

SOUTHERN WESLEYAN UNIVERSITY

SYLLABUS

Use Arrow or Tab Keys to Move Cursor

Year 2013 Fall _____ Spring X May Term _____ Summer School _____

Course Number/Name EDUC 4243 Characteristics of Emotional and Behavioral Disorders

Instructor Dr. Cynthia Baughan

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook C-130*).

- X Instructor's name, office number (or telephone number), and office hours
- X Course name and number (Including meeting room and time is helpful).
- X Objectives stated in terms of student learning OUTCOMES
- X Texts and other required material (author, title, publisher, year)
- X Grading procedures
- X Policies governing late work
- X Policies on attendance and tardiness
- X Assignments for semester, including reading, test dates (where possible)
- X Outline of the course/topics to be covered
- X One or more learning objectives relating to approaching issues from a Christian perspective
- X One or more activities with a research component
- X One or more activities giving the opportunity for the student to work with others

Also helpful:

- X Prerequisites
- _____ Reading list or bibliography

Signature Cynthia J. Baughan
Instructor

01/23/2013
Date

Dean

Date



"Educators who demonstrate scholarship within a Christian ethic of care"

Characteristics of Emotional and Behavioral Disorders

EDUC 4243

3 semester credit hours

Spring 2013

Course Meetings: Monday, Wednesday, and Friday, 1:00-1:50 pm

Classroom: 121 Newby

Instructor Information

Lecturer: Dr. Cynthia C. Baughan, Assistant Professor of Special Education

Office: # 104, Newby Education Center

Phone: 644-5358

E-mail: cbaughan@swu.edu

Office Hours: As posted; others by appointment.

Mission Statement

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love, and hope as they serve Jesus Christ and others.

Course Description

Identifying, understanding, and planning for the behavior disordered and emotionally disabled students in a special education placement or an inclusion-type classroom setting. Includes study of the field, current trends, identifying characteristics, and possible causes of these disorders. Incorporation of assessment data, observational findings, and other sources of information to aid in the appropriate educational planning for children and youth. ***Required of all special education teacher candidates.***

Relationship to Conceptual Framework _____

Psychology of the E/BD is designed to acquaint future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process. All of this is to be accomplished through a Christian ethic of care.

Rationale _____

This course introduces the teacher candidate to the characteristics and some classroom procedures that would be beneficial in meeting the needs of students with emotional and behavioral disorders.

Prerequisites _____

EDUC 3203; Acceptance into Lock 1, GPA 2.5.

Enduring Understandings _____

1. The term “emotional disturbance” has been an umbrella for abnormal, atypical, or deviant behavior.
2. Schools attempt to assist individuals labeled as having “emotional disturbance” become functional members of society.
3. Students in schools with emotional and/or behavioral disorders are viewed as developmentally delayed in terms of emotional maturity.
4. Students who are aggressive, delinquent, or conduct disordered are often in constant conflict with authority, either in school or in the community.
5. There must be a unified effort from the school, the home, and the community if students with E/BD are able to function in society.

Course Objectives _____

Upon successful completion of the course, teacher candidates will be able to:

1. Identify characteristics of students with emotional and behavioral disorders (EBD)
2. Discuss historical and current trends and issues related to treatment and service provision to students with EBD
3. Discuss assessment procedures and requirements for the identification of students with EBD
4. Discuss basic assumptions of the five primary theoretical models of disturbance and how these theories influence identification, intervention, and educational programming for students with EBD
5. Examine issues related to risk for and prevention of EBD through a Christian worldview.
6. Identify characteristics of specific internalizing and externalizing disorders as they relate to education programming for children and adolescents

Required Texts

Webber, J., & Plotts, C. (2008). *Emotional and behavioral disorders: Theory to practice* (5th ed.). Boston: Allyn & Bacon.

** Additional readings may be required and will be made available through library reserve or on the course website in Adobe format.*

University Procedures and Policies

Academic Honesty: The honor code is in effect for all assignments, in and out of class. Please refer to the current edition of the University catalog (p.16-17).

Accommodations Statement: If you have a disability that interferes with your learning, test-taking, or completing assignments outlined in the syllabus, please contact Mrs. Martha Mishoe at (mmishoe@swu.edu) or 644-5337. She will help secure the right documentation, know what accommodations are appropriate, and authorize your teachers to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your teachers can provide accommodations unless you specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want you to have equal opportunity to learn and have fair assessment of that learning. Your abilities, skills, and efforts should determine your success or failure, not your disability.

