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Office Hours:

Course Description: A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with learning disabilities and/or emotional/behavior disorders.

Prerequisite:  
SPED 225

Required Course Text:  
Pearson Custom Text

Included Texts are as follows:


MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design
solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

COURSE OBJECTIVES (Based on BOT Standards)

Specific Learning Disabilities:
A:
1. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of students with mild to moderate academic, behavioral, social, emotional, communication, and functional needs
2. Educational definitions, issues related to identification, medical diagnoses, and eligibility criteria for students with learning disabilities and related learning difficulties; including those from culturally and linguistically diverse backgrounds
3. Etiology and characteristics, including deficits in basic psychological processes, of specific learning disabilities and related learning difficulties and the implications for learning and performance across age and grade levels.
4. Impact of co-existing conditions or multiple disabilities
5. Impact of learning disabilities and related learning difficulties on social or emotional development, including social skills deficits, challenging behaviors, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur in students with learning disabilities, as well as factors that build and support student resiliency
6. Information regarding theories, research, medically terminology, and implications, and legal requirements and their relationship to education; and...

B:
6. Address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with learning disabilities and related learning difficulties

D:
3. Access services, networks, agencies, and organizations, including interpreters or other resources specific to culturally diverse communities, to improve the outcomes of children and youth with learning disabilities or related learning difficulties and their families
6. Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications
7. Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

Emotional/Behavioral Disorders:
A.
1. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of students with emotional behavioral disorders
2. Differing perspectives and terminology of emotional behavioral disorders within mental health, legal, social welfare, and education systems
3. Educational definitions, issues related to identification and eligibility criteria pertaining to students with emotional or behavioral disorders, including those from culturally and linguistically diverse backgrounds
4. Etiology, characteristics, and classifications of emotional behavioral disorders
5. Research-based theories of social, emotional, and behavioral development
6. Impact of gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of student behaviors
7. Impact of co-existing conditions or multiple disabilities on behaviors and the similarities, differences, and interactions between emotional or behavioral disorders and other disability areas and their effects on learning
8. Impact of abuse and chemical dependency on students and their families
9. Factors that build and support student resiliency
10. Impact of attributions, anxiety, withdrawal, and thought discords on behavior
11. Major mental health disorders manifested at different points across the lifespan and the implications for education
B.
7. Address factors such as gender, socio-economic status, familial background, and cultural and linguistic diversity that influence the disproportional identification of students with emotional or behavioral disorders
D.
5. Recognize the roles and responsibilities of mental health professionals in providing services to children and youth with emotional or behavioral disorders and how those roles differ from that of special education teachers
9. Access and evaluate information, research, and emerging practices relevant to the field of emotional or behavioral disorders through consumer and professional organizations, peer-reviewed journals, and other publications
10. Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

Course Assignment/Expectations:

*For specific explanations of assessments related to each BOT standard please see the appendix attached.

1. **Class Participation** (Knowledgeable and Reflective): Students are expected to participate in discussions, activities, reflection questions, and other assignments as determined by the instructor. Students are responsible for all of the assigned readings and should be familiar with the content of the readings. Students will have an opportunity to earn points throughout the semester by completing a variety of posted assignments that contribute to their final grade. *Please see university absence policy regarding making up of class participation activities.

Examples of class participation activities include, but are not limited to the following:

- Graphic organizer on history of fields (LD A1, EBD A1)
• Reading Guides /Questions /Discussions (LD A3, A4, A5, A6, B6, D6, EBD A2, A4, A6, A7, A10, A11, B7, D5)
• Crossword (LD A3)
• Case Studies (LD A4, EBD A3, A6, A8, B7)
• Video Reflections (LD A5, EBD A6, A8, A9, A10, D5)
• Professional Development Plan (LD D7, EBD D10)
• MDE Study Guides (LD A2, EBD A3) including questions related to disability definitions, eligibility criteria, and evaluation options. Students then must consider how meeting the legal requirements of eligibility affect education programming

2. Research Project (Knowledgeable, Reflective, Humanistic, and Creative): Students will develop an expertise in a specialized area of learning disabilities or emotional/behavioral disorders (examples: visual and auditory processing, dysgraphia, receptive language, oppositional defiant disorder, conduct disorder, anxiety disorder, or others based on student interest, etc.). For this project students will design a PowerPoint presentation to include key terms, theories to explain the problem area, explanation of how the problem manifests itself in students, what the implications are of the problem area for the classroom, essential information teachers need to know, resources for more information. For this project students will also develop a study guide and test questions for their topic. This project will serve as the course final.

