

Mayville State University

SPED 384, Emotional Disturbances

Spring 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Debra Hodson

Contact Information: office, email, and work phone.

Hours of Availability:

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom Link ([Share Course Zoom Link](#)):

Course Materials and Technologies

Required

Hayden, T. (1982). Somebody else's kids. New York: Avon Publications.

Vaughn, S., Bos, C. (2015). Strategies for Teaching Students with Learning and Behavior Problems. Pearson Publishing. ISBN# 9780133570731

Mather, N., Goldstein, S., Eklund, K. (2015). Learning Disabilities & Challenging Behaviors. 3rd edition. Brookes Publishing. ISBN# 978-1-59857-836-2

McCarney, S. (2014). Pre-Referral Intervention Manual. 4th edition. Hawthorne Publishing. ISBN# 9781878372116

Recommended

North Dakota Department of Public Instruction. (2007). Guidelines: Resources for Working with Children, Youth and Young Adults with Emotional Disturbance in North Dakota. (Download in Blackboard)

Course Description

This research-based introductory course will provide comprehensive information on Emotional and Behavioral disorders. Course material will provide you with information on: definitions, characteristics, prevalence, causes, assessment, education service placements, functional behavior assessment, ABA and Positive Behavior Supports, advocacy, and current issues in the field. This information will benefit all educational personnel and related service providers.

Pre-/Co-requisites: Prerequisite: SPED 289. Corequisite: SPED 385 (for special education majors only.)

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Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)), CEC, and InTASC Standards:

1. **Define and Describe EBD (CEC 1, InTASC 1):** Students will be able to define emotional and behavioral disorders (EBD) and describe their key characteristics, enhancing their foundational understanding of these conditions.
2. **Examine Prevalence and Causes (CEC 2, InTASC 2):** Students will investigate the prevalence and potential causes of EBD, gaining insights into the various factors that contribute to these disorders.
3. **Conduct Functional Behavior Assessments (CEC 4, InTASC 6):** Students will learn to perform functional behavior assessments (FBA) to identify the underlying causes of challenging behaviors and develop appropriate intervention strategies.
4. **Implement Educational Interventions (CEC 5, InTASC 7):** Students will evaluate and apply educational service placements and interventions tailored to the needs of students with EBD, ensuring effective support in diverse educational settings.
5. **Apply ABA and PBS Techniques (CEC 6, InTASC 9):** Students will utilize principles of Applied Behavior Analysis (ABA) and Positive Behavior Supports (PBS) to create and implement behavior intervention plans that promote positive outcomes for students with EBD.
6. **Advocate for Students with EBD (CEC 7, InTASC 10):** Students will develop advocacy skills to support students with EBD and their families, addressing current issues and promoting inclusive practices within educational environments.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving Essential Studies Learning Outcomes, this course introduces and reinforces the following SLO's. Please see teacher education handbook for target achievement levels and alignment to the appropriate professional education standards.

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO 1 & 4 as part of Bachelor of Science in Education programs. Assignments are listed in the course requirements.

Standards:

InTASC Model Core Teaching Standards:

Standard 1: Learning Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for Exceptional Children (CEC)/ND Special Education Program Approval Standards

Standard 1: Learner Development & Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Standard 5: Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Standard 7: Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

Introduces/Reinforces SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Introduces/Reinforces SLO #4: Students will take responsibility for student learning collaborative relationships, their own professional growth, and the advancement of the profession.

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Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section at least daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.

Assignments and Assessments

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. Weekly Lessons begin on Mondays at 8:00 a.m. and all assignments are due the following Sunday by midnight. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.
- **Participate.** To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Software Requirements:** Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

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Evaluation and Grading

Grading Policies

- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments/quiz are submitted is bolded on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment/quiz is no longer accepted.
- Please do not email your work, dropbox your work on Blackboard. If you have difficulty submitting, please make me aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.

Attendance/Participation Policies

Students are expected to attend and participate in class. Consistent engagement ensures that you stay up-to-date with announcements, discussions, and assignments. Your active participation in discussion forums is crucial. It allows you to share insights, learn from others, and deepen your understanding of the material. Students are expected to submit all assignments by the specified deadlines to help reinforce your learning and demonstrate your understanding of the material.

Assignments and Assessments

Somebody Else's Kids Matrix (100 points)

Due: February 9th

Students will need to loan or purchase the selected book by Torey Hayden. Throughout the semester, you will read this book while keeping a running record of connections to course materials (e.g., historical factors, etiology, student characteristics, behavior, assessment, placement, social skills, communication issues and interventions). These connections will be cross-referenced with course and outside materials and reflected upon for integration into future work with individuals with ED. A detailed assignment sheet with rubric will be provided.