Counseling Services: Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Renee Sims at 5131 or 5130, or by e-mail at rsims@swu.edu to schedule an appointment with either Carol Sinnamon, counselor and director, or Emily Germain, masters counselor intern. The counseling center is on the 3rd floor of the Campus Life center near the elevator. Your contact with a counselor is confidential.

Technology Integration: Students will be required to use a word processor for all assignments, access email regularly, download and upload files on the course website, and will access information on the Internet when preparing assignments. The Promethean Board will be utilized during each class, and students will use PowerPoint or other software for class presentations.

Culturally Responsive Teaching: Teacher candidates will learn how to address issues related to different abilities and cultural backgrounds in their own classroom. Issues related to emotional and behavioral disorders will be considered from an ecological perspective.

INTASC Standards Addressed _____

**Coverage of Standards for Beginning Teacher Licensing and Development
Interstate New Teacher Assessment and Support Consortium (INTASC)**

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted for diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)

SPA Standards Addressed _____

Standards – Council for Exceptional Children (CEC)

This course is designed to help teacher candidates master the necessary competencies for beginning teachers as outlined by the **Council for Exceptional Children (CEC)**.

Standard #1: Understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

Standard #2: Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.

Standard #3: Understand how primary language, culture, and familiar backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.

Standard #4: Possess a repertoire of evidence-based instructional strategies.

Standard #5: Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

Standard #7: Realize that individualized decision making and instruction are at the center of special

education practice; develop long-range individualized instructional plans anchored in both general and special education curricula, and, in addition, systematically translate these individualized plans into carefully selected short-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Standard #8: Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

Standard #9: Professional and ethical practice

Standard #10: Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

In addition to the common core standards, this course is designed to help teacher candidates develop the following necessary competencies for beginning teachers of students with emotional and behavioral disorders as outlined by the Council for Exceptional Children (CEC).

Standard #1 Foundations:

BD1K1 Educational terminology and definitions of individuals with emotional/behavioral disorders.

BD1K2 Models that describe deviance.

BD1K3 Foundations and issues related to knowledge and practice in emotional/behavioral disorders.

BD1K4 The legal, judicial, and educational systems serving individuals with emotional/ behavioral disorders.

BD1K5 Theory of reinforcement techniques in serving individuals with emotional/behavioral disorders.

BD1K6 Principles of normalization and concept of least restrictive environment for individuals with emotional/behavioral disorders in programs.

Standard#2 Development and Characteristics of Learners:

BD2K1 Etiology and diagnosis related to various theoretical approaches in the field of emotional/behavioral disorders.

BD2K2 Physical development, disability, and health impairments related to individuals with emotional/behavioral disorders.

BD2K3 Social characteristics of individuals with emotional/behavioral disorders.

BD2K4 Factors that influence overrepresentation of diverse individuals in programs for individuals with emotional/behavior disorders.

Standard#4 Instructional Strategies:

BD4K1 Sources of specialized materials for individuals with emotional/behavioral disorders.

BD4K2 Advantages and limitations of instructional strategies and practices for teaching individuals with emotional/behavioral disorders.

BD4K3 Resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environments.

BD4K4 Prevention and intervention strategies for individuals at risk of emotional/behavioral disorders.

BD4S1 Use strategies from multiple theoretical approaches for individuals with emotional/behavioral disorders.

BD4S2 Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders.

Standard#5 Learning Environment and Social Interactions:

BD5K1 Advantages and disadvantages of placement options and the continuum of services for individuals with emotional/behavioral disorders.

BD5K2 Functional classroom designs for individuals with emotional/behavioral disorders.

BD5S1 Establish a consistent classroom routine for individuals with emotional/behavioral disorders.
BD5S2 Use skills in problem solving and conflict resolution.

Standard#7 Instructional Planning:

BD7K1 Model programs that have been effective for individuals with emotional/behavioral disorders across the age range.

BD7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

BD7S2 Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders.

Standard#8 Assessment:

BD8K1 Characteristics of behavioral rating scales.

BD8K2 Policies and procedures involved in the screening, diagnosis, and placement of individuals with emotional/behavioral disorders including academic and social behaviors.

BD8K3 Types and importance of information concerning individuals with emotional/behavioral disorders available from families and public agencies.

