

**BEHAVIORAL CHARACTERISTICS OF CHILDREN WITH DIVERSE NEEDS  
SPECIAL EDUCATION 245**

**ONLINE**

**Instructor:** Beverley H. Johns  
[beverley.johns@mac.edu](mailto:beverley.johns@mac.edu) or  
[bevjohns@juno.com](mailto:bevjohns@juno.com)

**Expectations of Instructor:**

Students will be provided a Powerpoint Presentation to accompany the chapters being studied. Case study evaluations will also be used. Each week, assignments will be posted with a deadline for response.

Utilizing Moodle, each week the instructor will post one question or one assignment pertaining to the particular chapter in the text on the discussion board. Students will also be provided with three statements about the week's content and will be expected to discuss which statements are true and which one is false. Students will be expected to provide at least three comments per week.

**Student Course Requirements:**

1. Students will develop a paper explaining a "facet of behavior or emotional disorder." Suggested topics are listed at the end of this syllabus, subjects may also include any topic covered in the textbook, or one of your choice with approval from the instructor. At least five (5) relevant books or refereed journal articles should be cited. Reference materials will be provided by the instructor and will be available to students in the MacMurray Library. At least three of the relevant books or articles must be sources found in recognized journals within the field of special education. Students should use the writing format developed in Rhetoric classes or use APA. Students will also post a one paragraph summary of their paper on the discussion board. (100 points for the paper and paragraph summary).  
CC2B, CC2F, CC2G, CC2J, CC3H, CC3K, CC5L, CC6B, C7Q, CC8K, LBS2C, LBS2D, LBS8A, LBS8B.
2. Students will conduct observations of 2 different BD classrooms or another type of classroom where students with emotional/behavioral disorders are included and report to the instructor. Observations should be for at least one hour each. Students will also write a 1-2 page paper with a critical analysis of the classrooms and the students in those classrooms—100 points total.  
CC2A, CC2J, CC5K, CC5L, CC5M, LBS2A, LBS2C, LBS3G, LBS8A.
3. Interview the 2 teachers of the classrooms observed using the interview instrument and provide a written summary to the instructor—75 points.
4. Students will prepare a list of 15 websites that are resources on various behavioral/emotional disorders and will write a short one paragraph

description of each of the websites and send via Word to the instructor—50 points. LBS8A.

5. Students may choose any or all of the following assignments:
  - a. Attend a CEC Chapter 99 meeting and write a one page report. (Worth 50 points each). Write up due no later than one week after the event.
  - b. Attend the Council for Children with Behavioral Disorders Drive-In Conference in Lisle and write a one page report. (Worth 150 points). Write up due no later than one week after the event.
  - c. Attend another conference or meeting with prior approval from the instructor. (Worth 50 points for half day and 100 points for full day). Write up due no later than one week after the event.
  - d. Keep a blog via Moodle reflecting about what you are learning in this class. (Worth 50 points). The blog should be started by the third week of class and an entry should be placed on the blog once a week.
  - e. Work with four other students using a Wiki to write a paper on a topic relevant to this course. The topic and the outline of who will write what part of the paper must be preapproved by the instructor. (Worth 50 points). It must be a different topic other than your major paper. Assignment due by Week 10.

(CC9D, CC9E, CC 9B, CC 8J, CC8D, CC2P, CC5K, LBS7A, LBS7B).

6. Participation in the Two Truths and a Lie discussion is worth up to 75 points.
7. Responses to the Chapter Questions will be worth up to 75 points.
8. Discussion of the Case Study Evaluations is worth up to 75 points.
9. A final exam will be given worth 150 points. Students with enough points for an A will not have to take the final exam.
10. Written assignments will be submitted via Word attachments.  
---Each assignment must use formal language rather than slang (e.g., students vs. kids)

\*\*\*Each day an assignment is turned in late results in a 20% loss of points.

\*\*\*All assignments must be done except for #5.

**Grading Scale**—A—650-750 points  
B—550-649 points  
C—450-549 points  
D—350-449 points  
F—below 350 points

**Text:** Kauffman, J. and Landrum, T. (2009). *Characteristics of emotional and behavioral disorders of children and youth, 9th Edition*. Upper Saddle River, New Jersey: Pearson.