Standards Assessed: LD D5, D6, A3, A6, EBD A4, A5, A11, D9

3. Co-Morbidity Project (Knowledgeable, Reflective, Humanistic, and Creative): For this project students will research issues related to co-morbidity and summarize findings in a reflective paper which discusses planning for students with co-morbidity issues. The project also includes a case study presenting a student with LD and ADHD and students are required to respond to related questions.

Standards Assessed: LD A4, A5, D5, D6, EBD A4, A7, A11, D9

4. Quality Programming/Sources of Information Project: Students will be introduced to the components of quality programming and identify questions that address areas important to quality programming. Through this project students will understand the scope and sequence of the SLD and EBD fields by identifying key journals, organizations, internet sites, and publishers in the field. Students will be responsible for creating a portfolio identifying useful sources for themselves, regular classroom teachers, administrators, parents/guardians, and other professionals. Students will identify sources for each component of quality programming and provide annotated bibliographies and share information gained from their sources.

Standards Assessed: LD D3, D5, D6, EBD D9, D10

5. Quizzes and Exams: 2 quizzes and 2 exams will be conducted throughout the course. Quizzes and exams may consist of multiple choice, true/false, matching, short answer, and essays.

Standards Assessed: LD A1, A2, A3, A6, EBD A1, A2, A3, A5, A10, A11
GRADUATE ASSIGNMENT:

In addition to the above outlined assignments, students enrolled for graduate credit will complete a critical book review. Guidelines and options of books will be posted on the course webpage. **Date Due: 5/9 @ 5:00 p.m.**

**Grading Scale**

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<td>100%-99%</td>
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All work is due at the time indicated on the syllabus and on the course webpage. **Late work will be assessed 5 points per day late and will not be accepted beyond one unit after the assignment was due.**

**Special Accommodations:**
*Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services as soon as possible to ensure accommodations are implemented in a timely fashion.

*Students who have difficulty in professional writing are encourage to contact the Writing Center at 299-5937 to receive assistance in skill development. Students who have difficulty with grammar, spelling, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

**Course Instructional Strategies:**
In order to accommodate the diversity in students’ learning styles a variety of instructional strategies will be utilized. Strategies may include: lectures, discussions, weekly class assignments, readings, videos, and examples of real-life experiences from the instructor, reflections, and case studies.

*For specific explanations of instruction related to BOT standards please see the attached appendix.

**Course Outline** *Class Dates are tentative and may be subject to adjustment as deemed appropriate by the instructor:

**Unit 1: What is a SLD?**

- History and Foundation of SLD
- Federal Definition/State Definition
- Prevalence
- Terms/Phases
- Exploration of MDE Website

**Required Text Reading:** Chapter 1 “Changing Definitions of Learning Disabilities” (Bender)
Assessment:
• Study Guide of MN Dept. of Ed. Materials including comparison of MN and IDEIA definition of SLD
• Graphic organizer on history and stages of SLD
• Quiz at end of unit

Standards Addressed: SLD A1, A2

Unit 2: What is an EBD?

History and Foundation of EBD
Federal Definition/State Definition: Exploration of MDE website and tip sheets
Prevalence and factors that affect prevalence including cultural and socioeconomic status
Terms, etc.
Introduction of Diagnostic and Statistical Manual
Differing purposes for labeling and identification

Required Text Reading: Chapter 3 “The History of the Problem: Development of the Field and Current Issues” and Chapter 1 “Definition: The Nature of the Problem” from Kauffman

Assessment:
• MN E/BD Rule Review from MN Dept. of Ed. Website –Includes analysis of definition comparing IDEIA definition and MN definition
• Key Terms Worksheet and Graphic Organizer on history and stages of E/BD
• Quiz at end of unit: includes essay question on prevalence rates and social characteristics of EBD students and discussion of Diagnostic and Statistical Manual
• Chapter questions such as: How would you explain to someone who is unfamiliar with special education and child psychology what is wrong with youngsters we say have emotional or behavioral disorders? And Does Allan fit the definition of “emotional disturbance” in IDEA?

