



Course Syllabus: Teaching Strategies Affective Disorders
College of Education
SPED 6013 X10
Fall B 2024 Oct 19-Dec 6

Contact Information

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Instructor Response Policy

I am usually very prompt in my responses. If you do not get a response within 24 hours during the work week (M-F), please send a reminder.

Textbook & Instructional Materials

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

Course Description

Exact catalog description. Planning effective programming using data-based decision-making, Positive Behavioral Supports, technology, and evidence-based practices. 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

Texas SBEC standards/Test Frameworks. This course provides candidates with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:
(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 (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

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

ALL work must be completed to pass the course. Any missing assignment will result in an "F" for the class. Not turning in work is unacceptable at the graduate level.

Assignments	Points
Lectures Notes 4 @ 12.5 points	50
Text Questions (1-7; 8-15) 2@ 25	50
FBA/BIP Project	100
Midterm Exam	100
Final Exam	100

Assignments	Points
Total Points	400

Table 2: Total points for final grade.

Grade	Points
A	360-400
B	320-359
C	280-319
D	240-279
F	Below 240

Exams

There will be a Midterm and Final Exam. It will consist of Multiple choice questions, T/F, and written responses. It will cover the test, additional readings,, and lectures. They will be timed at 2.5 hours each.

Projects Required

FBA project: This consists of IRIS modules, case studies, and video exercises. This is major assignment and is worth 25% of your total grade.

Lectures

Four (4) lectures will occur this semester. You can participate live or listen to the recordings. You will be required to turn in lecture notes. You may type them or take a picture of handwritten notes. If you take a picture of your notes, copy and paste them onto a Word or PDF to submit. Style is up to you; just show evidence you watched the entire lecture.

Late Work

Please adhere to due dates. If you cannot meet a due date, please contact me. Communication is key.

Important Dates

Last day for term schedule changes: August 26-29. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23, 2024

Last Day to drop with a grade of "W:"

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

This is an online class, so regular log-ins are encouraged to keep up with course changes and announcements. Students are encouraged to attend the Zoom lectures live but I understand that you have many responsibilities. As long as you watch the recorded lectures and turn in notes, you will be fine.

Online Computer Requirements

Taking an online class requires 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 that is connected to the internet. Contact your instructor 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](#).

Inclement Weather

In the case of campus closure due to inclement weather, we will have class online.

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 MSU TEXAS. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

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:

Course Schedule

Week of	Activities/Assignments/Exams	Due Date
Oct 21	Read and study Chap 1-7, Book questions, FBA project; Recorded Lecture 1	NA
Oct 28	Read and study Chap 1-7, Book questions, FBA project; Lecture 2 3:30-5 Oct 28 Zoom	NA
Nov 4	Read and study Chap 1-7, Book questions, FBA project; Lecture 3 Nov 6, 3:30-5 Zoom	FBA Part 1 and 2 due 11/6 Lecture notes 1 and 2 due 11/4
Nov 11	Midterm Exam Read and study Chap 8-15, Book questions, FBA project	Nov 11 to Nov 13 Midnight; Book questions 1-7 due Nov 11
Nov 18	Read and study Chap 8-15, Book questions, FBA project; Lecture 4 Nov 18, 3:30-5 Zoom	
Nov25	Read and study Chap 8-15, Book questions, FBA project	FBA Project Part 3 and 4 due 11/27 Lecture notes 3 and 4 due 11/25
Dec 2	Read and study Chap 8-15, Book questions	NA
Dec 8	Final Exam	Book Questions 8-15 due Dec 8 Dec 9

References/Scientificallly-Based Research/Additional Readings:

(2023, October 25). Center on PBIS. <https://www.pbis.org>

Council for Exceptional Children, & Collaboration for Effective Educator Development;

Accountability and Reform. (2024). High-leverage practices in special education:

Foundations for student success.

(n.d.). Texas SPED Support | Texas Special Education Support.

<https://spedsupport.tea.texas.gov/sites/default/files/2023-09/technical-assistance-behavior-supports-and-guidance.pdf>

Appendix A:

[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</p>

Appendix A:

[Appendix A: Standards/Competencies](#)

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</p>

<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>
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