

# Mayville State University

## SPED 385, Emotional Disturbances Practicum

Spring 2025  
2 Credit Hours

### Course and Instructor Information

**Instructor Name:** Deb Hodson

**Contact Information:** [debra.hodson@mayvillestate.edu](mailto:debra.hodson@mayvillestate.edu)

**Hours of Availability:** M-F 9am- 4pm (or by appointment)

**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

There are no required texts for this practicum experience.

### Course Description

This clinical course is designed for students who are earning a degree in special education and compliment coursework on high-incidence disabilities. The course is a 60-hour field experience in a regional school or outside agency that serves individuals with special needs. Students will teach at least one lesson in a special education setting. The student performs other duties as delegated.

**Pre-/Co-requisites:** SPED 384 Pre-/Co-requisites are required.

### 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. **Develop Practical Teaching Skills (CEC 5, InTASC 8):** Students will gain hands-on experience by teaching at least one lesson in a special education setting, applying theoretical knowledge to real-world scenarios.
2. **Understand High-Incidence Disabilities (CEC 1, InTASC 2):** Students will deepen their understanding of high-incidence disabilities through direct interaction and observation in a special education environment.
3. **Implement Effective Teaching Strategies (CEC 5, InTASC 7):** Students will learn and apply effective teaching strategies tailored to the needs of individuals with special needs.
4. **Collaborate with Educational Professionals (CEC 7, InTASC 10):** Students will work alongside experienced educators and other professionals, enhancing their ability to collaborate and communicate effectively in a special education setting.

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5. **Perform Delegated Duties (CEC 6, InTASC 9):** Students will perform various duties as delegated by their supervising teacher or agency staff, gaining a comprehensive understanding of the roles and responsibilities in special education.
6. **Reflect on Field Experience (CEC 6, InTASC 9):** Students will reflect on their field experience to identify strengths, areas for improvement, and the impact of their teaching on students with special needs.

## **Standards:**

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

Standard 1: *Engaging in Professional Learning and Practice with Ethical Guidelines:* Candidates practice with ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

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

### **Interstate New Teacher Assessment and Support Consortium Standards (InTASC):**

Standard 2: 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 7: 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.

Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: 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: 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.

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## Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct Instruction
- Discovery Learning
- Reflection

## 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 not to respond to emails over weekends.

### Assignments and Assessments

## Liability Insurance & Fingerprinting/ Background Checks: (**REQUIRED**- no points)

Due Prior to the first student contact time

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place(e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation).

Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the teacher education program and prior to contact time in clinical settings. Students are required to:

1. Request a fingerprinting packet from the Division of Education by emailing [education@mayvillestate.edu](mailto:education@mayvillestate.edu) or stopping by Office 116C.
2. Complete the fingerprinting process as stated in the obtained packet; and
3. Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required).

## Contact Time (30 points)

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**Due: May 3rd**

Fulfill all of the required hours for the number of internship credits in which you are enrolled. Hours should include direct client contact time (time spent instructing or assessing students). Observing the mentoring teacher, collaboration with teachers, parents, and paraprofessionals, conducting of IEP/assessment meetings and designing the activities for each session will occur outside the hour requirement. One credit equals 30 contact hours. The attached time log must be scanned and submitted on Blackboard at the conclusion of the internship.

Choose 1 student with whom you will be working to carry out the assigned tasks below. All completed assignments will be submitted on Blackboard.

## **Teaching Social Skills Lesson (50 points)**

**Due: May 9<sup>th</sup>**

With your practicum assigned student you will teach a social skills strategy from your Social Skills Unit prepared in SPED 384, this lesson plan is to be based on the student's need.

- Submit the Lesson Plan
- Your cooperating teacher's written feedback on your lesson, and
- 1 page reflection on the lesson on Blackboard.

The Special Education Department's lesson planning template must be used for this assignment. Upload to the Blackboard Drop Box.