Standards Addressed: EBD A1, A2, A3

Unit 3: Etiology, Characteristics and Theories Related to Students with SLD

Information Processing and its relation to SLD
Language Characteristics
Cognitive Characteristics
Characteristics of classroom performance
Medical aspects of LD
Major theories related to causes of SLD

Assessment:

• Exam
• Chapter 2 Reading Guide
• Chapter 3 Crossword
• Question/Answer Exercises include questions regarding brain-research and the relationship to understanding SLDs

Standards Addressed: LD A3, A6

Unit 4: Etiology, Characteristics, and Theories related to EBDs

Internalizing and Externalizing Characteristics
Types of EBDs
Common childhood mental health disorders
Theories of social, emotional, and behavioral development
Thought disorders, anxiety, depression, withdrawal
Video: Depression: Out of the Shadows
MDE Intervention Tip Sheets

Required Text Reading: Chapter 2 “Characteristics of Emotional and Behavior Disorders” and Chapter 3 “Theories and Causation” from Shepherd Chapter 16 “Depression and Suicidal Behavior” and Chapter 15 “Anxiety and Related Disorders” Chapter 11 “Attention and Activity Disorders,” Chapter 12 “Conduct Disorder: Overt Aggression,” “Chapter 13 Conduct Disorder: Covert Antisocial Behavior” from Kauffman

Assessment:

• Exam at end of unit
• Discussion questions such as: Why is there a marked difference between estimates of prevalence of children with emotional and behavior disorders and the number of children actually receiving interventions for these disorders in the public schools?
• Reading Guides
• Video Reflection

Standards Addressed: EBD A4, A5, A10, A11

Unit 5: Co-Morbidity and Resiliency: An exploration of SLD, ADHD, Social issues, and other E/BDs

Lavoie video: It’s so much work to be your friend (focus on language development and social skills)
Tip sheets from MDE website and related websites
Video: Tough Times, Resilient Kids
Videos: The Adolescent Addict, Cry for Help and Real Life Teens: Obesity and Health, Eating Disorders, and Self Destruction
Required Text Reading: Kauffman Ch. 11 “Attention and Activity Disorders”
Bender Ch. 4 “Personality and Social Characteristics of Students with Learning Disabilities”
Article A correlated constraints model of risk and resilience for Latino students with emotional/behavioral disorders (Hosp 2008)

Assessment:
• Co-Morbidity Project
• One-Page reflections on videos
• End of chapter case study discussions
• Response to questions such as how would you explain to parents the difference between a child’s being very active and child’s having ADHD? And Describe the appropriate teacher response to student’s threat of suicide

Standards Addressed:  SLD A4, A5, EBD A4, A7, A8, A9, A11

Unit 6: Understanding and Addressing Cultural Diversity, Socioeconomic Factors, and Other Impacts

Considerations for teaching culturally and linguistically diverse students
Video Assessment of Bilingual Learners: Language Difference or Disorder?
Presentation of comprehensive Kansas study looking at social characteristics of students identified as EBD including poverty, single family household, parent education, etc..
Video: Born with a Wooden Spoon: Welcome to Poverty USA

Required Text Reading: Chapter 4 “Teaching Culturally and Linguistically Diverse Students” from Vaughn, Bos, and Schumm and Chapter 10 “Cultural Factors” from Kauffman

Assessment:
• Response to questions: How can assessment of culturally and linguistically diverse students be fair and accurate? As a new teacher, how can you practice culturally responsive teaching and promote best practices for culturally and linguistically diverse students in your classroom and school?
• Video reflections
• Case for discussion including questions such as: What cultural biases do you bring to your reading of the case? What can you do to minimize or eliminate your biases?

Standards Addressed:  LD B6, EBD A6, B7

Unit 7: Research and Professional Development!

Introduction to peer-reviewed journals
Library databases
What are professional development plans?

