

SPED 442
Teaching Students with Emotional and Behavioral Disorders
Fall 2022

Course Information

Course Number: SPED 442
Course Title: Teaching Students with Emotional and Behavioral Disorders
Section: 500
Day and Time: Tuesdays and Thursdays 1:30-2:45 pm*
Location: Room 614 Harrington
Credit Hours: 3

*Please see link to the Absence Documentation Form - SPED Professional Phase on p. 9.

Instructor Details

Instructor: Dr. Lisa Bowman-Perrott, Associate Professor
Office: Harrington Tower, Room 647
Phone: (979) 862-3879 (Note: My office line transfers to the main EPSY office in Harrington.)
Email: lbperrott@tamu.edu (Note: Please do not use ljb@tamu.edu, as these emails do not link to my lbperrott@tamu.edu account.)
Office Hours: Wednesdays 10:00 am -11:00 am in person or via Zoom (also by appointment at your convenience)
Zoom Information:
Link: <https://tamu.zoom.us/j/7924876766>
Meeting ID: 792 487 6766

Graduate Assistant: Mrs. Dulce Freitas, SPED Doctoral Student
Office: Harrington Tower, Room 705
Email: dulce.freitas@tamu.edu

Course Description

The purpose of this course is to provide future educators with the procedures and processes for teaching students with emotional and behavior disorders across a variety of classroom and other educational environments. Students will be presented course content through readings, lectures, discussions, and practice activities. It will be the student's responsibility to participate in these activities and provide the instructor with information that indicates an understanding and mastery of course content. It will be the instructor's responsibility to facilitate course content, evaluate student performance, and provide feedback that enables students to meet course objectives.

Course Prerequisites

Admission to professional phase of program.

Course Learning Outcomes

Learning outcomes for this course include:

1. Define and describe characteristics of students identified as having EBD.
2. Discuss ways to identify EBD and describe outcomes for students with EBD.
3. Identify and discuss important issues related to serving students with EBD.
4. Conduct a functional behavioral assessment (FBA) and a behavior intervention plan (BIP).
5. Discuss and be familiar with assessments for students with or at risk for EBD.
6. Be familiar with historical, theoretical and legal issues related to EBD.
7. Be familiar with alternative placements for students with or at risk for EBD.
8. Identify methods for parent/family involvement.
9. Discuss issues related to disproportionate representation/overrepresentation.
10. Identify and implement strategies for supporting students with or at risk for EBD in a range of educational settings.

Textbook and/or Resource Materials

Required Readings: Readings are provided in Canvas. (Bonus: You'll find additional resources in the *Rethinking Behavior* volumes outside of our required readings. Whoop!)

Optional Text: Shepherd, T. L. (2010). *Working with students with emotional and behavior disorders: Characteristics and teaching strategies* (1st ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

The most comprehensive textbook I've found on EBD (the Shepherd (2010) book listed as your optional text) is now out-of-print. I've spent a lot of time putting together a set of readings that I think will be informative for you, and that will complement the Power Points. You'll have fewer pages to read with the assigned readings than you would with a textbook—and they're free! 😊 **You will be responsible for reading the content of Power Point presentations and additional assigned readings** in the Course Schedule (pp. 5-8) in preparation for class discussions, activities (some are in-class and some may be take-home), and tests. Content is provided for you in weekly class folders in Canvas. *All assignments and grading rubrics are available on the first day of class.*

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Grading Policy

Course Assignments	Possible Points Toward Final Grade
Tests (3 @ 45 points each)	135
FBA & BIP Assignment	45
EBD Intervention Research Paper	30
Class Participation	15
Reflection Paper	5
TOTAL POSSIBLE POINTS	230

Grading Scale (based on a total of 230 points)

A	207-230
B	184-206
C	161-183
D	138-160
F	<137

For the Texas A&M grievance procedures regarding grading, please visit <http://student-rules.tamu.edu/rule48.htm>.

Assignments

All assignments must be typed and should be submitted as a **Word document** on or before the assigned due date. PDFs, JPEG, GIF, or other files are not acceptable for turning in work.

Your work will be graded as promptly as possible. If you're absent when the work is handed back, please remind me that you need to pick it up during the next class. Also, it is not appropriate or acceptable to submit for credit an assignment, project, or paper that was submitted for credit for another class.

Late Work Policy

Assignments will be considered late if it is not turned in by **5:00 pm** on the due date; late assignments will only be accepted at my discretion. There will be a deduction of 10 points per day an assignment is late. **All due dates, assignment instructions, and scoring rubrics are available in the syllabus and Canvas as of the first day of class.** I will also provide hard copies of each assignment along with the syllabus on the first day—we will review them in class. You are welcome to turn in any work early if you'd like. If there is an emergency and you have an excused absence, you will have one week from the class missed to submit your assignment(s).

