

Course Syllabus:
Teaching Strategies for Affective Disorders Graduate Online
Midwestern State University
Gordon T. & Ellen West College of Education
SPED 6013 X11
Part of Term B Fall 2023

Contact Information

Instructor: Dr. Edward Schultz

Office: BH 310

Office hours: Tues and Thurs. 9-11:30; Wed 2-4

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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

Kauffman, J.M., & Landrum, T.J. (2018). Characteristics of Emotional and Behavioral Disorders of Children and Youth, 11th Edition; Pearson Publishing,

Recommended:

In this course, we will use materials available from CEC. You are encouraged to obtain the [CEC University Package \(reduced rates as low as \\$59\)](#). Once you click on the link, you will need to scroll down to the student's button where you get the discount code.

Recommended for Graduate students: [APA 7th](#) (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
[Standards Referenced at tx.nesinc website](#)

(Standard I) Competency 001— (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. (TEC 239.83 (b)1-2)

- A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
- C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
- D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
- E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
- F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

(Standard IV, VII, IX, and X) Competency 004— (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. [TEC 239.83 (e)1-2; TEC 239.83 (h)1-2; TEC 239.83 (j)1-2; TEC 239.83 (k)1-2]

- A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

(Standard V and IX) Competency 005— (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. [TEC 239.83 (f)1-2; TEC 239.83 (j)1-2]

- A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
- B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
- C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
- D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.

- E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
- F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
- G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, and cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

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
Midterm Exam Ch 1-8	100
Final Exam Ch 9-15	100
Lecture Notes (4 @ 25 Points each)	50
FBA Module	100
EBD and Identification Summaries or EBD and Reading (Dyslexia) Summaries	100

Table 2: Total points for final grade.

Grade	Points
A	405-450
B	360-404
C	315-359
D	270-314
F	Less than 270

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, contact me. Communication is the key and we can plan. There will be no “incompletes” or “I” given for this class unless there are extenuating circumstances (Medical emergencies, death, etc.) You will be asked to submit evidence and this is up to the discretion of the professor.

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 3th

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](#).

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) exist 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](#)

Course Schedule:

Week	Assignment	Important Dates
Oct 23	Lecture Oct 25 3:30-5:30 Chap 1-3 FBA Module (begin)	N/A
Oct 30	Chap 4-6 FBA Module	N/A
Nov 6	Chap 7-8 FBA Module Lecture Nov 7 3:30-5:30	N/A
Nov 13	Chap 9-10 Lecture Nov 14 3:30-5:30 FBA Module	Lecture Notes 1-2 Due 11/13 Midterm Ch 1-8 11/13
Nov 20	Chap 10-12 Recorded Lecture	FBA Module Due Nov 20
Nov 27	Chap 13-14 Lecture Nov 28 3:30-5:30	N/A
Dec 4	Chap 15	Lecture Notes 3-4 Due Dec 4 Paper Due Dec 4
Dec 11	N/A	Final Exam Due Dec 13

References/Scientifically-Based Research/Additional Readings:

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/LandingPage.aspx>.

International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading*, (2nd Ed.). International Dyslexia Association. <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>.

Longmore, P. K. & Umansky, L. (Eds.) (2001). *The new disability history: American perspectives*. New York University Press.

Murawski, W. W. & Scott, K. L. (Eds.). (2017). *What really works with exceptional learners*.

Corwin & CEC.

Murawski, W. W. & Scott, K. L. (Eds.). (2019). *What really works with universal design for learning*. Corwin

National Institutes of Health, Child Development and Behavior Branch. (2019) National reading panel U.S. Department of Health and Human Services. <https://www.nichd.nih.gov/research/supported/nrp>.

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.

Wright, J. (2007). *RTI toolkit: A practical guide for schools*. National Professional Resources.

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*, (7th Ed.). Pearson.

[Appendix A: Standards/Competencies](#)

Objective	Standard	Assignment/Activity
<p>The educational diagnostician will apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.</p>	<p>(Standard I) Competency 001(TEC 239.83 (b)1-2)</p> <ul style="list-style-type: none"> B. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements. G. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services. H. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations. I. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories. J. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities. 	<p>Lecture/Midterm/ Final/paper</p>

Objective	Standard	Assignment/Activity
<p>The educational diagnostician will Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations , modifications, and interventions, for students with disabilities.</p>	<p>(Standard IV, VII, IX, and X) Competency 004; TEC 239.83 (e)1-2; TEC 239.83 (h)1-2; TEC 239.83 (j)1-2; TEC 239.83 (k)1-2]</p> <ul style="list-style-type: none"> A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations. G. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students. 	<p>Lecture/Midterm/ Final/paper</p>

Objective	Standard	Assignment/Activity
<p>The educational diagnostician will understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.</p>	<p>(Standard V and IX) Competency 005; [TEC 239.83 (f)1-2; TEC 239.83 (j)1-2]</p> <ul style="list-style-type: none"> A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments. B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities. C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities. D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings. E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions. F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements. G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, and cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers). 	<p>Lecture/Midterm/ Final FBA Module</p>