Required Text Reading: Chapter 14 “Issues in the Field of Learning Disabilities” from Bender
Assessment: Research Project  
Completed Professional Improvement Plan (PIP)

Standards Addressed: LD D6, D7 EBD A4, A5, A11, EBD D9, D10

Unit 8: Building Community

Understanding families and differing needs
Further resources in the fields of LD and EBD
Understanding the varying roles of professionals: mental health vs education
Video The Medicated Child

Required Reading: Chapter 6 “Partnering with Families and the Community: Building Relationships for Learning” from Peterson and Hittie and Chapter 9 “Meeting the Emotional Needs of Students with Emotional and Behavior Disorders” from Shepherd

Assessment:
• Sources of Information Project
• Video reflection
• Text questions

Standards Addressed: SLD D3, D6, EBD D5, D9

MSUM Student Absence Policy

Students are expected to attend all class meetings unless they are ill or officially excused as the result of participation in a university function. However, faculty members may or may not take roll in their classes, and they may or may not lower the marks of students for the sole reason of unexcused absences. If a faculty member has a practice of penalizing for nonattendance, he/she must (a) announce the policy regarding the penalty for nonattendance in writing during the first week of class, (b) not penalize the student for nonattendance unless the student is absent without official excuse for more class periods during the term than the number of periods the class meets each week (or more than two class periods during a summer session), (c) maintain accurate attendance records, and (d) submit in writing to the Vice President for Academic Affairs the explicit class attendance policy statement. As a point of clarification, if a student has an unexcused absence for a class session during which an examination or other graded exercise is scheduled and the student has more unexcused absences than the number of times the class meets each week, this policy permits the faculty member to reduce the student’s grade for the sole reason of the unexcused absences and for failure to complete the graded assignment.

In cases of individual absence due to jury duty or other legal obligations, the student must notify his/her faculty instructors prior to the absence. Each faculty member will determine the work to be made up and any effect on the course grade. For military absences, see the MSU Moorhead Bulletin index under military withdrawal, or refer questions to the Records office.

In the case of individual absence due to health or other emergency, the student must notify his/her faculty instructor as soon as feasible. Each faculty member will determine the appropriateness of the absence, all work to be made up, and any effect on the course grade.
When an official university activity conflicts with scheduled classes, students participating in the official activity will be regarded as excused. Within the limits of feasibility, an excused absence assures a student the right to make up the missed class requirement(s). The nature, time, and place of the make-up work are at the discretion of the instructor. Official university events are those that are approved by the appropriate dean, athletic director, or vice president. At least two weeks prior to the activity, lists of participating students should be distributed to those affected faculty members by the faculty member or organization advisor who will be overseeing the university activity. In the case of conflict about the appropriateness of an absence or the feasibility of the student making up missed work, the faculty members involved should confer directly; the student should not be expected to mediate the conflict. In cases where the faculty members involved cannot agree to a solution, the dean(s) of the respective colleges can be called upon to mediate.

Students wishing to appeal academic decisions or policies further may do so by appealing in writing to the Academic Appeals Committee (Owens 206).
SPED 455 BOT Standards

LD Standards

A1: Historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with mild to moderate academic, behavioral, social, emotional, communication, and functional needs

Instruction: Reading of Chapter 1 “Changing Definitions of Learning Disabilities” from Bender text Learning Disabilities: Characteristics, Identification, and Teaching Strategies. Chapter focuses on the history to the present, definitions, and criteria for eligibility.

Assessment: Completion of graphic organizer on history and stages of the field of learning disabilities and unit quiz with questions focusing on history of SLD

A2: Educational definitions, issues related to identification, medical diagnoses, and eligibility criteria for students with learning disabilities and related learning difficulties; including those from culturally and linguistically diverse backgrounds

Instruction: Reading of Chapter 1 “Changing Definitions of Learning Disabilities” from Bender text. Presentation of PowerPoint titled “What is a SLD?” Review of MDE definition and eligibility criteria.

Assessment: Completion of unit quiz with questions focusing on components of SLD definition, identification criteria, and labeling issues. Complete of MDE study guide. Completion of graphic organizer on history and stages of the field.