BD8S1 Prepare assessment reports on individuals with emotional/behavioral disorders based on behavioral-ecological information.

BD8S2 Assess appropriate and problematic social behaviors of individuals with emotional/behavioral disorders.

Standard#9 Professional and Ethical Practice:

BD9I Organizations and publications relevant to the field of emotional/behavioral disorders.

Standard#10 Collaboration:

BD10K1 Services, networks and organizations for individuals with emotional/behavioral disorders

BD10K2 Parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for individuals with emotional/behavioral disorders.

BD10K3 Collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.

BD10K4 Role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.

ADEPT Performance Standards _____

An overview of the South Carolina Evaluation Instrument for Professional Educators (Assisting, Developing, and Evaluating Professional Teaching) will be used. Emphasis will be given to Performance Standard 2 (Short-Range Planning of Instruction), Performance Standard 3 (Planning Assessments and Using Data), Performance Standard 5 (Using Instructional Strategies to Facilitate Learning) and Performance Standard 10 (Professional Responsibilities beyond the Classroom).

All ADEPT Performance Standards (1-10) will be covered during the semester. An overview of all Ten Performance Standards in ADEPT (Assisting, Developing, Evaluating, Professional Teaching) evaluation instrument will be addressed in this course. The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Instruction

APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners

APS 5 Using Instructional Strategies to Facilitate Learning

APS 6 Providing Content for Learners

APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning

APS 9 Managing the Classroom

Domain 4: Professionalism

APS 10 Fulfilling Professional Responsibilities

Response to Dispositions _____

Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all of the above.

Instructional strategies employed _____

Lecture

Small and large group discussion

Cooperative learning activities

Individual and group reflection

Student presentations

Case study analysis

Research

Demonstrations and modeling of effective practices

Student Requirements

Attendance and Participation:

Class attendance and participation is a professional obligation. All attendance policies as stated in the current SWU handbook will be enforced. **More than 10 absences for any reason will result in no credit for the course. Three tardies will count as an absence. If attendance has been taken, then you are tardy.**

Teacher candidates are responsible for the information contained in each class meeting, assignment, and handout (including information discussed or distributed when student is absent). **Teacher candidates will not be allowed to make up points assigned for participation in in-class activities.** In the event of an absence, please notify the instructor. It is recommended that you exchange contact information with at least one other classmate (i.e., email and/or phone).

If you are absent, you are responsible for getting information and assignments presented during an absence. An absence **does not** relieve students of the responsibility to turn in an assignment on time. If you are going to be absent, send any assignments due for that class period to the instructor via email or the course website by the beginning of class on the due date. Failure to do so will result in a penalty for late work. Extenuating circumstances will be handled on an individual basis.

Electronic Devices:

Students may use laptops as instructed by the faculty member for class related activities only. TURN OFF ALL CELL PHONES. TEXT MESSAGING IS STRICTLY PROHIBITED IN CLASS. THIS IS HIGHLY UNPROFESSIONAL AND OFF-TOPIC. IF YOU HAVE A SERIOUS PROBLEM OR CONCERN, NOTIFY THE SECRETARY AND SHE WILL COME AND GET YOU FROM CLASS IF THERE IS AN EMERGENCY. Cell phones must be placed in hand bags/back packs and must not be visible or manipulated in any manner during class.

Communication: You must have an active email account to facilitate our communication. You should also have specific electronic tools for accessing, writing, editing and communicating course information. These tools include a word processing program such as Word and PowerPoint (PPT) and capability of reading Adobe formatted documents. Feel free to contact me by e-mail, or by stopping by my office during office hours. I will respond to email within 48 hours (excluding weekends and school holidays).

Professional Quality:

All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted and students may be asked to redo assignments if they are not completed with professional quality or if they do not meet requirements.

Written Assignments:

All written assignments must follow APA 6th edition guidelines for professional papers. Unless otherwise noted, all class assignments must be completed with the following considerations:

- Using a word processing program using 12 pt. font, double spaced text, and one-inch margins.
- Page numbers must be inserted
- Student name and title of the assignment must be in the left hand corner on the first page of the assignment.
- Multiple pages **must be stapled**.