Define and Describe EBD (CEC 1, InTASC 1): Students will be able to define emotional and behavioral disorders (EBD) and describe their key characteristics, enhancing their foundational understanding of these conditions.

Examine Prevalence and Causes (CEC 2, InTASC 2): Students will investigate the prevalence and potential causes of EBD, gaining insights into the various factors that contribute to these disorders.

Advocate for Students with EBD (CEC 7, InTASC 10): Students will develop advocacy skills to support students with EBD and their families, addressing current issues and promoting inclusive practices within educational environments.

Project Emotional Disturbances (100 points)

Due: February 16th

This project is a compilation of interventions for students with many different kinds of social/emotional/behavioral disabilities. An intervention is a strategy that is used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to a new situation or setting. You will choose a digital presentation style to organize and submit the required components (website, Prezi, narrated power point,

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word or pdf document/report etc.) and keep for use in your future teaching. Strategies will be collected throughout the semester from: textbooks, readings, articles, and recommended websites, outside texts, library materials and catalogs. A detailed assignment sheet will be provided.

Define and Describe EBD (CEC 1, InTASC 1): Students will be able to define emotional and behavioral disorders (EBD) and describe their key characteristics, enhancing their foundational understanding of these conditions.

Examine Prevalence and Causes (CEC 2, InTASC 2): Students will investigate the prevalence and potential causes of EBD, gaining insights into the various factors that contribute to these disorders.

Conduct Functional Behavior Assessments (CEC 4, InTASC 6): Students will learn to perform functional behavior assessments (FBA) to identify the underlying causes of challenging behaviors and develop appropriate intervention strategies.

Implement Educational Interventions (CEC 5, InTASC 7): Students will evaluate and apply educational service placements and interventions tailored to the needs of students with EBD, ensuring effective support in diverse educational settings.

Apply ABA and PBS Techniques (CEC 6, InTASC 9): Students will utilize principles of Applied Behavior Analysis (ABA) and Positive Behavior Supports (PBS) to create and implement behavior intervention plans that promote positive outcomes for students with EBD.

Social Skills Unit (100 points)

Due: March 1st

Teacher candidates will develop a 5-lesson social skills unit to utilize in their practice working with students with ED. The unit should be developed for the student you are currently working with in the school-based practicum. Social skill lessons/units are constructed and implemented to teach students skills and strategies for cognitive deficits and distortions interpersonally and intrapersonally and assist the student in acquisition, practice and generalization. Your unit needs to be more than a compilation of “fun social activities” that are not connected to teaching and learning. We will discuss various topics within social skills curriculum that you might want to use to develop this unit of study.

The following must be included at least once in your social skills unit:

- 1 bibliotherapy OR videotherapy activity/lesson
- 1 well scripted role play that is at least 1 page in length
- 1 mnemonic learning strategy (e.g., FRIENDS, CASH) that includes a chart, checklist, pocket cards, & verbal assessment
- Any worksheets/forms presented in the lessons
- End of the unit measurable, summative performance assessment

Each lesson plan will include the following components:

- Behavioral Objective(s)
- Introduction/Rationale
- Teacher Modeling of Skill/Strategy
- Instructional Procedures/Activities (please put them in a list format)
- Student Practice with Performance Feedback
- Application/Transfer Discussion for Generalization
- See the assignment sheet for specific details and grading criteria

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Conduct Functional Behavior Assessments (CEC 4, InTASC 6): Students will learn to perform functional behavior assessments (FBA) to identify the underlying causes of challenging behaviors and develop appropriate intervention strategies.

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Emotional Disturbances Research Paper: (NON-EDUCATION MAJORS) (100 points)

Due: February 16th

Read five research articles from professional journals on a single topic related to Emotional Disturbances (e.g., specific disorders, assessment, effective programs, instruction, behaviors, socialization, high school drop outs, juvenile detention, medications, etc.). Summarize the findings of each article. Then compare/contrast the findings with information from the course and textbook. Describe the relevance of this information to your understanding of working with individuals with ED. You must include a title page, reference page and complete the paper using APA format. This paper would be 5-8 pages including the cover and reference pages. A detailed assignment sheet will be provided.

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Examine Prevalence and Causes (CEC 2, InTASC 2): Students will investigate the prevalence and potential causes of EBD, gaining insights into the various factors that contribute to these disorders.