A3: Etiology and characteristics, including deficits in basic psychological processes, of specific learning disabilities and related learning difficulties and the implications for learning and performance across age and grade levels

Instruction: Readings from Bender text, Chapter 2 “Medical Aspects of Learning Disabilities,” Chapter 3 “Cognition and Language Characteristics of Students with Learning Disabilities,” Chapter 8 “Students with Learning Disabilities in the Classroom,” and Chapter 13 “Adults with Learning Disabilities” which covers characteristics of youth and adults with learning disabilities. PowerPoint covering learning difficulties and classroom performance characteristics

Assessment: Completion of chapter 2 reading guide questions. Completion of Chapter 3 crossword. Completion of question/answer exercise using Bloom’s Taxonomy for Chapter 8 (students develop questions and answers after reading). Completion of sentence summary frames for reading of Chapter 13. Exam at the end of the unit

A4: Impact of co-existing conditions or multiple disabilities
**Instruction:** Students will view the video “It’s so much work to be your friend” presented by Richard Lavoie. The video focuses on language development and social skills that affect behavior for students with LD. Students will also read Chapter 11 “Attention and Activity Disorders” from the text Characteristics of Emotional and Behavioral Disorders of Children and Youth by James M. Kauffman and Chapter 4 “Personality and Social Characteristics of Students with Learning Disabilities” from Bender text.

**Assessment:** Response to the following questions: How would you explain to parents the difference between a child’s being very active and a child’s having ADHD? At what point or after what acts on your parts as a teacher, should you request a student’s evaluation for possible ADHD? What evidence would you need before arguing with a school psychologist or other school personnel that a particular student’s ADHD (already identified as such) was not merely ADHD but an indication of other problems or disorders as well?

Completion of Co-Morbidity Project including a case study of a student with LD and ADHD.

**A5:** Impact of learning disabilities and related learning difficulties on social or emotional development, including social skills deficits, challenging behaviors, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur in students with learning disabilities, as well as factors that build and support student resiliency

**Instruction:** Reading of Chapter 4 “Personality and Social Characteristics of Students with Learning Disabilities” from Bender text. Viewing of Richard Lavoie video “It’s so much work to be your friend.” The video discusses in-depth the language development of students with learning disabilities and how this affects their social skills as well as academic skills and performance.

Also students will view the video “Tough times, Resilient kids.”

**Assessment:** Students will write a one to two page summary of the information presented and their reactions to the information for each video. Response to these questions: Describe the appropriate teacher response to student’s threat of suicide. Identify the components of self-determination and discuss ways to develop these skills in your students. Discuss the information presented in the text regarding higher levels of loneliness, stress, depression, and suicide among students with learning disabilities.

Completion of co-morbidity project.

**A6:** Information regarding theories, research, medical terminology and implications, and legal requirements and their relationship to education; and...

**Instruction:** Reading of Bender Chapters 1 and 2: “Changing Definitions of Learning Disabilities” and “Medical Aspects of Learning Disabilities.” Chapter 1 discusses the major theories regarding the causes of learning disabilities and includes a section “A Theoretical Basis for Learning Disabilities.” Students will also be presented a lecture with notes covering content based on these two chapters.
**Assessment:** Exam at end of unit

Students will form discussion groups and respond to these questions: What can one conclude about brain damage or dysfunction and learning disabilities? Describe how what we know about the brain and will continue to learn about the brain is relevant to you as a future educator. Use a specific example that highlights your understanding of how a student with a SLD would be impacted if that area of the brain were to not be functioning properly. Describe the role of the special education teacher in drug-based intervention strategies.

**B6:** Address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with learning disabilities and related learning difficulties

**Instruction:** Reading and discussion of Chapter 4 “Teaching Culturally and Linguistically Diverse Students” from *Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom* by Vaughn, Bos, and Schumm. Students will also view the video “Assessment of Bilingual Learners: Language Difference or Disorder?”

**Assessment:** Students will discuss and then write a response to these questions: How can assessment of culturally and linguistically diverse students be fair and accurate? As a new teacher, how can you practice culturally responsive teaching and promote best practices for culturally and linguistically diverse students in your classroom and school?

