



Course Syllabus:
Teaching Strategies for Effective Disorders-Graduate Online
Midwestern State University
Gordon T. & Ellen West College of Education
SPED 6013
Part of Term A Fall 2021

Contact Information

Instructor: Dr. Dennis Cavitt

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Office hours: M 1:00-3:00 P.M., Tuesday 10-11:30 A.M., Wednesday 10-12. Other times can be specifically scheduled as needed.

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Instructor Response Policy

I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on the first business day post the weekend or holiday.

Textbook & Instructional Materials

Hott, B. L., Randolph, K. M., & Raymond, L. (2022). *Teaching students with emotional and behavioral disabilities*. Plural Publishing.

O'Neil, R.E., Albin, R. W., Story, K., Horner, R.H., & Sprague, J. R. (2015). *Functional Assessment and Program Development for Problem Behavior: A Functional Handbook*, 3rd Edition, Cengage.

Sousa, D. A. (2009) *How the Brain Influences Behavior: Management Strategies for Every Classroom*. Corwin Press.

Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*, 2nd Ed. Teachers College Press

Recommended:

In this course, we will use materials available from CEC. You are encouraged to obtain the CEC University Package (reduced rates as low as \$59) by visiting exceptionalchildren.org/get-involved/group-membership/universitycollege-classroom-package.

Once you click on the link, you will need to scroll down to the students button where you get the discount code.

Recommended for Graduate students: APA 7th <http://www.apastyle.org> (this will be required for two other classes)

Course Description

Using evidence-based interventions to address the needs of students with affective disorders with an emphasis on creating specialized individualized systems of support; includes social skills training, functional behavior assessment. Includes nature and needs of students with emotional/behavioral disorders, and legal issues related to the education of such students.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Student Services Certificate Standards (Educational diagnostician), The Council for Exceptional Children Advanced Preparation Standards and Advanced Specialty Set: Educational Diagnostician Specialist, and the Texas SBEC standards/Test Frameworks. This course provides Graduate students with a knowledge base of the environment in which they may serve as an educational Diagnostician. Satisfactory completion of the course will document that students have demonstrated the ability to:

Identify and select appropriate assessment strategies and tools to assist in determining student learning. The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

1. Understand and apply knowledge of the purpose, philosophy and legal foundations of evaluation and special education. (TEXES Educational Diagnostician Standards Domain I, , etc.)
 - a. Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001A,)
 - b. to access information on the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with various disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001B,)
 - c. Analyze the educational implications of various disabilities. (TEXES Educational Diagnostician Standards Domain I, Competency 001D,)
2. understand and apply knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
 - a. Demonstrate knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
 - b. Recognize how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
 - c. Demonstrate awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.
3. understand and apply knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
 - a. Apply knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.

- b. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.
 - c. Know organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.
4. Understand how the Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. (CEC Advanced Preparation Standards 2.0)
 5. demonstrate understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. (CEC Advanced Preparation Standards 2.3)
 6. Demonstrates how the Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
 7. Demonstrate high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

See Appendix A for a complete list of standards/competencies
Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Assignments/Tests	Points
Textbook Questions (Hott et al)	45
Textbook Questions (Sousa)	30
Textbook O'Neil	45
Module Articles	125
Theoretical Models Research	100
Social Maladjustment Research	100
Discussions	45
Discipline Assignment	20
IRIS	110
Textbook Jigsaw	25
Course Reflection	100
Final Case Study	100
Total points	845

Table 2: Total points for final grade.

Grade	Points
A	760.5 and above
B	676 to 760
C	591.5 to 675
D	507 to 590
F	Less than 507

Extra Credit

I do not offer extra credit in this course.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

Make Up Work/Tests

Make up work is determined by a case by case basis.

Important Dates

Last day for term schedule changes: August 26th

Deadline to file for graduation: October 4th

Last Day to drop with a grade of "W:" October 25th at 4 PM.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

You are expected to attend all mandatory meetings of the classes (since this class is online, all meetings will be held through Zoom. If you have a conflict with any meetings, you will need to contact me prior to the event. All meetings will be recorded and links will be provided for you to watch the meeting. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Module 1

All Modules will begin on Sunday at Midnight and close on a Saturday night at 11:59 PM on the final date of the module. All work after that date will be considered late and will receive a late consequence. The consequence for late work is that the best grade for the assignment will be 70% of the possible points (i.e. if the assignment would be worth 10 points, the late work consequence would mean you would only receive a maximum of 7 points)

Module 1: Foundational Concepts of Emotional and Behavioral Disorders

08/23/2021 –08/28/2021

All assignments for Module 1 are due no later than Saturday, August 28th by 11:59 PM.