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

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Course Schedule¹

Week	Date	Topic	Readings/Videos ²	Due
Week 1	August 25 th	<ul style="list-style-type: none"> ▪ Introductions ▪ Syllabus Review ▪ Review Assignments ▪ Information Sheet 	<ul style="list-style-type: none"> ▪ CPIR (2021) ▪ Woods (2022) – <i>Rethinking Behavior</i> (pp. 21-26) 	Information Sheet
	August 30 th	<ul style="list-style-type: none"> ▪ Overview, History, & Definition 	<ul style="list-style-type: none"> ▪ Overview, History, & Definition Power Point ▪ Marsh et al. (2016) ▪ Rozalski et al. (2021) – <i>Rethinking Behavior</i> (pp. 48-53) ▪ Social Maladjustment & EBD Table 	
Week 2	September 1 st	<ul style="list-style-type: none"> ▪ Overview, History, & Definition (continued) ▪ Internalizing Behaviors 	<ul style="list-style-type: none"> ▪ Overview, History, & Definition Power Point (continued) ▪ Internalizing Behaviors Power Point ▪ Smith et al. (2019) pp. 39-42 ▪ Boss (2022) - <i>Rethinking Behavior</i> (pp. 27-32) 	
	September 6 th	<ul style="list-style-type: none"> ▪ Internalizing Behaviors (continued) 	<ul style="list-style-type: none"> ▪ Internalizing Behaviors Power Point (continued) 	
Week 3	September 8 th	<ul style="list-style-type: none"> ▪ Internalizing Behaviors (continued) ▪ Externalizing Behaviors 	<ul style="list-style-type: none"> ▪ Internalizing Behaviors Power Point (continued) ▪ Externalizing Behaviors Power Point 	
	September 13 th	<ul style="list-style-type: none"> ▪ Externalizing Behaviors (continued) 	<ul style="list-style-type: none"> ▪ Externalizing Behaviors Power Point (continued) 	
Week 4	September 15 th	<ul style="list-style-type: none"> ▪ Externalizing Behaviors (continued) 	<ul style="list-style-type: none"> ▪ Externalizing Behaviors Power Point (continued) 	
	September 20 th			Test 1

Week	Date	Topic	Readings/Videos ²	Due
Week 5	September 22 nd	<ul style="list-style-type: none"> Conceptual Models, Theories, & Contributing Factors (continued) 	<ul style="list-style-type: none"> Conceptual Models, Theories, & Contributing Factors Power Point COPMI (2012) 	
	September 27 th	<ul style="list-style-type: none"> Conceptual Models, Theories, & Contributing Factors (continued) 		
Week 6	September 29 th	<ul style="list-style-type: none"> Screening and Assessment 	<ul style="list-style-type: none"> Screening and Assessment Power Point (continued) Hoff et al. (2017a) 	
	October 4 th	<ul style="list-style-type: none"> Screening and Assessment (continued) 	<ul style="list-style-type: none"> Screening and Assessment Power Point (continued) Pierce et al. (2016) 	
Week 7	October 6 th	<ul style="list-style-type: none"> Managing Behavior 	<ul style="list-style-type: none"> Managing Behavior Power Point Scott & Cooper (2017) Walker & Berry (2017) 	
	October 11 th	TAMU FALL BREAK – NO CLASS		
Week 8	October 13 th	<ul style="list-style-type: none"> Managing Behavior (continued) 	<ul style="list-style-type: none"> McIntyre (2021) - <i>Rethinking Behavior</i> (pp. 44-47) 	
	October 18 th	<ul style="list-style-type: none"> FBA/BIP Review 	<ul style="list-style-type: none"> FBA/BIP Review Power Point Maroney (2021) – <i>Rethinking Behavior</i> (pp. 25-32) 	

Week	Date	Topic	Readings/Videos ²	Due
Week 9	October 20 th	Legal and Ethical Issues: Disciplinary Exclusion	<ul style="list-style-type: none"> ▪ Legal and Ethical Issues Power Point ▪ Notice of Procedural Safeguards (2017) ▪ Fluke et al. (2015) ▪ Hoff et al. (2017b) 	
	October 25 th	Legal and Ethical Issues (continued)		
Week 10	October 27 th	Legal and Ethical Issues: Seclusion and Restraint Legal and Ethical Issues	<ul style="list-style-type: none"> ▪ Legal and Ethical Issues Power Point ▪ CCBD Seclusion Statement ▪ CCBD Restraint Statement 	
	November 1 st	Your Topics	<ul style="list-style-type: none"> ▪ Your Topics Power Point 	
Week 11	November 3 rd			Test 2
	November 8 th	<ul style="list-style-type: none"> ▪ Teaching Social Skills to Students with EBD 	<ul style="list-style-type: none"> ▪ Teaching Social Skills to Students with EBD Power Point ▪ Marsh et al. (2018b) 	
Week 12	November 10 th	<ul style="list-style-type: none"> ▪ Academic and Behavioral Interventions 	<ul style="list-style-type: none"> ▪ Academic & Behavioral Interventions Power Point 	
	November 15 th	<ul style="list-style-type: none"> ▪ Academic and Behavioral Interventions (continued) ▪ Evidence-based Practices 	<ul style="list-style-type: none"> ▪ Evidence-based Practices Power Point ▪ Cook et al. (2015) 	FBA/BIP