**D3:** Access services, networks, agencies, and organizations, including interpreters or other resources specific to culturally diverse communities, to improve the outcomes of children and youth with learning disabilities or related learning difficulties and their families

**Instruction:** Students will read and discuss Chapter 6 “Partnering with Families and the Community: Building Relationships for Learning” from *Inclusive Teaching: The Journey Towards Effective Schools for All Learners* by Peterson and Hittle. The chapter specifically addresses how to respond to the special needs of different types of families including those who have language differences and provides common community resources. Students are also shown a list of professional web resources and journal articles from CEC, DLD, LD OnLine, MDE, PBIS.org, a variety of RTI web resources, FCRR (Florida Center for Reading Research), etc. Students are also introduced to our local SCEC chapter and related activities.

**Assessment:** Students complete the Sources of Information Project at the end of the course. The project requires students to final local and national sources related to services, networks, agencies, and organizations in the field of SLD and are appropriate for families, professionals, and students.

**D6:** Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications
Instruction: Students are introduced to peer-reviewed journal articles in the field of learning disabilities and receive instruction on how to effectively use library databases. Required reading also includes Chapter 14 “Issues in the Field of Learning Disabilities” from the Bender text.

Assessment: After reading students will respond to these prompts: Describe the relationship between changes in the definition of learning disabilities and growing emphasis on subtype research. Describe the current and anticipated impact of the research on brain-compatible learning in the field of learning disabilities.

Students also complete the Research Project and Sources of Information Project which requires students to access current peer-reviewed journal articles.

D7: Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

Instruction: Students will read Chapter 14 “Issues in the Field of Learning Disabilities” from the Bender text. This chapter includes a section titled “Professional Improvement.”

Assessment: Students will reflect on activities they currently engage in or would like to engage in to increase their knowledge and skills. Students will also write a Professional Improvement Plan (PIP) based on information provided in the chapter and their reflection.

EBD STANDARDS

A1: Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of students with emotional behavioral disorders

Instruction: Students will read Chapter 3 “The History of the Problem: Development of the Field and Current Issues” from Characteristics of Emotional and Behavioral Disorders of Children and Youth by James M. Kauffman. A PowerPoint lecture will also be presented.

Assessment: Students will complete a graphic organizer showing the history and stages of the field of emotional/behavioral disorders. Completion of quiz at end of unit one.

A2: Differing perspectives and terminology of emotional behavioral disorders within mental health, legal, social welfare, and education systems

Instruction: Reading of Chapter 1 “Definition: The Nature of the Problem” from Kauffman text. The chapter includes sections discussing the difference in conceptual models, differing perspectives, and differing purposes of labeling and identification. Terminology common to the field is presented through class notes.

Students are also introduced to the Diagnostic and Statistical Manual and how professionals use the manual to diagnose disorders. Students become familiar with the five axes used by professionals and begin to understand how different factors have greater impact on mental health. This is presented
through notes and a lecture. Students also read a brief article from the journal of *Science* regarding revisions to the manual and are then shown online tools to access the manual.

**Assessment:** Students will respond to end of chapter questions including: How would you respond to someone who suggests that youngsters who act out are bad kids, not kids with disabilities? How would you explain to someone who is unfamiliar with special education and child psychology what is wrong with youngsters we say have emotional or behavioral disorders? How would you make the case that some youngsters who exhibit problem behavior should be excluded from the definition of emotional or behavioral disorders?

Completion of study guide and quiz over terminology. The quiz includes a short answer question asking students to discuss the DSM and its importance to having a common understanding of mental health disorders.

**A3: Educational definitions, issues related to identification and eligibility criteria pertaining to students with emotional or behavioral disorders, including those from culturally and linguistically diverse backgrounds**

**Instruction:** Reading of Chapter 1 “Definition: The Nature of the Problem” from Kauffman text. Introduction to MDE website and MN EBD definition and eligibility criteria.

**Assessment:** Completion of MDE study guide questions. Completion of end of unit quiz. Response to chapter case study including these questions: Does Allan fit the definition of “emotional disturbance” in IDEA? Does he fit the definition of “emotional or behavioral disorder” of the National Mental Health and Special Education Coalition? How would you determine which of Allan’s disabilities was foremost for the purposes of education? Was Allan’s placement in this class appropriate? Was it legal under IDEA?

