

Fall 2016  
Emotional and Behavioral Disorders  
15.293.509.90  
3 credits  
<http://ecollege.rutgers.edu>

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Office Hours: By appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: N/A

## COURSE DESCRIPTION

This **blended characteristics and methods course** provides an overview of the field of emotional and behavioral disorders (EBD). Using a multi-disciplinary approach, this course examines the academic and social-emotional-behavioral needs of students with, or at risk of having, emotional or behavioral disorders and provides course participants with a strong research-based understanding of theory and practice in providing appropriate educational services and supports to these students. The overarching goal of the course is to prepare course participants to be well-educated, thoughtful, and highly skilled practitioners who can develop the most appropriate interventions to meet the needs of students with emotional and/or behavioral difficulties.

## COURSE LEARNING OBJECTIVES

**Upon completion of this course, students can expect to:**

- Identify and describe the historical milestones, legal basis, and current issues in educational programs for students with EBD;
- Understand the current educational definition of individuals with EBD, including identification criteria, labeling issues, and current incidence (2014 New Jersey Professional Teaching Standards # 1 & 2);
- Understand the psychological characteristics of students with EBD across the lifespan (2014 New Jersey Professional Teaching Standards # 1 & 2);
- Understand the academic characteristics and needs of individuals with EBD in reading, written language, mathematics, and other academic content areas (2014 New Jersey Professional Teaching Standards # 1 & 2);

- Understand the social-emotional-behavioral characteristics and needs of individuals with EBD across multiple ecological frameworks including school, peers, family, neighborhood, and community (2014 New Jersey Professional Teaching Standards # 1 & 2);
- Understand key diversity and disproportionality related issues concerning students with EBD (2014 New Jersey Professional Teaching Standard # 2);
- Understand approaches to assessment and major instrumentation used in the field of EBD (2014 New Jersey Professional Teaching Standard # 6);
- Understand basic principles of applied behavior analysis, and related procedures for conducting functional behavior assessments and developing behavior intervention plans (2014 New Jersey Professional Teaching Standards # 6 & 7);
- Understand and use research supported instructional strategies and practices for teaching students with EBD or at risk for EBD (2014 New Jersey Professional Teaching Standard # 1, 2, 3, 7, & 8);
- Understand basics of major evidenced-based therapeutic approaches serving students with EBD (2014 New Jersey Professional Teaching Standard # 1);
- Understand principles and procedures for developing legally sound and educationally appropriate IEPs for students with EBD, or at risk for comorbid EBD (2014 New Jersey Professional Teaching Standard # 2);
- Understand issues of interagency collaboration, systems of care approaches, and wraparound planning (2014 New Jersey Professional Teaching Standard # 10);
- Identify relevant professional organizations, governmental agencies, and advocacy groups relevant to providing services and supports to individuals with EBD, as well as related journals and Web-based resources (2014 New Jersey Professional Teaching Standard # 10).

## **SPECIAL EDUCATION MASTERS PROGRAM GOALS**

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data-informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

## **COURSE CATALOG DESCRIPTION**

15:293:509 Emotional and Behavioral Disorders (3) Provides an overview of the field of emotional and behavior disorders (EBD). The causes, characteristics, assessment, and research-based interventions for students with EBD will be the focus of the class.

## **OVERVIEW OF COURSE ACTIVITIES**

The course includes substantial weekly readings, structured review and discussion of readings and associated topics, quizzes on the readings, four research-to-practice homework assignments, and a Website resource review project. PowerPoint slides that highlight select content from each week's assigned readings, reinforcing key concepts and providing a partial review will be posted on the eCollege site by the instructor. Each week of the course will run from Monday morning through Sunday night (with the exception of the first week, which begins on Tuesday, September 6th). No class activity Thanksgiving week. **Students are strongly encouraged to complete all or most of the assigned week's course readings during the weekend preceding each week of the course.**

## **COURSE MATERIALS**

- Book #1: ISBN 978-0-13-265808-9  
Characteristics of Emotional and Behavioral Disorders of Children and Youth  
**(10th edition)** Kauffman & Landrum **(2013)**. Merrill Prentice Hall
  - Book #2: ISBN 0133386007 (Paperback)  
Evidence-Based Practices for Educating Students with Emotional and Behavioral  
Disorders **(2<sup>nd</sup> edition)**. Yell, Meadows, Drasgow, & Shriner. **(2014)** (Pearson).
  - Book #3: ISBN 0-385-49932-9 (Paperback)  
Lost Boys Garbarino (2000). Random House/Anchor.
- Other required readings available online in the eCollege course site.