Submitting Assignments:

You are expected to submit complete assignments by the beginning of class on the established due dates and you are expected to take exams at the scheduled times. All assignments should be submitted through the course website unless otherwise noted. All assignments should be saved as a word document and titled according the following format: EDUC4243_FIRST INITIAL LASTNAME_ASSIGNMENT TITLE. For example,
EDUC4243_CBaughan_HW1

Unless otherwise noted, assignments may be turned in early for credit. Drafts of assignments may also be submitted for general review and feedback until one week before the actual due date.

Resubmitting Assignments:

You may resubmit an assignment on which you earned **half or fewer of the points** (except exams). You may only resubmit an assignment once and it must be resubmitted within one session of receiving the original grade. You may earn up to half of the points missed, which will be added to the original grade. For example, if the original grade was 5/10 points, you may earn up to 2.5 additional points on the resubmitted assignment, which will be added to the original grade for a final grade of 7.5/10.

Late Assignments:

An assignment is considered late if it is not turned in by the beginning of the class session in which it is due. **Late or incomplete submissions of work will result in a deduction of 20% of the possible total points for that assignment. Work will not be accepted if it is over a week late.**

Course Readings:

All readings are to be completed before the beginning of the class session in which the content will be discussed (see course schedule). Reading guides are available on the course website to help focus your preparation for class discussions and activities.

Lectures, Presentations, Videos:

You are responsible for the information presented in lectures, videos, and all class activities. In the course of the semester, teacher candidates will engage in a variety of in-class activities and simulations to master and apply course content. These may include class discussion of readings, group activities, case study analysis, and videos.

Course Assignments and Grades _____

You are responsible for reviewing the posted guidelines for each assignment. Assignments that are not formatted and completed according to the assignment guidelines may not be accepted or may be returned to the teacher candidate to correct and resubmit with a late penalty.

Examinations: Two unit tests and one cumulative final exam will be completed. All content (e.g., text, lecture, slides, required readings, class discussions, student presentations, and guided notes) may be included on the examinations. Examinations may include multiple choice, matching, true/ false, short answer, and/or discussion items. Study guides for each exam will be provided.

Assignments:

- **Reading Guides & Discussions**

Reading guides and discussion questions will be provided for each assigned reading within the textbook. It is expected that teacher candidates will complete the required readings and EITHER demonstrate *highlighting and note taking within the text* OR *written/typed responses on hard copy reading guides*. Highlighted texts or completed reading guides must be **brought to class** on the date that the assigned reading is due. Teacher candidates are responsible for content included on the reading guides and are expected to *participate in class discussions* related to required readings.

- **Homework Activities**

Throughout the course of the semester, teacher candidates will complete homework assignments outside of class. Due dates for these assignments are noted on the course syllabus. Assignments must be submitted **to the course website** by the beginning of the class period in which the assignment is due unless otherwise directed. Specific guidelines for each of these assignments are available on the course website.

- **In-class Activities**

Throughout the course of the semester, teacher candidates will complete individual and cooperative in-class activities. Teacher candidates **must be present** during the assigned class period in order to receive credit for these activities. Specific guidelines for each activity will be provided in class.

- Article Reflections

Throughout the course of the semester, teacher candidates will read selected articles. Articles will either be available through the course website or library reserves. Teacher candidates will complete a reflection on the template available on the course website for each article, and will upload the reflection **to the course website** by the beginning of class on the due date noted on the syllabus. **Article reflections will not be accepted for credit after the article has been discussed in class.**

- Disorder Research Presentation (15 %)

Teacher candidates will work in a group to develop and present a 45-minute PowerPoint presentation on a specific disorder. Specific guidelines for this assignment are available on the course website.

Course Evaluation:

Course evaluation will be based on the following:

Reading Guides and Discussions.....	20%
Homework Activities.....	10%
In-Class Activities.....	10%
Article Reflections.....	10%
Disorder Research Presentation.....	15%
Quizzes and Exams.....	35%

Grading Policy:

Final grade assignment will be consistent with the grading system adopted by Southern Wesleyan University. All Grades are reported in increments of 0.1 and range from 0.0 to 4.0 (or P/NC) according to the following scale:

Percentage Value	New Designation	Numeric value for GPA
100-96	A	4.0
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

Additional Information

To view areas of Critical Need and teacher vacancies, go to the following site:

www.cerra.org.

Teacher Candidates seeking jobs in SC may apply on-line at: www.winthrop.edu/scteach.

For further information, you may contact the SC Center for Teacher Recruitment at
1-800-541-7525.