**A4: Etiology, characteristics, and classifications of emotional behavioral disorders**

**Instruction:** Reading of Chapter 2 “Characteristics of Emotional and Behavior Disorders” from *Working with Students with Emotional and Behavior Disorders: Characteristics and Teaching Strategies* by Terry L. Shepherd

**Assessment:** Completion of research project and co-morbidity project. Discussion question responses: Why are more children of certain racial or cultural backgrounds identified as having emotional and behavior disorders more often than children of other racial or cultural backgrounds? Why is there a marked difference between estimates of prevalence of children with emotional and behavior disorders and the number of children actually receiving interventions for these disorders in the public schools? What are the characteristics of children with emotional and behavior disorders? Compare and contrast internalizing and externalizing behaviors. Give examples of each. In your opinion, which condition is more problematic in the classroom? Why?

**A5: Research-based theories of social, emotional, and behavioral development**
Instruction: Reading of Chapter 3 “Theories and Causation” from Shepherd text. Chapter presents major theories and associated theorists such as social learning theory, behavioral theory, psychodynamic theory, etc. Presentation of notes on theories and conceptual models and features of each.

Assessment: Exam at end of unit. Research project requires students to apply theories.

A6: Impact of gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of student behaviors

Instruction: Reading of Kauffman Chapter 10 “Cultural Factors.” Students will be presented with prevalence rates and research related to influences of prevalence including socioeconomic status and other factors related to an individual’s background. During this unit students engage in discussion related to how these factors influence decision making related to identification in our schools.

Students will also view the video “Born with a Wooden Spoon: Welcome to Poverty USA.” The video highlights the impact of poverty and takes a detailed look at how environment impacts outcomes for individuals.

Assessment: Students will complete a class participation exercise requiring students to discuss prevalence rates and factors related to EBD. Students reflect on the issue of socioeconomic factors by writing a one page reflection of the video. Students respond to case study at the end of the chapter.

A7: Impact of co-existing conditions or multiple disabilities on behaviors and the similarities, differences, and interactions between emotional or behavioral disorders and other disability areas and their effects on learning

Instruction: Students will view the video “It’s so much work to be your friend” presented by Richard Lavoie. The video focuses on language development and social skills that affect behavior for students. Students will also read Chapter 11 “Attention and Activity Disorders” from the text Characteristics of Emotional and Behavioral Disorders of Children and Youth by James M. Kauffman and Chapter 4 “Personality and Social Characteristics of Students with Learning Disabilities” from Bender text.

Assessment: Response to the following questions: How would you explain to parents the difference between a child’s being very active and a child’s having ADHD? At what point or after what acts on your parts as a teacher, should you request a student’s evaluation for possible ADHD? What evidence would you need before arguing with a school psychologist or other school personnel that a particular student’s ADHD (already identified as such) was not merely ADHD but an indication of other problems or disorders as well? Completion of Co-Morbidity Project including a case study of a student with LD and ADHD.

A8: Impact of abuse and chemical dependency on students and their families

Instruction: Students read Chapter 6 “Partnering with Families and the Community” from the text Inclusive Teaching: The Journey Towards Effective Schools for All Learners by Peterson and Hittie. This chapter discusses family and community challenges and has sections focusing on abuse related to
families with children with disabilities. Students will also view three videos “The Adolescent Addict,” “Cry for Help” and “Real Life Teens: Obesity and Health, Eating Disorders and Self Destruction.”

Assessment: Students will complete written reflections after viewing the videos.

Completion of a case study which requires reflection on the impacts of abuse and dependency.

A9: Factors that build and support student resiliency

Instruction: Students will view the video “Tough Times, Resilient Kids.” Students will also read the article A correlated constraints model of risk and resilience for Latino students with emotional/behavioral disorders (Hosp 2008).

Assessment: Students will be required to write a one-page reflection after viewing the video.

A10: Impact of attributions, anxiety, withdrawal, and thought discords on behavior

Instruction: Students will read Chapters 16 and 17 from Kauffman text. These chapters focus on anxiety, depression, suicidal behaviors, and related disorders. While reading students complete the reading guides including questions such as: What indications would lead you to believe that a student of yours is anxious to the point of having an emotional or behavioral disorder? If a student of yours were socially inept, how would you approach this student (what would you try to accomplish and what would you say to him or her)? How would you tell the difference between depression and other problems that one of your students is experiencing?

Students also view the PBS video “Depression: Out of the Shadows.”

Assessment: In addition to the reading guides described above, students are required to complete an exam during this unit.