**Kauffman, J. and Landrum, T. (2009). *Cases in emotional and behavioral disorders of children and youth. Second edition.* Upper Saddle River, New Jersey: Pearson.**

**Specific Description of the Course: This course introduces the student to the nature and characteristics of children and youth who demonstrate emotional/behavioral problems. This course focuses on the definition, theoretical models of emotional disturbance, identification and programming needs.**

**Goals:**

- 1. Students will become familiar with the nature, extent, and history of behavior disorders.**
- 2. Students will become familiar with the major causal factors of behavior disorders.**
- 3. Students will gain a basic understanding of conceptual approaches to the disability.**

**Objectives:**

**1. Illinois Professional Teaching Standard 2—Human Development and Learning.**

**The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.**

**2. Illinois Professional Teaching Standard 3—Diversity.**

**The competent teacher understand how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

**3. Illinois Professional Teaching Standard 4—Planning for Instruction.**

**The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.**

**4. Illinois Professional Teaching Standard 5—Learning Environment.**

**The competent 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.**

**5. Illinois Professional Teaching Standard 6—Instructional Environment.**

**The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.**

**6. Illinois Professional Teaching Standard 7—Communication.**

**The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**7. Illinois Professional Teaching Standard 8—Assessment.**

**The competent teacher understand various formal and informal assessment strategies and uses them to support the continuous development of all students.**

**8. Illinois Professional Teaching Standard 10—Reflection and Professional Growth.**

**The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.**

**9. Illinois Professional Teaching Standard 11—Professional Conduct and Leadership.**

**The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.**

**10. Illinois Common Core Standard for Special Educators Standard 2—  
Characteristics of Learners**

**CC2B--The competent special education teacher understands the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.**

**CC2F—The competent special educator understands major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities.**

**C2G—The competent special educator understands medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social, and emotional behaviors.**

**CC2J—The competent special educator understands differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning.**

**CC2K—The competent special educator understands the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.**

**CC 2L—The competent special educator understands the effects of the cultural and environmental milieu of the child and the family on behavior and learning.**

**CC2N—The competent special educator understands the impact of sensory disabilities on development, learning and behavior.**

**CC2O—The competent special educator understands the effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.**

**CC2P—The competent special educator accesses information on exceptional conditions when planning educational or transitional programs.**

**CC2Q—The competent special educator uses knowledge of a student’s cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.**

**11. Common core standard for special educators--Standard 3—Assessment.**

**CC3H—The competent special education teacher understands a variety of procedures for identifying students’ learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.**

**CC3K—The competent special education teacher gathers background information regarding academic history.**

**12. Common core standard for special educators—Standard 4—Planning for Instruction.**

**CC4U—The competent special education teacher integrates related services into the instructional program.**

**13. Common core standard for special educators—Standard 5—Learning Environment**

**CC5K—The competent special education teacher understands issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.**

**CC5L—The competent special education teacher understands how to identify realistic expectations for student behavior in various settings.**

**14. Common Core Standard for Special Educators—Standard 6—Instructional Delivery.**

**CC6B--The competent special education teacher understands how cultural and gender differences affect communication.**

**15. Common Core Standard for Special Educators—Standard 7—Collaborative Relationships.**

**CC7E--The competent special education teacher understands the effects of family and community on development, behavior and learning.**

**CC7Q—The competent special education teacher communicates with general educators administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.**

**16. Common Core Standard for Special Educators—Standard 8—Professional Conduct and Leadership.**

**CC8D—The competent special education teacher understands consumer and professional organization, publication, and journals relevant to individuals with disabilities.**

**CC8F—The competent special education teacher demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.**

**CC8G—The competent special education teacher demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.**

**CC8H—The competent special education teacher promotes and maintains a high level of integrity in the practice of the profession in accordance with the professional ethical standards set forth in “What Every Special Educator Must Know: The Standards for the Preparation and Licensure of Special Educators” (2000) published by the Council for Exceptional Children, Arlington, Virginia (No later amendments to or editions of these standards are incorporated by this rule.)**

**CC8I—The competent special education teacher exercises objective professional judgment in the practice of the profession.**

**CC8J—The competent special education teacher engages in professional activities that benefit individuals with disabilities, their families, and/or colleagues, including participation in the activities of professional organizations relevant to individuals with disabilities.**

**CC8K—The competent special education teacher recognizes signs of emotional distress, child abuse, and neglect and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities.**

**CC8L—The competent special education teacher maintains confidentiality of medical and academic records and respect for privacy of individuals with disabilities.**

**CC8M—The competent special education teacher maintains ethical responsibility to advocate for the least restrictive environment and appropriate services.**

**17. Common Core Standard for Special Education Teachers—Standard 9—  
Reflection and Professional Growth.**

**CC9B—The competent special education teacher understands the benefits and strategies of mentorship.**

**CC9C—The competent special education teacher understands the central concepts and methods of inquiry for reflecting on practice and problem-solving.**

**CC9D—The competent special education teacher reflects on his or her practice to improve instruction and guide professional growth.**

**CC9E—The competent special education teacher ensures that his or her professional development plan includes activities to remain current regarding research-validated practice.**

**18. Illinois Standard for Learning and Behavioral Specialist I—Standard 2—  
Characteristics of Learners.**

**LBS2A—The competent learning behavior specialist understands the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning.**

**LBS 2B—The competent learning behavior specialist understands the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.**

**LBS2C—The competent learning behavior specialist understands the unique impact of multiple disabilities on learning and behavior.**

**LBS2D—The competent learning behavior specialist provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents and employers as appropriate.**