Week	Date	Topic	Readings/Videos ²	Due
Week 13	November 17 th	<ul style="list-style-type: none"> ▪ Wraparound Services ▪ Collaboration ▪ Working with Families 	<ul style="list-style-type: none"> ▪ Wraparound Power Point ▪ Strawhun et al. (2014) ▪ Collaboration & Working with Families Power Point 	
	November 22 nd	Peer Tutoring	<ul style="list-style-type: none"> ▪ Peer Tutoring Power Point ▪ Peterson et al. (2014) ▪ Bowman-Perrott (2009) 	EBD Intervention Research Paper
Week 14	November 24 th	HAPPY THANKSGIVING - NO CLASS		
	November 29 th	<ul style="list-style-type: none"> ▪ Alternate Placements ▪ Child and Juvenile Delinquency 	<ul style="list-style-type: none"> ▪ Alternate Placements Power Point ▪ Child and Juvenile Delinquency Power Point ▪ Woods (2021) - <i>Rethinking Behavior</i> (pp. 24-30) 	
Week 15	December 1 st			Test 3
	December 6 th	<ul style="list-style-type: none"> ▪ Wrap up and Review ▪ New Teacher Resources 	<ul style="list-style-type: none"> ▪ Lloyd et al. (2019) ▪ Mihalas et al. (2009) 	Reflection Paper

¹The agenda may be modified and revised during the course of the semester to meet students' collective needs. ²Optional reading resources are provided in many of the content area folders in Canvas.

Note. Acronyms referred to in the agenda: FBA (functional behavioral assessment); BIP (behavior intervention plan); EBD (emotional and behavioral disorders); CCBD (Council for Children with Behavior Disorders); COPMI (Children of Parents with a Mental Illness); CPIR (Center for Parent Information and Resources)

Additional Course Information

Canvas

Canvas (Canvas.tamu.edu) will be a supplement to this course and will be used to access important class announcements, Power Point presentations, readings, assignments (with grading rubrics), web links, case studies, grades, and lots of additional resources (for your Teacher Toolbox). Additional information about/optional readings on specific types of EBD and other course topics are provided in weekly folders. **You will also upload all of your assignments in Canvas.** If you need technical assistance, please contact Instructional Technology at <http://itsinfo.tamu.edu/> or 862-3977.

Test Information and Format

There will be three tests this semester that will cover information from Power Points, course readings, and lectures from lessons covered prior to the test date in the syllabus. For example, exam items may come directly from the chapter readings, which may or may not be addressed in class lectures. Thus, it will be essential to attend class, complete assignments, and read assigned Power Points and readings.

Each test will consist of true/false, multiple choice, fill-in-the-blank, and short answer essay questions. Tests will be taken during class times (unless accommodations are allowed for individual needs), and will be closed book and closed notes. You will not need Scantron forms. ☺

Class Participation, Engagement, and Classroom Etiquette

Active participation is the key to learning! ☺ Please ask questions; I welcome them during my lectures. Think about how what you are learning relates to how you will be able to use this information one day (in the not-to-distant future) with students with emotional and behavioral challenges in classroom and other educational settings.

I want you to get as much as you can out of this class. Because of this, class participation and professionalism (e.g., coming to class on time, paying attention in class) are encouraged and expected. Expectations for this class stem from the *Professional Dispositions Form* you signed upon entering the SPED undergraduate program at TAMU.

During class, please do not work on assignments for another class, use email, open social media sites, or engage in other related behaviors that are not consistent with professionalism. Laptops should **only** be used for SPED 442 content during class. All cell phones and other electronic devices should be turned off and stored. Phone use, no matter how “quick” it is, is distracting. One point per class will be earned for meeting classroom etiquette expectations, as well as for participating in in-class activities.