CLASS ASSIGNMENTS (140 points)

Due: Weekly-Variou Due Dates

There will be a number of reading guides, graphic organizers, instructional examples and study guides to complete. The focus of our assignments is interpretation and synthesis of materials. We will explore different dimensions of issues and ideas. These assignments will be checked for completion at the end of each week and a letter grade recorded for the percent of work completed. All assignments build on each other and work towards the end of the semester IEP that will be written. It is critical that students take the time to understand the material and interact with the discussion boards.

Define and Describe EBD (CEC 1, InTASC 1): Students will be able to define emotional and behavioral disorders (EBD) and describe their key characteristics, enhancing their foundational understanding of these conditions.

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Advocate for Students with EBD (CEC 7, InTASC 10): Students will develop advocacy skills to support students with EBD and their families, addressing current issues and promoting inclusive practices within educational environments.

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

A= 94 – 100%	?	414-440 points
B= 87 – 93%	?	383 – 413 points
C= 80 – 86%	?	352 – 382 points
D= 70 – 79%	?	308 – 351 points
F= < 70%	?	0 – 307 points

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for teacher candidates. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Assignment	Points	Due Date
Somebody Else's Kids	100	Check course outline for submission deadlines February 9 th
Project ED	100	February 16 th
Social Skills Unit	100	March 2 nd
Research Paper (Non Education Majors)	100	February 16 th
Class Assignments	140	Various Due Dates
Total	440	

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz.

Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

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Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct instruction
- Discovery Learning
- Reflection
- Discussion Forums
- Voice Threads
- Presentation

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

	Topic	Preparation	Due Dates
Week 1	Introductions, review syllabus and assignments, What is Emotional Disturbance?	<ul style="list-style-type: none">○ Enrollment Verification Activity○ Introduce yourself○ Lesson 1 Assignment○ Read Attached Documents	<ul style="list-style-type: none">○ Enrollment Activity and Introduce Yourself is 1/15○ Lesson 1 Assignment: 1/19
Week 2	Applied Behavior Analysis Cognitive Strategy Instruction Social Learning and Interactive Dialogue RTI MTSS Learning Environment	<ul style="list-style-type: none">○ Lesson 2 Assignment○ Read and Respond Assignment○ Chapter 2 Vaughn○ Chapter 3 Vaughn○ Top 10 concepts learned	<ul style="list-style-type: none">○ Lesson 2: 1/26○ Read and Respond 1/26○ Top 10 concepts learned 1/26

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Week 3	Managing Behavior Self-Regulation Social Skills Unit Understanding and Managing Challenging Behaviors	<ul style="list-style-type: none"> ○ Lesson 3 Assignment ○ Token Economy Assignment ○ Somebody Else's Kids Matrix ○ Chapter 4 Mather ○ Chapter 5 Mather 	<ul style="list-style-type: none"> ○ Lesson 3: 2/2 ○ Token Economy: 2/2
Week 4	Positive Behavioral Interventions and Supports Emotions: Understanding and Managing Anxiety Depression	<ul style="list-style-type: none"> ○ Lesson 4 Assignment ○ Read Attached Materials ○ Chapter 6 Mather ○ Somebody Else's Kids Matrix: All Entries 	<ul style="list-style-type: none"> ○ Lesson 4: 2/9 ○ Someone Else's Kids Matrix: 2/9
Week 5	Strategies to promote Resilience FBA/ BIP	<ul style="list-style-type: none"> ○ Lesson 5 Assignment ○ Resilience Discussion Board ○ Project ED Due 	<ul style="list-style-type: none"> ○ Lesson 5: 2/16 ○ Resilience Discussion Board 2/16 ○ Project ED 2/16
Week 6	EBD Strategies Assessments of students with EBD	<ul style="list-style-type: none"> ○ Lesson 6 Assignment 	<ul style="list-style-type: none"> ○ Lesson 6: 2/23
Week 7	Guest Speaker Sensory	<ul style="list-style-type: none"> ○ Lesson 7 Assignment ○ Reflection Paper ○ Social Skills Unit Due 	<ul style="list-style-type: none"> ○ Lesson 7: 3/2 ○ Reflection Paper: 3/2 ○ Social Skills Unit: 3/2
Week 8	IEP Accommodations Modifications	<ul style="list-style-type: none"> ○ Lesson 8 Due 	<ul style="list-style-type: none"> ○ Lesson 8: 3/7