



The mission of Concord University is to provide quality, liberal arts-based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>)

Course Prefix, Number and Title: EDSP 365 Understanding Difficult Behaviors

Course CRN # and Section 20580, 1HW

Semester Taught: Spring, 2019

Credit Hours: 3 hours

Prerequisites: EDSP 303 & EDUC 210

Professor: Dr. Kathryn Tucker

Office Location: Marsh Hall, Rm 133A

Office Hours:

Monday 10:00-12:00

Tuesday 1:00-2:00

Wednesday 1:00-2:00

Thursday 1:00-2:00

By appointment

Course Time: 9:00-9:50, MWF

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<https://www.concord.edu/education/>

Course Description/Rationale:

Course Description:

A unique combination of material on understanding and supporting students with emotional and behavioral problems and practical methods for dealing effectively with these students in a variety of settings—from the general education classroom to specialized intervention programs. This course is a Hybrid, meaning that part of the class will meet face-to-face & part of the class will meet online. **Pay careful attention to the syllabus, CU Email, & Blackboard.**

There is a 25-hour Field Placement in this course.

Rationale:

The combination of content presented in this course helps students understand the key issues associated with providing support for students experiencing EBD and includes highly practical methods for working effectively with these students. The course carefully examines key assumptions to take into account when working with this student population, major psychological issues facing students experiencing EBD, and key methods for providing teacher-students and peer relationships that support psychological health and academic engagement for these students. Also included are methods for developing specialized interventions to support students with EBD in developing skills that will enable them to be successful independent learners.

Course Management System: BlackBoard

Hardware/Software Needed: Microsoft Word is required for all assignments submitted on Blackboard

Text requirements: Jones, Greenwood and Dunn (2016). *Effective Supports for Students with Emotional and Behavioral Disorders: A Continuum of Services*, (1st ed.) Pearson.

Concord University Educational Goal(s)

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
 - listening and speaking
 - reading and writing
 - graphic communication
 - media and technology literacy
2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

6. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
7. An awareness of the fundamental characteristics and properties of the physical universe.
8. An ability to interpret events and trends within historical contexts.
9. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

National Standards:

Upon successful completion of this course, each student will achieve the following course objectives:

Course Objectives	CEC	PRAXIS II 5543	WVPTS	ISTE	Praxis/PLT
Learn the important concepts in dealing with students with emotional and behavior disorders, the research that backs up the concepts and assumptions, and the methods that show how to put the best practices to work.	1,6	1,2	1,2,	1	1,2,4
Learn what assumptions to make in order to facilitate effective support for students experiencing EBD.	2, 3	1,5	2,4		1,3
Gain a more accurate conceptualization of the factors impacting a student's behavior as a means to developing more appropriate and effective interventions.	1, 4	1,2,5	2,4		1,3,4
See the impact adult-student relationships have on student behavior and learn specific methods for creating positive, supportive adult-student relationships to assist students in becoming productively and responsibly engaged in the school setting—and help students learn to assume responsibility for their social and academic success	1, 3,5,7	1,2,3,6	1,2,3	2,5,6,7	1,2,3
See the impact of peer relationships on the academic achievement and behavior of students experiencing EBD	1, 5	1,2,6	1,2,3	2,4,5,6	1,2,3
Learn to work with students to develop a shared vision of behavior standards that support the creation of the kinds of safe, supportive learning environments associated with positive student behavior and academic achievement.	2, 4, 5	1,3,6	1,3,5	3,4	1,2,3
See what key factors in the learning environment can influence the productivity and engagement of students experiencing EBD	2, 3, 4, 5	1,2,3,6	1,2	1	1,3
Learn to use functional behavior assessment and behavior intervention plans within a three-tiered model of support for students experiencing EBD.	4,7	2,3,4,5,6	1,2,4,5	3,4	1,3,4
Understand and choose from a wide variety of behavior change interventions that have proven effective in supporting students experiencing EBD in developing skills and behaviors that support their learning and assist them in assuming responsibility for themselves	2, 4	1,2,3	1,2,3	6,7	1,4
Discover the key components to use in developing an effective, specialized program for serving students identified as EBD.	2, 3, 5,6	1,2,3,4,5,6	1,2,3,4	1	1,2,3,4

