

TEACHING STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

SPE 400/ 3 credits

Fall 2003

Mission:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Prerequisites:

Students enrolled in this course must be admitted to the Education Department and EBD program or seek permission from the instructor.

Course Description and Themes:

This course presents an overview of learners with emotional and behavioral disabilities (EBD) and learning disabilities (LD). It will probe historical and philosophical aspects of the EBD category and specifically address theoretical perspectives and conceptual models as they relate to this category of disability. The course will examine origins of student behavior and student learning styles. Students will begin to apply this knowledge to practice as they examine the multitude of factors that contribute to the learning of students labeled EBD. Students will have a deeper understand of the pedagogy of teaching learners receiving special education services.

Course Objectives:

- Students will gain an understanding of the historical and philosophical foundations related to children labeled EBD and LD. (SE B.1, SPEEBD A.1, 2). Knowledge
- Students will gain in-depth knowledge of the legal system as it relates to students with EBD, including knowledge of due process and confidentiality as it relates (SE B.2; SPEEBD A.10). Knowledge
- Students will identify basic characteristics of child and adolescent development especially as they relate to the labeling of children with emotional and behavioral disabilities (SPEEBD A.3, 6,8,9,11). Knowledge
- Students will identify various theoretical perspectives (psychodynamic, biophysical, behavioral, ecological) as they relate to the origins of behavior and to students labeled EBD (SPEEBD A.4). Knowledge/Skills
- Students will identify various learning styles, learning environments and strategies conducive to the learning styles of their students (SE C.1; SPEEBD C.3).
- Students will gain an overview of how diversity impacts or influences student learning (SE B.8; SPEEBD A.5, B.5). Knowledge/Disposition
- Students will be introduced to basic observational skills and apply these skills to practice. Knowledge/Skills

Standards:

Special Education (SPE)

A teacher of special education understands and applies referral, assessment, team planning, and placement procedures. The teacher must understand:

B 1. The rights and responsibilities of parents, students, teachers, and schools as these rights and responsibility relate to students with disabilities receiving a free appropriate public education;

B 2. Due process and data privacy requirements and how to provide procedural safeguards;

B 8. The influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement; A teacher of special education understands how to use individualized education program plans to design and implement developmentally appropriate instruction and how to evaluate the program's effectiveness. The teacher must understand how to:

C 1. Adapt and modify curriculum and instruction to meet individual learner needs.

Special Education-Emotional Behavioral Disabilities (SPEEBD)

A teacher of special education: emotional behavioral disorders understands the central concepts, tools, of inquiry, and history and context of emotional behavioral disorders as a foundation on which to base practice. The teacher must understand:

SPEEBD A 1. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of children and youth with emotional Behavioral disorders;

SPEEBD A 2. Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with emotional behavioral disorders;

SPEEBD A 3. Etiology, characteristics, and classifications of emotional behavioral disorders;

SPEEBD A 4. Social development theory;

SPEEBD A 5. Socioeconomic factors that impact students experiencing an emotional behavioral disorder.

SPEEBD A 6. Impact of disabling conditions on behaviors

SPEEBD A 8. Factors that build resiliency.

SPEEBD A 9. How aggression, anxiety, withdrawal, and thought disorder affect behavior

SPEEBD A 10. The legal system as it affects children and youth with emotional behavioral disorders.

SPEEBD A 11. The major mental health disorders manifested during childhood, adolescence, and adulthood and the complexities of co morbidity including behavioral manifestations of these disorders;

A teacher of special education: emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders. The teacher must understand:

SPEEBD B 5. Factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with emotional behavioral disorders;

A teacher of special education: emotional behavioral disorders understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with emotional behavioral disorders. The teacher must understand how to:

SPEEBD C 3. Apply the theory and rationale underlying various curriculum approaches to basic skills and how to select and implement remedial strategies in academic skill areas.

Texts:

Bauer, A.M., Keefe C.H. & Shea, T.M. (2001). Students with Learning Disabilities or Emotional/Behavioral Disorders. Upper Saddle River NJ: Prentice Hall.

Jensen, E. (1998). Teaching with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development.

Assessments:

Case Study for licensure students

In this course you will lay the framework for a continuing and comprehensive study of one student. The intention of this project is to have you follow, and view from different lenses, one student throughout your internship year. You will follow this student (to the degree possible) through the remainder of your coursework. Choose someone who is challenging to you and the school environment, and apply your learning in each course to the child and the setting in which you are serving this child. You will also have the opportunity to observe and affect concrete change for the student and his/her environment. This process will also provide you an in-depth look at one particular student and aid you in developing a case study that is comprehensive. As much as possible, the student should be involved in the process. This means that you will be asked to include the student, whenever possible, through interviews, feedback and general input as it relates to the topic of each case study. This will act to not only include the student in his or her own development, but also as a form of participatory action research. During the critical issues seminar, we will spend time discussing the writing process. We will also schedule time to visit the library to investigate resources that will be helpful to your writing process. Individual syllabi will explain the focus of each part of the case study.

Case Study for SPE 400

Your first section of this case study will introduce the student you have chosen to work with. You will:

- Describe the student (age, school, current and previous educational environments, family situation etc.). You will also describe where the child is developmentally. This should begin with a focus on the child's strengths.

- Have the student (when possible) describe him/herself. This might be in the form of an interview you've conducted with the student, something the student has written about him/herself, a picture they draw and interpret, or whatever creative way you and the student come up with to introduce that student to the reader.
- Describe the students' placement and educational history.