Textbook Reading Assignments:

Read Chapter 1: Teaching students with emotional and behavioral disabilities from *Teaching Students with Emotional and Behavioral Disabilities*. After reading the chapter, create a document and upload it to D2L by the due date that answers the following:

1. What is the definition of emotional or behavioral disability? For your answer you MUST include the 5 subsets of the eligibility criteria (5 points)
2. Why is it important to use person-first language? In your answer please include 3 nonexamples and three correct examples (these must NOT be listed in your textbook) (5 Points).
3. How can an inappropriate label impact a child? (5 points)

Article, Read the following article found in D2L:

- Bullock and Gable (2006) Programs for Children and Adolescents with Emotional and Behavioral Disorders in the United States: A Historical Overview, Current Perspectives, and Future Directions.(25 Points)

After reading the assigned article, you will need to write a reflection that includes the following:

- A short summary of the article.
- Identify at least 3 items that you felt were important issues in the article.
- How are you going to use this information in your current and future practice?

Once you have this completed, upload your document before the due date.

Theoretical Models of Emotional Behavioral Disorders. Research paper (100 Points): You will need research the theoretical models listed below and write a paper where you explain each of the models. Each model needs to include:

- Summary of the model.
 - List the main theorists and their contribution to the theory.
 - How this theory is used in understanding EBD.
 - And a conclusion section where you identify and explain which of the theories you most agree with.
-
- Biological Model
 - Psychodynamic Model
 - Behavioral Model
 - Cognitive Model
 - Sociocultural Model
 - Phenomenological Model
 - Existential Model

Discussion 1: Read the Introduction and Chapter 1 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module. (5 Points)

Module 2

Module 2 Understanding the Category of Emotional Disturbance

08/29/2021 – 09/4/2021

All assignments for Module 2 are due no later than Saturday, September 4th by 11:59 PM.

Read the introduction and first chapter from *How the brain influences behavior*. After reading the introduction chapter1, create a document and upload it to D2L by the due date that answers the following:

1. Fully explain what the author meant with this quote from the reading: “Students with behavior problems comprise such a heterogeneous group that no one strategy, technique, or intervention can address all their needs.” In your answer, explain what that means and how should you address this in your practice/classroom?
2. What new information or information that was reinforced from the reading on “Emotional Processing”. Include in your answer what Emotional Processing means and how this will effect your practice/classroom?
3. What is social misbehavior? Include in your answer why this information will be important for your practice/classroom.

Discussion 2: Read Chapter 2 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module. (5 Points)

Discussion 3: Read Chapter 3 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module. (5 Points)

Articles:

- Texas Education Agency. (1990). Guidelines for assessment of emotional disturbance: technical assistance paper. Austin, TX

Social Maladjustment Research Paper:

Social Maladjustment Research Paper (100 Points)

For this assignment, you are to prepare a 4-5 page professional paper with 7-10 references where you examine the social maladjustment exclusion for students who **Do Not** qualify under the category of ED. This issue is highly controversial in the field of Emotional Disabilities and Behavior Disorders. I would like you to develop a position regarding this topic. Basically, I am asking you to take a stand regarding if you agree or disagree to the inclusion of Social Maladjustment Exclusion in the definition of Emotional disturbance. It will need to be written using APA 7th style format and the quality level of a master's student. **This Assignment is due on October, 15th by 5PM.**

Please read the following document for guidance: [TEA Technical Assistance Paper on ED.pdf](#) found in your files.

This website will provide you guidance in order to complete this assignment:
<http://writingcenter.unc.edu/handouts/literature-reviews/>

Clarification

Roughly how many sources should you include? **7-10**

What types of sources (books, journal articles, and websites)? **Journal articles from the MSU databases**

Should you summarize, synthesize, or critique your sources by discussing a common theme or issue? **Summarize and synthesize by theme**

Should you evaluate your sources? **If you get them from EBSCO/Academic search premier, they should be fine**

Should you provide subheadings and other background information, such as definitions and/or a history? **Include brief history, regarding definitions, I need to know that you are able to distinguish Social Maladjustment from ED.**

Clarification about due date: I am providing you a longer time to complete this assignment so you can have time to develop a quality paper.

Module 3

Module 3: Legal issues with Emotional and Behavioral Disorders

09/05/21 – 09/11/21

All assignments for Module 1 are due no later than Saturday, September 11th by 11:59 PM.