Learning Outcomes

Course Requirements:

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight. Blackboard will also be used for online instruction (dates are assigned on course schedule). Be aware that emails from the instructor will be through the Concord email addresses. A list serve for each class has been developed through blackboard so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Your assignments will be submitted electronically, you must have either a floppy or CD to which you can save copies of your work as backup in the event that something “cyber” occurs! **NOTE: You must use MS Word for all work submitted electronically. Additional information regarding the use of technology will be provided during class meetings.**

Late Assignment Policy

- Any assignment not submitted via Blackboard (date/time) is subject to a 25% deduction of the overall point value per day. No assignment will be accepted and no points will be awarded after four (4) calendar days from the due date (including weekends).
- If there are technical problems submitting an assignment, email the professor through the regular email (ktucker@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).
- If email is not possible, call the professor’s office phone at (304) 384-5293 immediately and leave a detailed voicemail message explaining the situation.

It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy

NOTICE TO CELL PHONE OWNERS/USERS: Cell phone usage (including text messaging) is not permitted during class sessions; therefore, you should turn off your cell phone when you enter class. Violating this policy may result in removal/withdrawal from class.

Class Participation

Participation includes completion of all reading and written assignments prior to the class meeting. Students are expected to be actively engaged in their learning through knowledgeable discussion and interaction during class. Group discussions are frequently incorporated into classroom instruction. Participation in these activities is mandatory.

In order to understand the concepts of the course and to engage in meaningful class discussions and group work, it is imperative that students view the online associated materials for each chapter prior to the on-campus meeting.

Grading Policy and Scale:**COURSE GRADING SYSTEM**

Grade	Percentage	Total Points
A	100-90%	1066-1185
B	89-80%	948-1167
C	79-70%	829-947
D	69-60%	711-828
F	59% and below	710 and below

Assignments/Exams	Each	Total Points	Total Percentage
Textbook Check (1)	25	25	2.1
Homework Assignments (14)	20	280	23.6
Quizzes (8)	20	160	13.5
Discussion Board Threads (5)	20	100	8.4
Mini FBA	50	50	4.2
Mini BIP	50	50	4.2
EDB Disorder Presentation	100	100	8.4
Field Placement Assignments (6)	20	120	10.1
Final Presentation	100	100	8.4
Field Placement Evaluation	100	100	8.4
Class Attendance	100	100	8.4

Due to the nature of the coursework you will be completing, a grade of “incomplete” will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

***Students must receive a minimum grade of “C” in the class to complete the requirements of the Teacher Education Program.**

COURSE TIMELINE

Module/ Week	Objective	Topics	Assignments <i>Due by 10:00 pm the following Sunday on Blackboard</i>
1 January 14th	Learn the important concepts in dealing with students with emotional and behavior disorders, the research that backs up the concepts and assumptions, and the methods that show how to put the best practices to work.	<u>Module 1</u> Introductory Module Syllabus Introduction Chapter 1, Part A Key Factors Influencing Educator's Ability to Support Students with EBD in becoming Successful Self-Directed Learners	HW1 DB 1
2 January 21st	Learn what assumptions to make in order to facilitate effective support for students experiencing EBD.	<u>Module 2</u> Chapter 1, Part B Key Assumptions Related to Effective Support for Students with Emotional and Behavioral Disorders	HW 2 QUIZ 1
3 January 28th	Gain knowledge in the Theoretical Models for Understanding Behavior.	<u>Module 3</u> Chapter 2 Developing a Foundational Understanding of Students Experiencing EBD	HW 3 Quiz 2 FP 1
4 February 4th	Gain a greater understanding of the Types of Disordered Behavior.	<u>Module 4</u> *Supplemental Material -ADHD, Conduct Disorders, Anxiety and Related Disorders, Depression and Suicide, Disorders of Thinking, Communicating, and Stereotypical Behavior, Adolescents	HW 4 DB2 FP 2
5 February 11th	Gain a more accurate conceptualization of the factors impacting a student's behavior as a means to developing more appropriate and effective interventions.	<u>Module 5</u> *Supplemental Material Types of Disordered Behavior-DSM-V	HW 5 Behavior Disorder Presentation

