their parents.</td>
<td>II</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>explain consulting techniques that could be used with parents and other professionals.</td>
<td>V</td>
<td>10</td>
</tr>
<tr>
<td>13.</td>
<td>give examples of procedures that could be used in mainstreaming students with BD/ED.</td>
<td>III, V</td>
<td>4,10</td>
</tr>
<tr>
<td>14.</td>
<td>identify, select, and use resource agencies for students with BD/ED and their families.</td>
<td>V</td>
<td>10</td>
</tr>
<tr>
<td>15.</td>
<td>discuss current trends and major issues affecting teachers of students with BD/ED.</td>
<td>VII</td>
<td>9</td>
</tr>
</tbody>
</table>

**Required Course Activities**

1. **Class Participation, attendance and absences:** The required activity is to participate professionally and actively in class. Participate actively and professionally in class. Attend class, read related readings and be prepared to discuss your reactions in class. *(3 points per virtual class session, 5 points per face to face session)*

   Most weeks, a writing activity will be assigned to assist you and the instructor in determining your understanding of the course readings. The writing assignment for
the week is due anytime BEFORE 4:00 the next week. This allows you to
determine when during the week you will be able to set aside time to read and study.

**Attendance and Absences:** Class attendance is expected behavior. If you are not
present for a class, it will be assumed that your absence is for a good cause (and that
determination is up to you). Attendance at three of the four face to face meetings is
required, since after one absence you have exceeded the school of education policy
for absence limits. A student may be dropped from the course for excessive
absences (i.e. more than 2 of the scheduled classes). Examples and activities
presented in class will serve to extend and clarify material presented in the text.
Students are responsible for all content and outside assignments due for each class.

Attendance for weeks that are fully online includes the following: 1) check in via
web ct, email or telephone during class time. Your check in must include a
statement about progress on course assignments and at least one thought provoking
question that has come to your mind related to the course readings. 2) completion of
the thinking and writing activities assigned for the week PRIOR to the following
class session each Tuesday at 4:00pm

2. **Complete three tests (25 points each) over lecture, text and required readings
content.**

Three tests will be given. The test dates are noted on the syllabus. You are to email
the instructor and establish a day and time to receive the test if you are not able to
complete the test on the Tuesday it appears on the syllabus. The test must be
printed out, hand written and FAXED back to the instructor at the following number
843-953-8109 the same day you receive it.

3. **Complete one comprehensive final exam (75 points).** Part of the final exam will
be “take home” and part will be “in class”. The take home portion of the final exam
includes a personal philosophy statement integrating course content and applying to
your own practice, and an analysis of a self-selected instructional approach.

4. **Complete an instructional Functional Behavioral Assessment Case Study**
related to a specific student with emotional behavioral disorders. Complete
description will be provided. (100 points)

5. **Develop 2 short integrated instructional sequences** including at least three
activities which focus on social skills objectives, one for each of the following:
elementary students, middle or high school students. Activity planning format and
details will be provided. (40 points each)

6. **For students who are M.A.T. Candidates at the College of Charleston**
Field hours are connected to this course. We will meet on Tuesday January 26th to clarify and discuss the field expectations in relation to course requirements. Documentation of the successful completion of field hours is required for a grade to be assigned in this course.

Other Important Information:

1. **Due Dates:** To receive full credit, assignments must be handed in on time. “On time” is defined as any time BEFORE the following class date.

2. **Office Hours:** I am available during these times to provide additional help which you feel you need to achieve course objectives. Please note, however, that this is not a substitute for a class session. If the times posted do not correspond with your class schedule times can be arranged by appointment.

3. **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.

- Students in this course are graded according to the points on this syllabus and the Graduate Studies grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
</tr>
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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>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td>Unacceptable-failure</td>
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- 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.

See attached page for additional policies regarding honor code violations and unethical behaviors.

**Course Schedule Spring 2010**
(Instructor reserves the right to make changes as needed)
This outlines topics, readings and major assignment and test dates. REMEMBER to refer to Web Ct each week for the writing and reflecting assignments you must complete.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Reading</th>
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</thead>
</table>
| 1    | January 9th  
   January 12th (virtual) | Introduction: The Tunnel of Hope  
   Considering Social Competence  
   The Importance of the ED Teacher  
   Syllabus Overview and Course Details | Ch 1 and 2  
   Conflict in the Classroom articles 9.2,9.3,9.5,9.7 |         |
| 2    | January 19th | Procedures for Preventing Unnecessary Referrals and Determining Eligibility as EBD  
   Understanding Schoolwide Positive Behavior Support. | Chapter 3  
   PBIS website |         |
| 3    | January 26th | Revisiting social competence  
   Creating Positive Classroom Communities, part 1 | Chapter 4  
   Conflict in the classroom article 9.4  
   Developmental Therapy p. 177-186 |         |
| 4    | February 2 | Creating Positive Classroom Communities  
   Groups, Group Dynamics and Group building Part 2 | Chapter 8 p. 352-355  
   Conflict in the Classroom articles 5.1, 5.4, 5.5  
   Developmental Therapy p. 107-115 |         |
| 5    | February 9th | Developing Behavior Standards  
   Managing Surface Behavior  
   Tools for selection of Management Strategies | Chapter 5  
   CCBD statements on discipline  
   Conflict in the Classroom articles 6.2, 6.3, 6.5 |         |
| 6    | February 13  
   February 16 (virtual) | Functional Behavioral Assessment and Developing Behavior Intervention Plans | Chapter 7 p. 250-270  
   Yell FBA manual  
   Chapters 1-3 |         |
| 7    | February 23 | Functional Behavioral Assessment continued | Chapter 7 complete  
   Yell Chapters 4-6 |         |
| 8    | March 2 | Instructional Approaches – part 1  
   Importance of Academics  
   Lesson planning | Chapter 6 |         |
| 9    | March 9  
   SPRING BREAK | SPRING BREAK NO CHECK IN REQUIRED | Chapter 4.1, 4.2, 4.3 |         |
| 10   | March 20 face to face | Instructional approaches – part 2  
   Responding therapeutically to student | Conflict in the Classroom articles 4.1, 4.2, 4.3 |         |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>April 6</th>
<th>Instructional Approaches – part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Test 3  Activity sequence 1 due</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 13th</td>
<td>Interventions addressing students' developmental and clinical issues</td>
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<tr>
<td>Week 13</td>
<td>April 20th</td>
<td>Collaborating with Families and Social Service Agencies</td>
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<td></td>
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<td>Activity sequence 2 due</td>
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<tr>
<td>Week 14</td>
<td>April 24th</td>
<td>Life Space Crisis Intervention Review for the Final Sharing cases (5 minutes each)</td>
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<tr>
<td>Week 15</td>
<td>MAY 4th</td>
<td>FINAL EXAM ABSOLUTE DEADLINE FOR SUBMISSION OF FINAL AND ALL ASSIGNMENT REVISIONS</td>
</tr>
</tbody>
</table>

- Literature Linking – embedding social skills in academic instruction
- FBA due
- Literature Linking web reading
- Article packets and web readings to be assigned
- Chapter 8
- Chapter 9 Articles 2.5, 3.1, 3.3, 3.4, 3.5
- Conflict in the Classroom Chapter 8