SPED Undergraduate Program Policy

Attendance is required. Each student will be allowed one unexcused absence. After that, the final grade will be lowered one (1) point for every additional unexcused/undocumented absence up to a maximum deduction of five points. You will still be responsible for missed work; there will be no make-up assignments without a university-approved excuse. Appropriate excuse documentation must be turned in to the professor via Google form (see syllabus, Canvas) in a timely manner. Excessive unexcused absences will be communicated to the SPED undergraduate faculty to provide support to the student per the S.P.P.E.D. process and expectations. For specific information on what constitutes excused absences please see <http://student-rules.tamu.edu/rule07>. Google form link: <https://forms.gle/bK9zhCZyy1NHidZe8>

Class Attendance/Make Up Work Policy

If you miss class (or any portion of class), you are responsible for the content, including any announcements. If you miss class, you have the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is necessary, an appointment should be scheduled with me. If you have an excused absence from a test day, make up tests will be given as an alternate form of the regular test. **Tests and assignments may not be made up for unexcused absences.**

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

If you miss class (or any portion of class), you are responsible for the content, including any announcements. If you miss class, you have the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is necessary, an appointment should be scheduled with me. If you have an excused absence from a test day, make up tests will be given as an alternate form of the regular test. **Tests and assignments may not be made up for unexcused absences.**

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Texas A&M College Station

Students who need someone to talk to can contact [Counseling & Psychological Services \(CAPS\)](#) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Campus-Specific Policies

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

College and Department Policies

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section. Please remove this section if not needed.

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SPED 442 Web Resources

- www.ed.gov (U.S. Department of Education)
 - Office of Special Education Programs
 - Annual Reports to Congress on the Individuals with Disabilities Education Act
 - ED Pubs (**Free Resources!** 😊)
- <http://nces.ed.gov> (National Center for Education Statistics)
- <http://www.whatworks.ed.gov> (What Works Clearinghouse)
- <http://www.parentcenterhub.org/> (Center for Parent Information and Resources, formerly the National Dissemination Center for Children with Disabilities)
- www.cec.sped.org (Council for Exceptional Children);
 - <http://www.ccbd.net> (Council for Children with Behavior Disorders)
- <http://www.nimh.nih.gov> (National Institute of Mental Health)
- www.mslbd.org (Midwest Symposium for Leadership in Behavior Disorders)
- <https://www.safeschools.com/> (Safe Schools)
- www.studentprogress.org (National Center on Student Progress Monitoring)
- www.dropoutprevention.org (National Dropout Prevention Center/Network)
- www.apbs.org (Association for Positive Behavior Support)
- www.pbis.org (Positive Behavioral Interventions and Supports)
- www.pacer.org (PACER Center) (**Free downloads!** 😊)
 - Free webinars (<http://www.pacer.org/webinars/archive-listing.asp>)
- <http://www.ojjdp.gov/>(Office of Juvenile Justice and Delinquency Prevention)
- http://www.ideapartnership.org/index.php?option=com_content&view=article&id=840&seppage=1 (IDEA Discipline Resources)

Web Resources (continued)

- <https://www.who.int/standards/classifications/classification-of-diseases> (World Health Organization; International Classification of Diseases)
- <https://www.psychiatry.org/psychiatrists/practice/dsm> (Diagnostic and Statistical Manual V)
- <https://www.interventioncentral.org/> (Intervention Central)
- <https://tier.tea.texas.gov/TBSI> (Texas Behavior Support Initiative)
- <http://www.indiana.edu/~equity/resources.php> (The Equity Project, Indiana University, School Discipline)
- <https://www.nimh.nih.gov/> National Institute of Mental Health (NIMH)
- <https://nami.org/Home> National Alliance on Mental Illness
- <https://adaa.org/> Anxiety & Depression Association of America
- <https://www.aacap.org/> American Academy of Adolescent and Child Psychiatry
- <https://www.nimh.nih.gov/> National Mental Health Information Center
- <https://www.nationaleatingdisorders.org/help-support/contact-helpline> National Eating Disorders Hotline
- <https://www.fhi360.org/projects/national-dissemination-center-children-disabilities-nichcy> National Dissemination Center for Children with Disabilities
- <https://afsp.org/campaigns/national-suicide-prevention-week-2018/> American Foundation for Suicide Prevention
- <http://www.texasprojectfirst.org/LinksBehavioral.html> Texas Project First
- <http://www.theteachertoolkit.com> The Teacher Toolkit
- <https://mslbd.org/what-we-do/rethinking-behavior.html> *Rethinking Behavior* - Midwest Symposium for Leadership in Behavior Disorders

TAMU Resources

<https://tellsomebody.tamu.edu> (Tell Somebody)

<https://caps.tamu.edu/> (Student Counseling Services)

Journal Resources

Exceptional Children

*Teaching Exceptional
Children**

Journal of Special Education

Behavioral Disorders

*Beyond Behavior**

Journal of Emotional and Behavioral Disorders

Journal of Learning Disabilities

Journal of Positive Behavioral Interventions

*Preventing School Failure**

*Intervention in School and Clinic**

School Psychology Review

Behavior Modification

*Practitioner journals