

Educ 576 Behavior Disorders – Behavior Management

3 semester credit hours, graduate credit

Course Description: Students with emotional and behavior disorders may qualify for a category of education disability termed Emotional Disability or BD (formerly Behaviorally-Emotionally Disabled, or B-ED) and termed Emotional Disturbance (ED) by U.S. education agencies and Behavior Disorders (BD) by Nebraska Rule 51. The intent of this course is to communicate and explore fundamental concepts about emotional and behavior disorders of students. The concepts include definition, historical and societal perspectives, assessment, classification, characteristics, causes, theories, education interventions, inclusive instruction, applied behavior analysis, behavior management, and other interventions. Considering the fundamental concepts will bring us into contact with various other issues and professional concerns related to students with emotional and behavior disorders.

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

1. State and define important terms and concepts in educating students with emotional and behavior disorders.
2. Describe some teaching practices for improving the learning, behavior, and other functioning of students with emotional and behavior disorders.
3. State and describe each of the categories of individuals with emotional and behavior disorders from a U.S. and Nebraska perspective.
4. State important controversies and problems in special education of students with emotional and behavior disorders.
5. State and explain foundations of education of students with emotional and behavior disorders in terms of legal and political events, and knowledge from psychology, medicine, and other disciplines.
6. State, explain, and defend a philosophy for educating students with emotional and behavior disorders.
7. Outline the major educational theories in the field of behavior disorders and their respective implications for teachers and classroom practice.
8. Describe appropriate screening, identification and diagnostic procedures used in the schools.
9. Develop a basic behavior management program.
10. Identify instructional strategies appropriate in various educational settings found to be effective with children who emotional and behavior disorders.
11. Define, describe and be able to plan School-Wide Positive Behavior Support (SWPBS) and Classroom-Wide Positive Behavior Support (PBS).

Texts:

Kerr, M.M. & Nelson, C.M. (2010). *Strategies for Addressing Behavior Problems in the Classroom* (6th edition). Upper Saddle River, NJ: Pearson.

Otten, K.L. & Tuttle, J.L. (2011). *How the Reach and Teach Children with Challenging Behavior Practical, Ready-to-Use Interventions that Work*. San Francisco, CA: Jossey-Bass.

Course Content:

- a. Overview of behavior disorders
- b. Historical foundations and legal perspectives
- c. Assessment and classification
- d. Patterns of emotional and behavior disorders
- e. Extreme emotional and behavior disorders
- f. Biological and psychosocial influences
- g. Psychodynamic model
- h. Behavioral model
- i. Cognitive model
- j. Sociological, ecological, and values-based/spiritual models
- k. Teaching students with behavior disorders in the educational system
- l. Other systems that work with students with emotional and behavior disorders
- m. School-wide and classroom positive behavior support (PBS)

Course Requirements:

- Weekly quizzes on readings. Students will complete an online quiz over the assigned readings. The quiz must be completed by class time of the week it is scheduled.
- Textbook chapter responses. For each of the assigned textbook chapters create a textbook chapter response that addresses a chapter-specific prompt (per instructor). No response should exceed one page in length.
- Research abstract scans. There are 15 assigned chapters between the two recommended texts. For each group of five chapters (i.e. 1-5, 6-10, and 11-15) find two research articles that cover topics in the group of chapters just covered. Utilize special education and professional journals with articles dated 2006 until the present. The scan should summarize what the study demonstrates and then how the study supports the chapter you say it does. For example, perhaps the study supports the chapter, or contradicts it, or elaborates on it, or gives a new twist on it, or clearly illustrates something abstract, or otherwise significantly addresses that chapter.,
- Midterm exam.
- Comprehensive final exam.

Reviewed 07/12