

I. EDUC 315: Behavior Disorders and Intervention

II. Academic Credit: 3 semester hours

III. Prerequisite: PSY 324

IV. Course Description:

This course offers an overview of the behavioral and emotional disorders commonly found in special and general education classrooms. Principles of effective inclusive instruction, applied behavioral analysis, behavior management, functional assessment and intervention are taught.

V. Place of Course in the Curriculum: Upper level standing for special education endorsement or concentration candidate, either undergraduate or graduate level.

VI. Course Goals and Objectives:

This course is designed to examine and apply current theories, practices and services related to the education of children who have serious behavioral disorders.

The course objectives will enable the student to do the following:

1. Identify appropriate definitions of behavior disturbance
2. Identify characteristics of students with behavior disorders
3. Outline the major educational theories in the field of behavior disorders and their respective implications for teachers and classroom practice
4. Describe appropriate screening, identification and diagnostic procedures used in the schools
5. Develop a basic behavior management program
6. Identify instructional strategies appropriate in various educational settings found to be effective with children who have behavior disorders
7. Communicate and collaborate effectively with parents and other professionals

VII. Content:

- a. Overview of Behavior Disorders
- b. Historical Foundations and Legal Perspectives
- c. Assessment
- d. Behavior Management
- e. Strategies to Help Generalize Behavior
- f. Teaching Academic Skills
- g. Teaching Social Skills
- h. Teaching Students with Behavior Disorders in the Regular Classroom
- i. Teaching Students with Behavior Disorders in the Resource Room

- VIII. Methodology:
 - a. Lecture
 - b. Discussion
 - c. Demonstrations
 - d. Small Group
 - e. Cooperative Learning
 - f. Video
 - g. Student Presentations
 - h. Case Study
 - i. On-site Experience

- IX. Student Roles:
 - a. Attend all class sessions
 - b. Read all assignments
 - c. Complete and submit assignments on designated dates
 - d. Participate in class activities

- X. Evaluation:
 - a. Attendance
 - b. Participation
 - c. Analysis of written work
 - d. Presentations

- XI. Bibliography:

Chandler, Lynette and Carol Dahlquist. (2002). Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings. New Jersey: Merrill.

Epanchin, Betty and James Paul. Emotional Problems of Childhood and Adolescence: A Multidisciplinary Perspective. Columbus, OH: Merrill, 1987.

Erickson, Marilyn. Behavior Disorders and Children and Adolescents: Assessment, Etiology, and Intervention. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall, 1992.

Gallagher, Patricia. Teaching Students with Behavior Disorders: Techniques and Activities for Classroom Instruction. (2nd ed.). Denver: Love, 1988.

Gelfand, Donna and Donald Hartman. Child Behavior Analysis and Therapy. (2nd ed.). New York: Pergamon Press, 1984.

Henley, M; Ramsey, R. & Algozzine, R. (2002). Characteristics of and Strategies for Teaching Students with Mild Disabilities. (4th ed.). NY: Allyn & Bacon.

Johns, B.; Crowley, E. & Guetzloe, E. (2002). Effective Curriculum for Students with Emotional and Behavioral Disorders. Denver, CO: Love.

Kauffman, James. Characteristics of Behavior Disorders of Children and Youth. (4th ed.). Columbus, OH: Merrill, 1989.

Rizzo, Joseph and Robert Zabel. Educating Children and Adolescents with Behavior Disorders: An Integrative Approach. Boston: Allyn & Bacon, 1988.

- XII. Journals
- Behavior Modification
 - Behavior Research and Theory
 - Behavior Therapy
 - Behavioral Disorders
 - Child Behavior Therapy
 - Child Development
 - Clinical Psychology Review
 - Exceptional Children
 - Journal of Applied Behavior Analysis
 - Journal of Behavior Therapy
 - Journal of Educational Psychology
 - Journal of Special Education
 - Psychology in the Schools
 - Remedial and Special Education
 - School Psychology Review