## **Reflective Journaling: (As hours are completed, 5 hours, 10 hours...60 hours) (175 points)**

**Due: May 9<sup>th</sup>**

As certain hour increments of contact time are completed, (5, 10, 20, 30, 40, 50, 60 hours) you will submit a journal entry online. Each entry must be a response to the prompts below. See course checklist. You must reference the following topics at some point within your journaling:

- Strategies used for crisis prevention and intervention; is there documentation procedures? If so, describe them.
- Advantages and disadvantages of the student's placement in ED program
- Accommodations and modifications to consider for the student
- Sources of specialized materials, curricula, and resources for ED program
- Integration of academic instruction and behavior management; how is this done?
- Models and strategies of consultation and collaboration observed during practicum

Each entry must follow this four-step reflection writing format (Hole & McEntee, 1999):

1. What happened? Describe briefly one (1) event or experience as it happened. Record your observations relating to application of course work (teaching techniques, instructional strategies, research-based interventions, remediation, inclusion, behavior management, RTI, curriculum-based measurements, progress monitoring).
2. Why did it happen? Explain why you think this behavior or situation occurred.
3. What might it mean? Think about what this incident might mean...you may well raise more questions than answers as you think through possible meanings and record them.
4. What might this mean for my teaching and for students' learning? This final step should prompt you to rethink your teaching practice (or that of the teacher you are observing) now that you have thought

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through the previous steps. Describe how you justify actions, solve problems, and look for deeper meaning and ways to change teaching practice to improve the process for the students in the classroom to learn more effectively.

Hour 60:

- Recommendations for future goals and objectives for the individual
- What did you learn during this internship about working with individuals with emotional disabilities?
- Reflect upon your aptitude for working with populations with emotional disabilities. Could you make a permanent commitment to teaching/working with individuals with special needs? Why or why not-explain.

## Letter (10 points)

Due: May 9<sup>th</sup>

Write a letter or send a card to the student/client upon completion of the internship. Thank them for allowing you to work with them; address the progress toward attainment of the goals and objectives and what you have learned for your future teaching. One copy for the mentoring teacher, one for the student, and one for the parents (if applicable). (Submit to Blackboard)

## Disposition Report (Required- Not Graded)

Due: May 9<sup>th</sup>

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the secondary education program. The course instructor will complete the evaluations, as will the cooperating professional you are working with for the 385 experience at the conclusion of your practicum. Specific instructions for completion will be provided by the instructor. Expectations for candidate performance are indicated.

**CEC Acceptable Target:** Minimum average score of 2.5 with no indicators below 2.0

**Disposition Acceptable Target:** Minimum average score of 3.0 with no indicators below 2.5

## 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 are submitted is highlighted 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 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.

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## Attendance/Participation Policies

- **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. 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.

## Grading Scale

The percentage to point conversion table for all assignments in SPED 385 can be found below:

A= 94 – 100%	→	249 – 265 points
B= 87 – 93%	→	230 – 248 points
C= 80 – 86%	→	212– 239 points
D= 70 – 79%	→	188– 211 points
F= < 70%	→	0 –187 points

## Breakdown of Grades

Reflective Journaling	175	Check course outline for submission deadlines
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		May 9 <sup>th</sup>
Contact Time	30	May 9 <sup>th</sup>
Teaching Social Skills Lesson	50	May 9 <sup>th</sup>
Letter	10	May 9 <sup>th</sup>
Total	265	

## 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.

## 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.

Components	Comments	Points
Contact Log	All 60 hours are documented, appropriate signatures obtained, and is scanned & submitted in Blackboard by the due date	/30

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<b>Teaching Social Skills Lesson</b>	<ul style="list-style-type: none"> <li>• Behavioral Objective(s)</li> <li>• Introduction/Rationale</li> <li>• Teacher Modeling of Skill/Strategy</li> <li>• Instructional Procedures/Activities (please put them in a list format)</li> <li>• Student Practice with Performance Feedback</li> <li>• Application/Transfer Discussion for Generalization</li> </ul>	/50
<b>Reflective Journaling</b> Due: in hourly increments as described above	<ul style="list-style-type: none"> <li>• Journal reflection after each school visit</li> <li>• Referenced the following topics at some point within journaling:               <ul style="list-style-type: none"> <li>• Strategies used for crisis prevention and intervention; is there documentation procedures? If so, describe them.</li> <li>• Advantages and disadvantages of the student's placement in ED program</li> <li>• Accommodations and modifications to consider for the student</li> <li>• Sources of specialized materials, curricula, and resources for ED program</li> <li>• Integration of academic instruction and behavior management; how is this done?</li> <li>• Models and strategies of consultation and collaboration observed during practicum</li> </ul> </li> </ul>	/175
<b>Thank You Letter</b>	<ul style="list-style-type: none"> <li>• Well written letter to client/student with proper format</li> <li>• Thank them for allowing you to work with them</li> <li>• Address the progress toward attainment of the goals and objectives</li> <li>• What you have learned for your future teaching</li> <li>• Is submitted to cooperating teacher by due date</li> </ul>	/10
<b>Total</b>		/265



## References / Bibliography

Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.