



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Social Emotional Disorders in the Classroom

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

*Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.*

*Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.*

**CATALOG DESCRIPTION:**

This course introduces educators to strategies for managing students with social/emotional disorders in the classroom. The course will provide comprehensive information on emotional disorders as well as the behaviors that may arise from the disability. Course material will provide you with information on: definitions, characteristics, causes, common assessments, functional behavior assessment, ABA and Positive Behavior Supports, advocacy, and current issues in the field. This information will benefit all educational teachers and counselors, parents or anyone who is interested in learning about emotional disorders and the best practices for supporting students with social emotional disorders.

**LEARNING GOALS:**

Global Goals:

1. Synthesize and interpret the essential principles of emotional disorders.
2. Critique and apply a variety of theories on classroom management.
3. Evaluate and develop behavioral management techniques for students diagnosed with emotional disorders.
4. Evaluate, synthesize, and be able to apply the components of common assessments and strategies for classroom/school accommodation plans.

Instructional Objectives:

**1. THEORETICAL UNDERSTANDING**

Participants will read and reflect on a variety of theories and practices of classroom management for social/emotional students in order to gain an understanding of classroom management as encompassing

many domains such as curriculum design, classroom structure, relationships with parents and students, strategies for managing students, and discipline when students break rules. By reading studies on classroom management theories, students will present the implications of such theories on their own teaching.

## 2. PERSONAL UNDERSTANDING

Participants will investigate who they are as educators and how their views about their students affect their management plan and disciplinary responses for social/emotional students. Through a series of situational role plays and readings, participants will exhibit their ability to effectively manage challenging student social/emotional behaviors in the classroom.

## 3. PRACTICAL STRATEGIES

Participants will practice and learn strategies to facilitate whole class activities, manage individuals and groups of students, effectively intervene when students break norms or rules, build productive relationships with students and parents, and manage the myriad teacher responsibilities in a typical school day. Participants will also learn de-escalation strategies for managing challenging student behavior. Crisis intervention, including proper restraint techniques will be learned for handling crisis situations. Participants will examine their own teaching styles and reflect on how this affects their classroom learning environment through written responses to articles. Participants will demonstrate an understanding of effective classroom management and de-escalation strategies for challenging student behaviors.

## 5. BUILDING COMMUNITY

Participants will understand the similarities and differences in human development and the characteristics between and among individuals with and without social/emotional disturbances. They will understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Participants understand how disabilities impact families, and the individual's ability to learn, interact socially and live as contributing community members.

## 5. EQUITABLE OUTCOMES

Participants will reflect on their management practices and situations that arise in their classrooms for social/emotional students with the goal of understanding how to create equitable outcomes through effective classroom management.

## 6. ASSESSMENT

Assessment is integral to the decision-making and teaching of social/emotional students, and educators use multiple types of assessment information for a variety of educational decisions. Educators 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.

### **TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

### **REQUIRED & RECOMMENDED READINGS:**

Canter, Lee. Assertive Discipline—New and Revised: Positive Behavior Management for Today's Classroom, Scotland, 2002.

Charles, Carol M. & Gail W. Senter. Building Classroom Discipline, 2010.

Elias, M.J., Bruene-Butler, L., Blum, L., & Schuyler, T. (1997) *How to Launch a Social & Emotional Learning Program*. Educational Leadership, 54, pp. 15-19.

- Feurborn, L., & Tyre, A. (2009). Practical Social-Emotional Learning Tools for Students with Specific Learning Disabilities in the United States of America. *The Journal of the International Association of Special Education*, 10(1), 21-26.
- Frank, Laurie. Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom, 2004.
- Glasser, William. Choice Theory in the Classroom, 1998.
- Greene, R. W. The explosive child: A new approach for understanding and parenting easily frustrated, "chronically inflexible" children. New York: HarperCollins, 2001.
- Greene, R.W. Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner, 2009.
- Hallahan, D.P., Kauffman, J.M., Lloyd, J.W., Weiss, M.P., & Martinez, E.A. (2005). *Learning Disabilities: Foundations, Characteristics, and Effective Teaching* (3<sup>rd</sup> ed.). Needham Heights, MA: Pearson Education Inc., Allyn and Bacon
- Henley, M., & Long, N. (2003). Helping Students with Emotional Problems Succeed. *Classroom Leadership*, 7(3).
- House, Samm N. Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies, Columbia, MO: Hawthorne Educational Services, 2002.
- Kauffman, J.M. (2005). *Characteristics of Emotional and Behavioral disorders of Children and Youth* (8th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Kohn, Alfie, Beyond Discipline, ASCD, 1996/2006.  
"Almost There, But Not Quite," *Educational Leadership*, March 2003.  
"The Limits of Teaching Skills," *Reaching Today's Youth*, Summer 1997.  
"Beyond Discipline," *Education Week*, November 20, 1996.  
"Discipline Is the Problem -- Not the Solution," *Learning*, October-November 1995 .  
"Rethinking Discipline: A Conversation with Alfie Kohn," *Growing Without Schooling*, May-June 1997.
- Merrell, K. W. (2008). *Behavioral, Social, and Emotional Assessment of Children and Adolescents* (3<sup>rd</sup> ed.). New York: Routledge/Taylor and Francis Publishing.
- Merrell, K. W., & Walker, H. M. (2004). Deconstructing a definition: Emotionally disturbed versus socially maladjusted and moving the EBD field forward. *Psychology in the Schools*, 41, 899-910
- Smith, D. (2010, September 1). From the Classroom to the Family Room: Using ABA for Best Behavior. *EP Magazine*.
- Taylor, George R. Practical Application of Classroom Management Theories into Strategies, 2004.