Tentative Course Schedule

Date	Topic	Readings Due	Assignments Due
(1) Jan. 16	Course Overview / Orientation		Have access to the syllabus in class!
(2) Jan. 18	Introduction to EBD Defining EBD	Ch.1	Information Sheet & Syllabus Signature Reading Guide 1
Jan. 21	MLK, Jr. Day- NO CLASS		
(3) Jan. 23	Characteristics of EBD	Fox et al. (2002)	Article Reflection #1
(4) Jan. 25	Historical Perspective & Current Trends	Ch. 2	Reading Guide 2
(5) Jan. 28	Identification & Assessment	Ch. 3	Reading Guide 3
(6) Jan. 30	Identification & Assessment	Cartledge (1999)	Article Reflection #2
(7) Feb. 1	Identification & Assessment		
(8) Feb. 4	Quiz 1 (ch. 1-3)		
(9) Feb. 6	Biophysical Model	Ch. 4	Reading Guide 4
(10) Feb. 8	Biophysical Model		
(11) Feb. 11	Biophysical Model		
(12) Feb. 13	Psychodynamic Model	Ch. 5	Reading Guide 5
(13) Feb. 15	Psychodynamic Model		
(14) Feb. 18	Cognitive Model	Ch. 6	Reading Guide 6 Self-Monitoring Activity
(15) Feb. 20	TBA- No Class Meeting	TBA	Article Reflection #3
(16) Feb. 22	Cognitive Model		
(17) Feb. 25	Behavioral Model	Ch. 7	Reading Guide 7
(18) Feb. 27	Behavioral Model		
(19) Mar. 1	Behavioral Model		
Mar. 4- Mar. 8	SPRING BREAK		
(20) Mar. 11	Ecological Systems Model	Ch. 8	Reading Guide 8
(21) Mar. 13	Ecological Systems Model		
(22) Mar. 15	Ecological Systems Model		
(23) Mar. 18	Quiz 2 (ch. 4-8)		
(24) Mar. 20	Internalizing Disorders	Ch. 9	Reading Guide 9
(25) Mar. 22	Internalizing Disorders		
(26) Mar. 25	Internalizing Disorders		
(27) Mar. 27	TBA	TBA	Article Reflection #4
Mar. 29	Good Friday-No Class		
(28) Apr. 1	Externalizing Disorders	Ch. 10	Reading Guide 10

(29) Apr. 3	Research Project Workday-No Class Meeting		
(30) Apr. 5	Research Project Workday-No Class Meeting		
(31) Apr. 8	Externalizing Disorders		
(32) Apr. 10	Externalizing Disorders		
(33) Apr. 12	Seclusion & Restraint Zero Tolerance Policies	TBA	Article Reflection #5
(34) Apr. 15	Adolescence	Ch. 11	Reading Guide 11
(35) Apr. 17	Adolescence		
(36) Apr. 19	Issues in Schools	Ch. 12	Reading Guide 12
(37) Apr. 22	Issues in Schools: PBIS		
(38) Apr. 24	Group Presentation: Bipolar Disorder		Research Presentation
(39) Apr. 26	Group Presentation: Tourette's Syndrome		Research Presentation
(40) Apr. 29	Group Presentation: Obsessive Compulsive Disorder		Research Presentation
(41) May 1	Group Presentation: Schizophrenia		Research Presentation
(42) May 3	Review		
May	FINAL EXAM TBA		

Bibliography

- Adams, G. B. (2004). An overview of childhood OCD. *Teaching Exceptional Children*, 37, 46-53.
- Cartledge, G. (1999). African American males and serious emotional disturbance: some personal perspectives. *Behavioral Disorders*, 25, 76-79.
- Corsello, C.M. (2005). Early intervention in autism, *Infants and Young Children*, 18, 74-85.
- De Lange, N., Olivier, M.A. & Meyer, L.W. (2003). Tourette's syndrome: isn't that the foul mouth disease? *Early Childhood Development and Care*, 173, 613-635.
- Duckworth, S., Smith-Rex, S., Okey, S., Brookshire, M.A., Rawlison, D., et al., (2001). Wraparound services for young schoolchildren with emotional and behavioral disorders. *Teaching Exceptional Children*, 33(4), 54-60.
- Forness, S.R., Walker, H.M. & Kavale, K.A. (2003). Psychiatric disorders and treatments. *Teaching Exceptional Children*, 36(2), 42-49.
- Heward, W.L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education*, 36, 186-205.
- Katsiyannis, A., Ryan, J.B., Zhang, D. & Spann, A. (2008). Juvenile delinquency and recidivism: The impact on academic achievement. *Reading & Writing Quarterly*, 24, 177-196.
- Kauffman, J.M. (1999). How we prevent the prevention of emotional and behavioral disorders. *Exceptional Children*, 65, 448-468.
- King, N., Tonge, B.J., Mullen, P., Myerson, N., Heyne, D., et al., (2000). Sexually abused children and post traumatic stress disorder. *Counseling Psychology Quarterly*, 13, 365-375.
- Landrum, T., Katsiyannis, A. & Archwamety, T. (2004). An analysis of placement and exit patterns of students with emotional and behavioral disorders. *Behavioral Disorders*, 29, 140-153.
- Maag, J.W. (2001). Rewarded by punishment: reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67, 173-186.