## **ONLINE STUDY GROUPS**

**Students are strongly encouraged to form online study groups.** All students who wish to exchange names and email addresses to help find study group partners should email the instructor who will post the list of names and email addresses on the class eCollege site, available to all enrolled students. After that, students can contact one another about forming study groups.

## Q & A FORUM

Students are encouraged to post questions they have about the more challenging parts of the assigned readings, as well as related topics the class covers, and other course requirements, in the online **QUESTION and ANSWER Forum**. It is always a good idea to first try to answer your own questions by rereading content and conferring with fellow students—hopefully, you are part of a study group. But if you can't resolve the issue, post the question and the instructor will usually post an answer later that day (or sometimes the next day, depending on when the question was posted). Chances are that if you are confused about part of the readings or some aspect of an assignment, some fellow students are also confused, so everyone can benefit from this feature of the course. The Q&A Forum can also be used for general course housekeeping issues. Sensitive/confidential issues should be handled via private email to the instructor and not through the Q & A forum.

## PROFESSIONAL DISCOURSE

As current and future teaching and allied field professionals, students are expected to present themselves and act in the online class discussions as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in online class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use *person-first* language when speaking of students with disabilities (e.g., *student with a learning disability*, **NOT**, *LD student*), and never use outdated and inappropriate terms such as *retarded*. Students should avoid language that objectifies human beings as “things” of pity, such as, *wheelchair-bound*, *confined to a wheelchair*, or *suffers a disability*.

## LATE ASSIGNMENTS POLICY

**All assignments are expected on time.** Late assignments will receive a reduced grade, generally, the equivalent of 10% of the total possible project grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who **communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on project due dates.**

## STUDENT CONDUCT and ACADEMIC HONESTY

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

The Rutgers University Code of Student Conduct can be accessed at:  
<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades (students need to express themselves using their own language).

**Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.**

## ACCOMODATIONS FOR DISABILITIES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## COURSE GRADING PLAN

1. Class discussion participation (@ 4 points per class x 14 sessions = 56 points)
2. Quizzes (12 quizzes at 10 points each = 120 points)
3. Homework Assignments (4 HWs at 20 points each = 80 points)
4. Website Review Sheets (24 points)
5. *Lost Boys* Notes and Reflections (60 points-3 sets at 20 points each)

**Course Grades: (out of 340 possible points)**

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	<b>Point totals will be converted to percentages.</b>  <b>N.B. A grade of 86.99 earns a B, not a B+</b>  <b>Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.</b>
B+	87.00 – 92.99 %	
B	81.00 – 86.99 %	
C+	77.00 – 80.99 %	
C	70.00 – 76.99 %	
F	Under 70 %	

## ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

1. **Participation:** Students are required to participate in weekly online class discussions. For each weekly session, the instructor will usually post 2 (but sometimes 3) discussion prompts. For each discussion prompt, each student is required to post an original contribution (about 4-6 sentences, or a bit more), and also at least one reply to another student's original posting or student's response to another student's original posting (also about 4-6 sentences). Students' will be graded on the thoughtfulness, connections to the readings, originality, and overall quality of their postings/replies to others. Students must post all of their comments for that week by 10pm ET Sunday night. **Students are required to read all other student postings.**