Read chapter 2, Educating students with EBD within schoolwide system of supports out of *Teaching Students with Emotional and Behavioral Disabilities*. After reading the chapter, create a document and upload it to D2L by the due date that answers the following:

1. Compare and contrast differentiated instruction and Universal Design for Learning. (5 points)
2. When planning for UDL, what are three essential areas to consider? In your answer I do not want you to simply list the areas. I want you to list and thoroughly explain why they are essential. (5 points)
3. Describe the PBIS tiered model of intervention for behavior issues. (5 points)
- 4.

Articles & Supplemental Readings:

Read the following document and answer the questions below: Indiana Due Process Hearing found files (40 Points)

1. Describe the student characteristics and reasons for expulsion from the school?
2. Provide the details on functional behavior assessment in establishing manifestation determination?
3. What was the decision in this case and on what basis did the Independent Hearing Officer (IHO) make his decision?
4. Provide your own perspective in this case

Supplemental Readings:

- Discipline portion of the Parents & Student Rights Handbook

Review recorded lecture: Discipline Flowchart

Assignments:

1. After reading the Discipline portion of the Parents and Student Rights Handbook and reviewing the Discipline Flow Chart lecture & PowerPoint answer the following:

a. Mark is a 5th-grade student at Tornado Ally Intermediate School. He is currently being served in the Special Education program under the disability of Other Health Impaired (ADHD). Mark is an ongoing behavior problem. The current year Mark has been removed to ISS for 8 days due to various behavioral concerns. Mark was caught setting a fire in the boy's bathroom. The principal has expelled him for 3 school days. In investigating the incident, the principal found that Mark found a box of matches outside the bathroom and was playing with them when the fire started in the waste bin.

According to the Notice of Procedural Safeguards:

1. is this removal a change of placement? Explain.
2. What are the districts responsibility regarding this disciplinary action? What MUST the district due?

Articles:

After Reading the Drasgow & Yell (2001) article answer the following:

a. In the IDEA requirements regarding FBA's, compare and contrast the reasons when an FBA *should* be conducted to when an FBA *must* be conducted. (10 Points)

After reading the Walker & Hott (2015) and Knoster (2000) articles, answer the following (10 Points Each):

1. What are the main differences between a functional assessment and a manifestation determination review?
 2. Discuss the importance of the IEP when considering the Manifestation Determination.
 3. Summarize the Decision-Making during a Manifestation Determination Meeting.
4. After reading the article *Indiana Hearing* found in your course files, complete the following and upload before the end of this Module (30 Points):
1. Describe the student characteristics and reasons for expulsion from the school
 2. Provide the details on functional behavior assessment in establishing manifestation determination?
 3. What was the decision in this case and on what basis did the Independent Hearing Officer (IHO) make his decision? Provide your own perspective in this case.

Discussion 3 Topic:

There has been a lot of discussion around restraint and seclusion for students with disabilities. In this discussion your initial response needs to be your thoughts and feelings regarding the use of restraint and seclusion for students with emotional disabilities. I would like your initial response to be no less than 5 sentences.

Discussion 4: Read Chapter 4 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module

Module 4

09/12/21 – 09/18/21

All assignments for Module 4 are due no later than Saturday, September 18th by 11:59 PM.

Read chapter 3, Service Delivery, out of *Teaching Students with Emotional and Behavioral Disabilities*. After reading the chapter, create a document and upload it to D2L by the due date that answers the following:

1. Why is there a continuum of services rather than a one-size-fits-all approach to special education? I want you to list and thoroughly explain why. (5 points)
2. What are possible related services and their relevance in a student's day? In your response, I want you to discuss why there are NO disability based related services. (5 points)
3. When should parents be involved in their child's educational programming? I want you to include in your response, ways you can ensure parents involvement. (5 points)

Read Chapter 2, Dealing with impulsive behavior, out of *How the brain influences behavior*. After reading the introduction chapter1, create a document and upload it to D2L by the due date that answers the following:

1. What are some possible explanations for impulsive and violent behaviors? (5 points)
2. Identify and thoroughly explain at least 3 strategies for controlling impulsive behaviors & how you will implement those strategies in your practice/classroom. (5 points)
3. Identify and explain barriers to implementing strategies to reduce impulsive behaviors. (5 points)

O'Neil Book Chapter 1:

After reading Chapter 1 *Introduction in Functional assessment and program development for problem behavior: A practical handbook (3rd edition)* and answer the following: (Each response is worth 5 points)

1. What does it mean that behavior occurs in contexts, not in people?
2. Are inner states important to consider in the assessment of problem behavior. Why or why not?