6 February 18th	Gain knowledge in the Theoretical Models for Autism Spectrum Disorder (ASD)	<u>Module 6</u> *Supplemental Material Autism Spectrum Disorder Characteristics and Supports	HW 6 Behavior Presentations cont. FP 3
7 February 25th	See the impact adult-student relationships have on student behavior and learn specific methods for creating positive, supportive adult-student relationships to assist students in becoming productively and responsibly engaged in the school setting—and help students learn to assume responsibility for their social and academic success	<u>Module 7</u> Chapter 3, Part A Creating Supportive Adult-Student and Peer Relationships	HW 7 DB 3
8 March 4th	See the impact of peer relationships on the academic achievement and behavior of students experiencing EBD	<u>Module 8</u> Chapter 3 Part B Creating Positive Peer Relationships in the Classroom	HW 8 Quiz 3 FP 4
March 11th	Spring Break	<u>No Class</u>	Enjoy!
9 March 18th	Learn to work with students to develop a shared vision of behavior standards that support the creation of the kinds of safe, supportive learning environments associated with positive student behavior and academic achievement.	<u>Module 9</u> Chapter 4 Developing Behavioral Standards and Increasing Students' Motivation to Learn	HW 9 Quiz 4
10 March 25th	See what key factors in the learning environment can influence the productivity and engagement of students experiencing EBD	<u>Module 10</u> Chapter 5 Responding Effectively to Disruptive Behavior *Supplemental Materials Specific Strategies to Effectively Respond to Disruptive Behavior	HW 10 Quiz 5 FP 5
11 April 1st	Learn to use functional behavior assessment and behavior intervention plans within a three-tiered model of support for students experiencing EBD.	<u>Module 11</u> Chapter 6 Developing Individualized Behavior Support Plans: Planning for Student Success	HW 11 DB 4

12 April 8th	Develop increased awareness of the specific traits of a Functional Behavioral Assessment (FBA)	<u>Module 12</u> *Supplemental Material Developing a Functional Behavioral Assessment*	HW 12 Mini FBA Quiz 6
13 April 15th	Develop increased awareness of the specific traits of a Functional Behavioral Assessment (FBA)	<u>Module 13</u> *Supplemental Material Developing a Behavior Intervention Plan*	HW 13 DB 5 Mini BIP
14 April 22nd	Understand and choose from a wide variety of behavior change interventions that have proven effective in supporting students experiencing EBD in developing skills and behaviors that support their learning and assist them in assuming responsibility for themselves	<u>Module 14</u> Chapter 7: Methods for Supporting Students Experiencing EBD in Becoming More Self-Directed Learners	HW 14 Quiz 7
15 April 29th	Discover the key components to use in developing an effective, specialized program for serving students identified as EBD.	<u>Module 15</u> Chapter 8 Developing an Effective Program for Students Identified as EBD	Quiz 8 FP 6
Final May 6th	Express greater awareness of the factors impacting the 21 st Century Special Educator	<u>Module 16-Final Summation</u>	Final Presentation

ASSIGNMENTS are due Sunday night by 10:00 PM on Blackboard

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Attendance

Class attendance is paramount to the successful completion of this course. Students are expected to attend all class meetings for the entire time allotted. Students will earn 100 points for attendance. After student misses two class meetings, the student's final course grade will be dropped one letter for each additional class missed.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

LiveText

"An active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences".

You can purchase your account online with a credit or debit card at www.livetext.com. Purchase the Field Experience Edition. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

There is a 25-hour placement for this course