**EXAMPLE DISCUSSION PROMPT:** *Discuss what you see as potential promises and pitfalls associated with RTI.*

**EXAMPLE high-quality posting:** I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a "wait-to-fail" approach (Fuchs, Mock, Morgan, & Young, p. 158), RTI can help change the learning trajectory for many early elementary students for the better. But as suggested by Fuchs, Fuchs, and Compton (2012, p. 2), and the National Joint Committee on Learning Disabilities (2005, pp. 8-10), to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. This points to much needed major infrastructure development nationally across school districts in 50 states. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive (Fuchs, Fuchs, and Compton, 2012, pp. 12-13)? Consider that most students with LD are educated in the general education classroom, but may receive fewer accommodations and supports there than they received in the most intensively supported tier of RTI that preceded their classification as LD. Concern also exists over the varying approaches to measuring and determining responsiveness under an RTI approach. Fuchs and Deschler (2007, pp. 133-134) reported on research demonstrating that multiple methods used by leading researchers to identify responsiveness ended up classifying somewhat different, yet overlapping groups of students. This research review suggests that there is yet to be an agreed upon evidence-based way to measure responsiveness to intervention leading to a special education classification decision. We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well (National Joint Committee on Learning Disabilities (2005, pp. 4, 8, 9-10). Thus, there remain many challenges and much to learn about how to make implementation of RTI successful.

**EXAMPLE low-quality posting:** I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can't expect schools and teachers to solve all of the world's problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

2. **Quizzes:** The course includes 12 weekly quizzes (weeks 2-13) based on the assigned readings. The quizzes are designed to help students engage in structured review of critical content from each week's assigned readings. Students will be required to demonstrate a complete knowledge of key points and issues in the readings and also to apply this knowledge with critical thought. Quizzes will be *open notes, open book*, but students are not allowed to use the Internet and they are not allowed to consult



with other people regarding the quiz questions. **Any questions regarding the quizzes must be directed to the course instructor.** Quizzes are due Sunday evening at 10pm at the close of the week for which they are assigned.

3. **Homework Assignments.** Students will be assigned FOUR (4) graded class homework assignments, with student submissions to be publicly posted on the class eCollege site as a shared learning resource (all grading/evaluative feedback kept confidential). This is part of an approach that models professional learning communities in schools. The purpose of the HW assignments is to help students bridge research to practice, especially connecting prior assessment and methods courses learning, and field experiences, to more advanced knowledge on LD gained in this course.

**The HWs may be submitted by individuals or teams of 2 students (NOTE that all other course assignments are done on an individual basis).** Team membership can change from week to week as students prefer. Due dates will be assigned with each HW assignment, but generally speaking, they will be due by the second Sunday evening following the class at which they were assigned. Students will receive a written guidance sheet for each HW assignment which will be posted on the class eCollege site as part of the class PPT notes no later than the day of the class at which the HW is assigned.

Students will be supported in orienting themselves to each HW through a **Homework Brainstorming Forum**, which will be an open discussion section on eCollege. The purpose of this discussion forum is for students to post some general ideas along with a few specific brief examples of different ways to think about the particular HW assignment and ways to organize their approach to the assignment. This HW brainstorming forum is meant to take the place of some 40-minute breakout activities used in the face-to-face LD class for the purpose of priming students to be well positioned to take on the HW assignment. **It is important that the postings on this discussion forum not be so detailed and extensive that they relieve others of the necessity of thinking through their approach to the HW assignment.** This should be seen as a form of support providing a helping hand getting started on the assignment. All students are strongly encouraged to participate in the Homework Brainstorming Forum.

4. **Website Review Sheets:** Students will review 8 selected LD and related special education resource Websites, filling out a review sheet on each Website (review sheets posted on the course eCollege site). Students will complete the review sheets individually and **upload them any time earlier in the semester, but they are due by the end of class session #13, at 10:00 PM on Sunday, December 11<sup>th</sup>.**
5. **Lost Boys Notes and Reflections:** Each student will develop three sets of notes (double-spaced, 12-point font, 1-inch margins) with each set having separate reflections on readings from *Lost Boys*, turning in the notes and **separate reflections** at the end of the weekly session during which multiple chapters will be discussed as indicated in the syllabus. The three sets of ≈6-8 pages of notes and reflections will each include ≈3-4 pages of notes summarizing the main issues and points discussed in the chapters, followed by ≈3-4 pages of reflections on the issues raised in the chapters and how these issues relate to the work of teachers and other professionals meeting the needs of similar high risk students. The Lost Boys work is scheduled for three successive weeks later in the course, to facilitate connections to course content. Note that overlap with other HW assignments was minimized to the degree possible.

## SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

Session # Date	CONTENT COVERAGE	READINGS
<b>1</b> (9/6-9/11)	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Overview of EBD</li> <li>• Definitional Issues/Prevalence</li> <li>• Historical Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kauffman pp. 1-4 (Introduction)</b></li> <li>• <b>Kauffman Chapters 1, 2, &amp; 3</b></li> <li>• <b>Yell et al. Chapter 1</b></li> </ul>
<b>2</b> (9/12-9/18)	<ul style="list-style-type: none"> <li>• Overview of EBD (continued)</li> <li>• Legal Issues</li> <li>• Conceptual Models of EBD</li> <li>• Developmental-Systems Perspective of Child Psychopathology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yell et al. Chapter 2</b></li> <li>• <b>Kauffman Chapter 4</b></li> <li>• <b>Hayden &amp; Mash (2014): <i>Child Psychopathology: A Developmental-Systems Perspective</i></b></li> </ul>
<b>3</b> (9/19-9/25)	<ul style="list-style-type: none"> <li>• Causal Issues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kauffman pp. 95-97</b></li> <li>• <b>Kauffman Chapter 5, 6, 7, &amp; 8</b></li> </ul>
<b>4</b> (9/26-10/2)	<ul style="list-style-type: none"> <li>• Assessment for Academic and Social-Emotional-Behavioral Needs</li> <li>• Developing Legally Sound and Educationally Appropriate IEPs</li> </ul> <p><b>HW#1 assigned Due 10pm Sun., 10/9</b></p>	<ul style="list-style-type: none"> <li>• <b>Kauffman Chapter 15</b></li> <li>• <b>Yell et al. Chapters 3 &amp; 8</b></li> </ul>
<b>5</b> (10/3-10/9)	<ul style="list-style-type: none"> <li>• Assessment Instruments: Social-Emotional-Behavioral</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoints &amp; PDFs: SSBBD/SSIS/Achenbach/BASC2/BESS/Conners</b></li> </ul> <p>(see all items in <i>Formal Assessment Instrument Handout PPTs</i> Folder – some items involve previous versions of instruments, but principles remain the same)</p> <ul style="list-style-type: none"> <li>• <b>Note: 3 detailed discussion threads this week, linked to using assessment instrumentation.</b></li> </ul>
<b>6</b> (10/10-10/16)	<ul style="list-style-type: none"> <li>• Principles of ABA</li> <li>• Functional Behavioral Assessment (FBA)</li> <li>• Behavior Intervention Plans (BIPs)</li> </ul> <p><b>HW#2 assigned Due 10pm Sun., 10/23</b></p>	<ul style="list-style-type: none"> <li>• <b>Yell et al., Chapters 4 &amp; 5</b></li> <li>• <b>DBR Tools Tutorial and Resources</b></li> <li>• <b>CECP FBA Booklets Volumes I, II, III (skim appendices)</b> Note: CECP FBA/BIP materials provide a valuable insight into the earlier approaches to FBAs/BIPs around 1997-2003</li> </ul>