O'Neil Book Chapter 2:

After reading Chapter 2 *Functional Assessment and Program Development for Problem Behavior in Functional assessment and program development for problem behavior: A practical handbook(3rd edition)* and answer the following: (Each response is worth 5 points)

1. Why is it important to know where and when problem behaviors are NOT occurring? You will need to fully explain your thoughts.

O'Neil Book Chapter 3:

After Reading Chapter 3 *Linking the function of the behavior to the intervention in Functional Assessment and Program Development for Problem Behavior* and answer the following: (Each response is worth 5 points)

1. Should interventions be based upon function or topography? Explain Fully.
2. How do you best link the function to the intervention?

O'Neil Book Chapter 4:

After reading Chapters 4, *Building behavior support plans in Functional Assessment and Program Development for Problem Behavior*. Answer the following: (Each response is worth 5 points)

1. What components should be built into behavior support plans so that they are effective?
2. Should behavior support plans focus on building positive skills or decreasing problem behaviors? Fully explain your answer.

O'Neil Book Chapter 5:

After reading Chapter 5 *Writing behavior support plans* answer the following: (Each response is worth 5 points)

1. How comprehensive should Behavior Support Plans be?
2. What types of evaluation procedures are most effective for Behavior Support Plans?

Discussion 5: Discussion Topic:

Problem behaviors are displayed by students with and without disabilities. Many times we hear things such as “This boy has autism or EBD and behaves in this way.” It is common to relate specific disability to specific behaviors (e.g., stereotypic behavior to autism). However, many behaviors (e.g., noncompliance, stereotypy) are linked to environmental variables. Discuss parent/teacher views/perceptions of problem behaviors in applied settings. Provide examples from your personal experiences.

Discussion 6: Read Chapter 5 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module

IRIS 1: Addressing Disruptive and Noncompliant Behaviors (Part 1) Understanding the Acting-Out Cycle. <https://iris.peabody.vanderbilt.edu/module/bi1/>

After working through all the elements in the module complete a document including the assessment questions on the assessment page. These are the required questions (10 points each):

1. List three reasons why some students continue to cause problems even when there is a good classroom management plan in place?
2. Discuss at least one benefit and one challenge of intervening early in the acting-out cycle to prevent problem behaviors from escalating.
3. Think back to the Challenge at the beginning of this module. Ms. Rollison is having trouble with Patrick, who is a model student on some days and is rude and disruptive and refuses to work. Unfortunately, she probably does not have enough information to figure out what Patrick's triggers are. Although not discussed explicitly in the module, can you think of three methods by which Ms. Rollison could determine his triggers?
4. Ms. Rollison is also having trouble with Tameka, who refuses to do any written work. In this case, Ms. Rollison does have enough information to figure out what Tameka's trigger is. What is it?
5. Once either Patrick or Tameka enters the Agitation Phase, what would you recommend that Ms. Rollison do? If she doesn't recognize the Agitation Phase, what would you recommend differently for the Acceleration Phase?

IRIS 2: Addressing Disruptive and Noncompliant Behaviors (Part 2) Behavioral Interventions. <https://iris.peabody.vanderbilt.edu/module/bi2/>

After working through all the elements in the module complete a document including the assessment questions on the assessment page. These are the required questions (10 points each):

1. Why is a special education teacher a good resource to help deal with student behavior problems?
2. Explain how high-p requests work and why they increase the probability that a student will comply with a teacher's request.
3. Imagine that you have a student in your class who acts out during independent math activities. Would you use high-p requests or choice making with this student? Explain your answer.
4. For what types of behaviors would you implement a DRL procedure? Give one example.
5. List a consideration for teachers who implement DRI.
6. Mary Jo often spends time talking to her table group about topics not related to the instructional task. Design a DRO procedure to decrease non-instructional talk and to increase instructional talk.

Module 5

09/19/21 – 10/2/21 (2 weeks)

All assignments for Module 5 are due no later than Saturday, October, 2nd by 11:59 PM.