**19. Illinois Standard for Learning and Behavioral Specialist I—Standard 3—  
Assessment.**

**LBS3N—The competent learning behavior specialist determines strengths and needs of individual students in the area of reading.**

**20. Illinois Standard for Learning and Behavioral Specialist I—Standard 7—  
Collaborative Relationships.**

**LBS7A—The competent learning behavior specialist understands collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).**

**LBS7B—The competent learning behavior specialist collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.**

**21. Illinois Standard for Learning and Behavioral Specialist I—Standard 8—  
Professional Conduct and Leadership.**

**LBS8A—The competent learning behavior specialist understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students.**

**LBS8B—The competent learning behavior specialist practices within his or her own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.**

**LBS8C—The competent learning behavior specialist demonstrates an ethical responsibility to advocate for the least restrictive environment and appropriate services.**

**LBS8D—The competent learning behavior specialist engages in professional activities that benefit students with disabilities.**

**22. Illinois Technology Standard 4—Social, Ethical, and Human Issues.**  
**The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.**

**23. Illinois Technology Standard 7—Research, Problem Solving, and Product Development.**

**The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.**

### **Student Expectations:**

Assignments and the final, etc. are expected to be completed and submitted to the instructor by the deadline, unless other specific arrangements have been made.

The student will demonstrate knowledge of:

1. The philosophical, historical, and legal foundations of behavior, its impact on general education and special education.
2. How disabilities impact the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).
3. The educational assessment process in regards to behavior and intervention.
4. How students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners.
5. Individual and group motivation and behavior to create a positive learning environment, positive social interaction, active engagement in learning, and self-motivation.

**Participation:** 1. Individuals learn best through active participation with other individuals and learning materials.

2. Quality verbal skills are essential for educators.

--Both of these principles suggest that in order to maximize a student's educational experience, a high level of class participation through discussion boards is required. They also require that the student articulate his/her ideas in a logical and grammatically correct manner.

**Week 1—Introductions—Syllabus review and getting to know you.  
Assignment for next week: Chapter 1 and 2**

**Week 2— Discussion of Chapter 1 and 2  
Assignment for next week: Chapter 3 and 4**

**Week 3 and 4—Definitions and Historical Perspective  
Screening, Classification, and Evaluation for Instruction  
Assignment for week 5: Chapter 5 and 6**

**Week 5 —Website assignment due  
Conceptual Models  
Biological Model/Family Factors/School Factors  
Assignment for next week: Chapter 7 and 8 and 9**

**Week 6 and 7--Attention and Activity Disorders and Overt and  
Covert Conduct Disorders  
Assignment for next week: Chapter 10, 11 and 12**

**Week 8—  
Delinquency, Substance Abuse, and Early Sexual Activity  
Anxiety and Related Disorders  
Assignment for after break: Chapters 13  
Classroom Observations and Teacher Interviews due**

**\*\*\*Break**

**Week 9  
Delinquency, Substance Abuse, and Early Sexual Activity  
Anxiety and Related Disorders  
Assignment for next week: Chapter 14**

**Week 10  
Depression and Suicidal Behavior  
Assignment for next week: Chapters 15-16  
If doing Wiki assignment, due  
Final Project Due**

**Week 11—Observations due  
Schizophrenia  
Assignment for next week: Chapter 17**

**Week 12—  
Pervasive Developmental Disorders  
Assignment for next week: Chapter 18**

**Week 13—  
Pervasive Developmental Disorders (continued)**

**Week 14—Review**

**Week 15—Final**

**Possible research topics  
Tourette's Syndrome  
Obsessive Compulsive Disorder  
FAS  
Oppositional Defiant Disorder  
Fragile X Syndrome  
Prader Willi Syndrome  
Elective Mutism  
Substance Abuse  
Sexual Disorders  
Elimination Disorders**

**Reactive Attachment Disorder**  
**Autism**

**INTERVIEW WITH A TEACHER OF STUDENTS WITH  
EMOTIONAL/BEHAVIORAL DISORDERS**

**Name of individual conducting interview:**

**Name of teacher being interviewed:**

**Date:**

**Location of Interview:**

**How long have you been teaching?**

**What age and grade levels are the students you serve?**

**In what type of setting do you work? (Resource, Self-Contained Class in a Regular School building, Specialized School, other)**

**Describe the characteristics of the students you serve:**

**What has been the most effective technique you have found in your classroom?**

**What has been your greatest challenge?**

**Why did you choose this field of work?**

Name \_\_\_\_\_

## CLASSROOM OBSERVATION

**Date of Observation:**

**Location of Classroom:**

**Type of classroom including grade level:**

**Provide a description of the students in the class:**

**Lessons and Activities Being Taught During the Observation:**

**Rules being utilized within the classroom:**

**Positive Aspects of the Observation:**

**Greatest Challenges Faced in the Classroom:**

**The most memorable part of the visit:**

**What are two things you learned from this observation?**