<p><b>7</b> <b>(10/17-10/23)</b></p>	<ul style="list-style-type: none"> <li>• Delinquency</li> <li>• Conduct Problems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kauffman Chapter 10 &amp; 11</b></li> <li>• <i>What Can Be Done About School Bullying? Linking Research to Educational Practice</i></li> <li>• <b>Dodge &amp; Pettit (2003): A Biopsychosocial Model of the Development of Chronic Conduct Problems in Adolescence</b></li> </ul>
<p><b>8</b> <b>(10/24-10/30)</b></p>	<p>ADHD</p> <p><b>HW#3 assigned</b> <b>Due 10pm Sun., 11/6</b></p>	<ul style="list-style-type: none"> <li>• <b>Kauffman Chapter 9</b></li> <li>• <b>ADHD-Nigg &amp; Barkley (2014)</b></li> <li>• <b>Pfiffner &amp; DuPaul (2014), Chapter 24</b></li> </ul>
<p><b>9</b> <b>(10/31-11/6)</b></p>	<ul style="list-style-type: none"> <li>• Anxiety / Depression /Schizophrenia</li> <li>• Aspergers Syndrome</li> <li>• Lost Boys Discussion</li> <li>• <b>(Lost Boys Assignment #1 Due 11/6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kauffman Chapter 12, 13, &amp; 14</b></li> <li>• <b>Myles &amp; Simpson (2001): <i>Effective Practices for Students with Aspergers Syndrome</i></b></li> </ul> <p><b>LOST BOYS Preface &amp; Chapters 1-3</b></p>
<p><b>10</b> <b>(11/7-11/13)</b></p>	<ul style="list-style-type: none"> <li>• Classroom and Behavior Mgmt. for Students with EBD</li> <li>• Lost Boys Discussion</li> <li>• <b>(Lost Boys Assignment #2 Due 11/13)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>January 2014 Department of ED Dear Colleague Letter</b></li> <li>• <b>January 2014 Department of ED Guidance Document</b></li> <li>• <b>Yell et al., Chapters 9, 10, 11</b></li> </ul> <p><b>LOST BOYS Chap 4-5: Discussion</b></p>
<p><b>11</b> <b>(11/14-11/20)</b></p>	<ul style="list-style-type: none"> <li>• Teaching Students with EBD</li> <li>• Social-Emotional Learning</li> </ul> <p><b>(Lost Boys Assignment #3 Due 11/20)</b></p>	<ul style="list-style-type: none"> <li>• <b>Yell et al., Chapters 12, 13, &amp; 14</b></li> <li>• <b>Social emotional learning and LD</b></li> <li>• <b>PPT Teaching Vignettes Tutorial</b></li> </ul> <p><b>LOST BOYS Chap 6-8: Discussion</b></p>
<p><b>No Class Activities Thanksgiving Week</b></p>		
<p><b>12</b> <b>(11/28-12/4)</b></p>	<ul style="list-style-type: none"> <li>• Social Skills Instruction</li> <li>• Cognitive-Behavioral Approaches</li> <li>• Lost Boys Discussion</li> </ul> <p><b>HW#4 assigned</b> <b>Due 10pm Sun., 12/11</b></p>	<ul style="list-style-type: none"> <li>• <b>Yell et al., Chapters 6 &amp; 7</b></li> <li>• <b>Social Skills PPT</b></li> <li>• <b>Cognitive-Behavioral PPT</b></li> </ul>

<p><b>13</b> <b>(12/5-12/11)</b></p>	<ul style="list-style-type: none"> <li>• Evidence-Based Interventions</li> <li>* <b>NOTE:</b> Concentrate on the introduction, related theory, and how the program is implemented. Skim effectiveness/ outcome research sections for the main findings.</li> </ul> <p><b>(Website Review Sheets Due 12/11)</b></p>	<ul style="list-style-type: none"> <li>• * <b>Lochman et al. (2010): <i>Anger Control Training for Aggressive Youths</i></b></li> <li>• * <b>Kendall et al. (2010): <i>Child-Focused Treatment of Anxiety</i></b></li> <li>• * <b>Clarke, et al. (2010): <i>Group Cognitive-Behavioral Treatment for Adolescent Depression</i></b></li> <li>• * <b>Henggeler &amp; Schaeffer (2010): <i>Treating Serious Antisocial Behavior using Multisystemic Therapy</i></b></li> </ul>
<p><b>14</b> <b>(12/12-12/18)</b></p>	<ul style="list-style-type: none"> <li>• Collaborative Teaming</li> <li>• Interagency Service Issues</li> <li>• Systems of Care</li> <li>• Wraparound Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yell et al (1<sup>st</sup> edition), Chapter 8 (on eCollege)</b></li> <li>• <b>Stroul (2002) <i>Systems of Care Issue Brief</i> (12 pp.)</b></li> <li>• <b>EvalBrief: <i>Systems of Care—Interagency Collaboration Among Systems of Care Participants</i> (4 pp.)</b></li> <li>• <b>Wraparound Introduction (3 pp.)</b></li> <li>• <b>Wraparound Family Planning (6 pp.)</b></li> <li>• <b>Wraparound Planning Sheets—Illinois (8 pp.)</b></li> </ul>