Developing Interventions

Jigsaw Jamboard activity:

Each of you will be assigned either one of the following chapters from the Sosa book or one from the *Teaching students with emotional and behavioral disabilities*. You will then list and thoroughly describe 5 interventions from your chapter into the course Jamboard for this assignment. (25 Points)

From: *How the Brain Influences Behavior: Management Strategies for Every Classroom.*

Chapter 3: Teaching Self-Control Through Self-Verbalization

Chapter 4: Managing the Behavior of Boys

Chapter 5: Building Positive Relationships with Troubled Students

Chapter 6: Using Peer relationships to Modify Behavior

Chapter 7: Managing Oppositional Behavior

Chapter 8: Developing Positive Self-Esteem

From: *Teaching students with emotional and behavioral disabilities.*

Chapter 4: Mathematics Strategies and Interventions

Chapter 5: Writing Interventions

Chapter 6: Reading Strategies and Interventions

Chapter 7: Study Skills

Chapter 8: Teacher-Directed Behavioral Interventions

Chapter 9 Student-Directed Interventions

Chapter 10 Peer-Directed Behavioral Interventions

Discussion 7: Topic: Is the use of Positive Reinforcement bribing or not? In your initial post you need to fully and clearly explain your reasoning.

Discussion 8: Read Chapter 6 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module

Module 6

10/3/21 – 10/15/21 (2 weeks)

All assignments for Module 6 are due no later than Friday, October 15th by 5:00 PM.

Case based activities.

Read pages 48 through 51 about Yolanda Martin (O'Neill et al. 2015). Review Yolanda's completed Functional Assessment Observation Form (FAO F) Appendix E.

Develop summary statements for Yolanda based on FAO form on page 118.

Your summary statements should be in format given on page 53 which should include setting event, antecedent (predictors), problem behavior, and maintaining consequences. Come up with at least 5 or more summary statements.

Hint: You can do some practice exercises by looking at examples given on pages 53- 57. Also understanding about the FAOF form would help developing the statements.

Final Case Study Using the O'Neill Book: (100 Points)

Using the Yolanda FAOF Page 129 (O'Neill et al. 2015). You will do the following:

1. Complete the Summary Statement Form P. 125
2. Complete the Competing Behavior Model Form p. 133.
3. Create a completed Behavior Support Plan for Yolanda using Figure 5.2 as an example.
4. Upload into D2L.

C. Discussion 9: Read Chapter 7 in Tyrone Howards book. You will need to create an initial post and then respond to 3 of your classmates Posts by the end of the module.

Discussion 10: Read the Evidenced-Based Practices section (pp. 189-181) of Chapter 7 in *Teaching students with emotional and behavioral disabilities*. Focus on the section titled “Learning Styles-A Myth”. In your discussion you need to create an initial post and then respond to at least 3 of your classmates posts by the end of the module. Your initial post you need to discuss why it is important to use evidenced-based practices in your classroom or recommendations. Also, talk about the myth of learning styles and why it can be problematic. I suggest you also could talk about other non-evidenced-based strategies you have encountered in your practice.

D. Final Course Reflection: (100 points)

You will need to write a minimum of 500-word reflection that addresses the following:

1. Identify 5 things that you learned, relearned, or reinforced prior learning in this course?
2. How has this course changed/alterd your understanding of EBD issues with children?
3. How are you going to use this information in your current and future practice?

References/Scientifically-Based Research/Additional Readings:

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. Guilford Press.

Byrnes, J. P. (2021). *Cognitive development for academic achievement: Building skills and motivation*. Guilford Press.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). (2021, August, 1). *High leverage practices in special education*. CEEDAR Education. <https://ceedar.education.ufl.edu/high-leverage-practices/>.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019) *Applied behavior analysis*, 3rd Ed. Pearson

- Council for Exceptional children (2021, August, 1). *Professional preparation standards*. CEC. <https://exceptionalchildren.org/professional-preparation-standards>.
- Education Service Center Region 18. (2021, August, 1). Legal framework for the child-centered special education process. ESC18. <http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>.
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Appendix A: Standards/Competencies

Initial Practice based Professional Standards for Special Education 2020

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge:

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction:

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth:

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. **Component 6.1:**

Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. **Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members:

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

[CEC Advanced Preparation Standards](#)

Advanced Preparation Standard 1: Assessment:

1.0 Special education specialists use valid and reliable assessment practices to minimize bias. **Key Elements:**

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Advanced Preparation Standard 2: Curricular Content Knowledge:

2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. **Key Elements:**

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements:

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4: Research and Inquiry:

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 5: Leadership and Policy:

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Key Elements:

5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Professional and Ethical Practice:

6.0 Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning,

advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements:

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession

Advanced Preparation Standard 7: Collaboration:

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements:

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.