Students will submit a one-page reflection after viewing the video.

A11: Major mental health disorders manifested at different points across the lifespan and the implications for education

Instruction: Students will read chapters 11, 12, and 13 of the Kauffman text. These chapters focus on covert and overt antisocial behaviors, aggression, and attention and activity disorders. Students will also be introduced to the Intervention Tip Sheets found on MDE website and discuss related websites on the Tip Sheets.

Assessment: Completion of research project, co-morbidity project, and exam at end of unit.

While completing readings students complete required reading guides including questions such as: What distinguishes aggressive antisocial behavior from normal development? What environmental conditions are associated with high risk for conduct disorder? How is anxiety related to a variety of emotional and behavioral disorders? What kind of obsessive compulsive behaviors are most often seen
in children and adolescents? How do comorbidity and the episodic nature of mood disorders complicate the assessment of depression?

**B7:** Address factors such as gender, socio-economic status, familial background, and cultural and linguistic diversity that influence the disproportional identification of students with emotional or behavioral disorders

**Instruction:** Students read Chapter 10 of the Kauffman text “Cultural Factors” which end with a discussion of implications for educators in relation to cultural and identification of EBDs. Students also read and discuss

Also, reading and discussion of Chapter 4 “Teaching Culturally and Linguistically Diverse Students” from Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom by Vaughn, Bos, and Schumm. Students will also view the video “Assessment of Bilingual Learners: Language Difference or Disorder?”

**Assessment:** Students will discuss and then write a response to these questions: How can assessment of culturally and linguistically diverse students be fair and accurate? As a new teacher, how can you practice culturally responsive teaching and promote best practices for culturally and linguistically diverse students in your classroom and school?

Case for discussion from Kauffman chapter 10 which includes these questions: What are some ways the immediate presence of the group of peers of the vandalizing youth could have affected his behavior? Of the many cultural factors discussed in chapter 10, which do you feel are most likely to have influenced the encounter described in the story? What cultural bias do you think the narrator brought to her interpretation of the encounter? What cultural biases do you bring to your reading of the case? What can you do to minimize or eliminate your biases? Under what circumstances do you see making assumptions about a student’s behavior because of his or her ethnic identity becoming a stereotype? In your judgment, what are the most important aspects of culture of which teachers should be aware, and how do you think teachers can best be made aware of them?

**D5:** Recognize the roles and responsibilities of mental health professionals in providing services to children and youth with emotional or behavioral disorders and how these roles differ from that of special education teachers

**Instruction:** Students complete reading of Chapter 9 “Meeting the Emotional Needs of Students with Emotional and Behavior Disorders.” The chapter covers school-based therapy techniques, mental health care and restrictive and intensive settings. Through lecture, students will be guided through the difference between educational programming and mental health programming by being able to identify roles and responsibilities. To further delineate the different responsibilities each professional has students will be presented with information regarding medication and come to conclusion regarding a teacher’s responsibility and student’s medication. Students will also learn to understand the difference between a medical diagnosis and school identification and how school identification is intended to be for providing educational interventions.
Students will view the video “The Medicated Child” from PBS.

**Assessment:** Students will respond to review questions in the text and also provide a written response to the question: If a student is taking medication what is the responsibility of the teacher?

Submission of one page reflection on video.

**D9:** Access and evaluate information, research, and emerging practices relevant to the field of emotional or behavioral disorders through consumer and professional organizations, peer-reviewed journals, and other publications

**Instruction:** Students are introduced to peer-reviewed journal articles in the field of emotional/behavioral disorders and receive instruction on how to effectively use library databases. Required reading also includes Chapter 14 “Issues in the Field of Learning Disabilities” from the Bender text which focuses on professional development and conducting research.

**Assessment:** Students also complete the Research Project and Sources of Information Project which require students to access peer-reviewed journals as well as other sources of information relevant to the field.

**D10:** Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

**Instruction:** Students will read Chapter 14 “Issues in the Field of Learning Disabilities” from the Bender text. This chapter includes a section titled “Professional Improvement.”

**Assessment:** Students will reflect on activities they currently engage in or would like to engage in to increase their knowledge and skills. Students will also write a Professional Improvement Plan (PIP) based on information provided in the chapter and their reflection.