- Malmgren, K.W. & Meisel, S.M. (2002). Characteristics and service trajectories of youth with serious emotional disturbance in multiple service systems. *Journal of Child and Family Studies*, 11, 217-229.
- Mooney, P., Ryan, J.B., Reid, R., Uhing, B. M. & Epstein, M. H. (2005). A review of self-management learning interventions on academic outcomes for students with emotional and behavioral disorders. *Journal of Behavioral Education*, 14, 203-221.
- Olive, E.C. (2005). The kid underneath: discovering hidden potential. *Reclaiming Children and Youth*, 13, 204-207.
- Prestia, K. (2003). Tourette's syndrome. *Intervention in School and Clinic*, 39, 67-71.
- Ryan, A.L., Halsey, H.N. & Matthews, W.J. (2003). Using functional assessment to promote desirable student behavior in schools. *Teaching Exceptional Children*, 35(5), 8-15.
- Ryan, J.B., Katsiyannis, A. & Hughes, E. (2011). Medication treatment for Attention Deficit Hyperactivity Disorder. *Theory into Practice*. 50(1), 1-9.
- Ryan, J.B., Katsiyannis, A. Peterson, R. & Chmelar, B. (2007). IDEA 2004 and disciplining students with disabilities. *National Association of Secondary School Principals Bulletin*, 91(2), 130-140.
- Ryan, J.B. & Peterson, R.L. (2004). Physical restraint in school. *Behavioral Disorders*, 29, 154-168.
- Ryan, J.B., Peterson, R.L. & Rozalski, M. (2007). Review of state policies concerning the use of timeout in schools. *Education and Treatment of Children*, 30(3), 215-239.
- Ryan, J.B., Peterson, R.L., Tetreault, G. & Van der Hagen, E. (2007). Reducing Seclusion Timeout and Restraint Procedures with At-Risk Youth. *Journal of At-Risk Issues*. 13(1),
- Ryan, J. B., Reid, R. & Ellis, C. (2008). A survey of special educator knowledge regarding psychotropic interventions for students with emotional and behavioral disorders. *Remedial & Special Education*, 29(5), 269-279.
- Ryan, J.B., Reid, R., Epstein, M.H., Ellis, C. & Evans, J.H. (2005). Pharmacological Interventions research for academic outcomes for students with ADHD. *Behavioral Disorders*, 30(2), 135-154.
- Ryan, J. B., Reid, R., Gallagher, K. & Ellis, C. (2008). Prevalence rates of psychotropic medications for students placed in residential care. *Behavioral Disorders*, 33(2), 99-107.
- Ryan, J.B., Robbins, K., Peterson, R.L. & Rozalski, M. (2009). Review of state policies concerning the use of physical restraint procedures in schools. *Education and Treatment of Children*, 32(3), 487-504.
- Ryan, J.B., Sanders, S., Katsiyannis, A. & Yell, M. L. (2007). Using timeout effectively in the classroom. *Teaching Exceptional Children*, 39(4), 60-67.
- Shippen, M.E., Simpson, R.G. & Crites, S.A. (2003). A practical guide to functional behavioral assessment. *Teaching Exceptional Children*, 35(4), 36-44.
- Sitlington, P.L. & Neubert, D.A. (2004). Preparing youths with emotional or behavioral disorders for transition to adult life: can it be done within the standards based movement? *Behavioral Disorders*, 29, 279-288.
- Standart, s. & Couteur, A.L. (2003). The quiet child: a literature review of selective mutism. *Child and Adolescent Mental Health*, 4, 154-160.