Learning Styles Profile

You will be asked to conduct a learning style profile of the child. For this assignment you will determine the individual learning style and environmental circumstances for optimal learning, again, focusing on the student in your case study. Given this information, include an analysis of how the student learning style fits with their current placement.

In addition, you will conduct a learning style profile of all of the students in your class and write an (3-5 page) analysis, which looks at whether the classroom is structured for optimal learning, given the knowledge you have gained about how these students learn. How can teaching to different learning styles impact learners labeled LD or EBD? Given this information, what would you do to structure your teaching and/or your teaching environment to best meet student needs? Does diversity impact learning?

Readings and Quizzes

You will be expected to complete all readings prior to class in order to be an active participant in the discussion. Quizzes may be given randomly throughout the course.

Journal

This assignment will consist of a weekly, on-going record that will allow you to reflect on yourself and the impact you have on your students. Each week you will be given a question, or questions, for discussion. Your responses should reflect your readings and should be submitted electronically no later than Thursday before the next class. Each week there will an assignment, which does not need to be handed in, but for which you will need to do an oral presentation.

Grading

Rubrics for the evaluation of specific assignments will be handed out in class

Class Participation – 30 (For each class missed 10 points will be deducted)

Case Study - 20 points

Learning Styles Profile- 20 points

Journal entries -30 points

Policies:

Attendance: Because of the interactive nature of this course attendance is critical. If you know you will miss more than one class you should consider taking the course at another time.

Student Rights: Students with diagnosed disabilities may have legal rights to course modifications. Please identify yourself to the instructor the first week of class so that I

may assist you in reaching your learning goals. All students have the right to use the Augsburg College Counseling Center and Student Development Services, as well as to receive tutoring assistance from the Writing Lab.

Honesty Policy: The Augsburg College policy on academic honesty applies to this course. Unless, otherwise stated, the assignments you hand-in are assumed to be your own individual work. Please refer to the Augsburg Student Guide for further details.

Technology Policy:

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g., Blackboard).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.
- Check Blackboard for class announcements between classes.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Course Schedule:

Class 1 September 6

Understanding students labeled EBD and LD: historical, philosophical and legal factors pertaining to EBD and LD.

Assignment: Read for the 20th: Bauer, Keefe & Shea Chapter 1, 2, and 3

Journal: Summarize the conceptual frameworks listed in Chapter 2. Which perspective(s) do you find most helpful? Most limiting? Why?

Report back to class: Investigate your school. Which disabilities have the highest incidences? What percent of the students are identified as having these disabilities? What is the gender breakdown? Do these facts support or conflict with the text? Is your school an inclusive or a mainstreaming setting?

Class 2 September 20

Minnesota criteria for EBD. Referral process for special education. Theoretical perspectives related to EBD (conceptual models, social systems perspectives and biological approaches to EBD). “Last One Picked...First One Picked On”

Assignment: Read for the 4th: Bauer, Keefe & Shea Chapters 4, 5, 6 and 8
Targeting Black Boys for Failure (Library e reserve)

Journal: Conduct a learning styles assessment on yourself. Your assignment will include a completed assessment and a personal analysis. (Did you already know this information about yourself? How has your learning style impacted your own learning? Has your cultural (ethnicity, gender, socio-economic etc) background had an impact on your learning? How does this information impact upon your teachings)?

Report back to class: Investigate a website with useful information on learning styles, social skills, or biological factors contributing to emotional and/or behavioral disorders.

Class 3 October 4

Diversity, learning styles and other factors affecting student learning.

Teaching students who have learning disabilities and/or emotional/behavioral disorders

Strategies and accommodations. Guest Speakers-LD and EBD high school students

Assignment: Read for the 18th: Jensen, E. Chapters 1-5 (specific chapters will be assigned to groups in class). Daniels, L.A.

Journal: How did the guest speakers either affirm or contradict the text?

Report back to class: Interview or observe a teacher you admire and ask how he/she accommodates different learning styles while teaching.

Class 4 October 18

Understanding learning: The 21st century mind. Student presentations on Jensen

Assignment: Read for the 1st: Jensen, E. Chapters 6-11 (specific chapters will be assigned to groups in class).

Journal: Describe your teaching style and how it relates to your learning style. Given this, focus on a student or students who learn differently than you and describe what you would do to accommodate their needs.

Report back to class: Something that surprised you when working with students during the past week.

Class 5 November 1

The brain and how it affects learning and behavior. Student presentations on Jensen Video "Misunderstood Minds"

Assignment: Readings for the 15th : Bauer, Keefe & Shea Chap 7, 10

Journal: How will brain research impact your pedagogy?

Report back to class: How is your case study progressing?

Class 6 November 15

Putting it all together: The classroom environment. In class reading: Page, B. Why Remediation Doesn't Work

Assignment: Readings for the 22nd : Bauer, Keefe & Shea Chap. 9, 11

Journal: Response to simulated case study questions

Report back to class: Investigate a topic of interest on E.R.I.C. (Educational Resources Information Center) /www.askeric.org/

Class 7 November 23

Screening and school wide support.

Guest Speaker – EBD Specialist from CFL/Presentation and Q and A session

Assignments: Readings for the 8th: Bauer, Keefe & Shea Chapter 13, 14

Journal: Why do you want to teach students with Emotional/behavioral Disorders?

Report back to class: Your favorite quote or anything that truly motivates you when you feel discouraged.

Class 8 December 6

Issues across the age span: Middle and Secondary School issues

Application-practice: Presentation of case study data and analysis of student progress.

Class wrap-up