Walker, James E. & Thomas M. Shea. Behavior Management: A Practical Approach for Educators, New York: Macmillan Publishing Co., 1999.

Wong, Harry K. & Rosaemary T. The First Days of School: How to be an Effective Teacher, California: Harry K. Wong Publications, Inc., 1998.

### **EVALUATION METHODS:**

1. **One Page Response Journals:** Participants will be given an article to read. Participants should write a one page response to each article. Participants should respond to the article, not summarize it.
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment/Functional Behavior Assessment:** Functional behavioral assessment (FBA) is generally considered to be a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior. Functional behavioral assessment should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's IEP. An FBA looks beyond the behavior itself. The focus when conducting a functional behavioral assessment is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors. This broader perspective offers a better understanding of the function or purpose behind student behavior.

Using sample FBA, participants will design an assessment for a student who they have had or a fictitious student (student names should be changed for privacy purposes).

Participant Functional Behavior Assessments will include the following:

### **Required Elements**

- a description of the child's behaviors (20 points)
- a description antecedents (20 points)
- a description of the consequences (20 points)
- a description of the plausible function of the behavior (20 points)
- a proposal of interventions (20 points)

### **Bonus Elements**

- a chart and/or graph tracking behaviors
- a brief summary of observations completed

### **TESTING & GRADING:**

- 40% Written assignments (one page response journals)
- 30% Final assignment (Functional Behavior Assessment)
- 30% Active participation in online discussions

### **ADA Policy**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

## **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

## **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

## **TOPICAL TIMELINE:**

### **Week One:**

- Review syllabus
- Profile of the student diagnosed with an emotional disability
  - Definition
  - Characteristics

### **Other Assignments**

Online discussion of material posted.

### **Week Two:**

- Common Social/Emotional disorders
- Causes of Social/Emotional disorders

### **Required Readings**

Article on Social/Emotional disorders in schools.

### **Other Assignments**

One page written response.

### **Week Three:**

- Common School Assessments of Social/Emotional disorders
  - Functional Behavioral Assessment
  - Adaptive Behavior Assessment

### **Other Assignments**

Online discussion of posted material.

### **Week Four:**

- Applied Behavior Analysis and Positive Behavior Supports

### **Required Readings**

Article on Applied Behavior Analysis.

### **Other Assignments**

One page written response.

**Week Five:**

- Advocacy for Students with Emotional Disturbance and Behavioral Disorders

**Assigned Readings**

Article on social/emotional school programs.

**Other Assignments**

One page written response.

**Week Six:**

- Classroom management strategies: teaching and lesson planning.
- When should you call it a crisis situation?
- Preventing and handling crisis situations & disruptive behaviors.
- Crisis development and de-escalation strategies.

**Assigned Readings**

Article on classroom management of social/emotional disorders.

**Other Assignments**

One page written response.

Functional Behavior Assessment due.

*\* Syllabus is subject to change.*

**TOPICAL OUTLINE**

<b>Instructional Activity</b>	<b>Description of Activity</b>	<b>Time Spent</b>
<b>Week One:</b> <ul style="list-style-type: none"><li>● Review syllabus</li><li>● Profile of the student diagnosed with an emotional disability<ul style="list-style-type: none"><li>○ Definition</li><li>○ Characteristics</li></ul></li></ul> <b>Other Assignments</b> <p>Online discussion of material posted.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<b>Week Two:</b> <ul style="list-style-type: none"><li>● Common Social/Emotional disorders</li><li>● Causes of Social/Emotional disorders</li></ul> <b>Required Readings</b> <p>Article on Social/Emotional disorders in schools.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<p><b>Other Assignments</b> One page written response.</p>		
<p><b>Week Three:</b></p> <ul style="list-style-type: none"> <li>● Common School Assessments of Social/Emotional disorders <ul style="list-style-type: none"> <li>○ Functional Behavioral Assessment</li> <li>○ Adaptive Behavior Assessment</li> </ul> </li> </ul> <p><b>Other Assignments</b> Online discussion of posted material.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b>Week Four:</b></p> <ul style="list-style-type: none"> <li>● Applied Behavior Analysis and Positive Behavior Supports</li> </ul> <p><b>Required Readings</b> Article on Applied Behavior Analysis.</p> <p><b>Other Assignments</b> One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b>Week Five:</b></p> <ul style="list-style-type: none"> <li>● Advocacy for Students with Emotional Disturbance and Behavioral Disorders</li> </ul> <p><b>Assigned Readings</b> Article on social/emotional school programs.</p> <p><b>Other Assignments</b> One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b>Week Six:</b></p> <ul style="list-style-type: none"> <li>● Classroom management strategies: teaching and lesson planning.</li> <li>● When should you call it a crisis situation?</li> <li>● Preventing and handling crisis situations &amp; disruptive behaviors.</li> <li>● Crisis development and de-escalation strategies.</li> </ul> <p><b>Assigned Readings</b> Article on classroom management of social/emotional disorders.</p> <p><b>Other Assignments</b></p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

One page written response. Functional Behavior Assessment due.		
		Total 135 hours