

Mayville State University

SPED 584, Emotional Disturbances

Spring 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information: carly.theis@mayvillstate.edu (preferred) Office 116E (701)788-4821 (Office)

Hours of Availability: M-F (8:00 a.m.- 4:00 p.m.) *Or by appointment

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom Link: <https://mayvillestate.zoom.us/j/6441539225>

Course Materials and Technologies

Required

Yell, M. L., Meadows, N., Drasgow, E., & Shriner, J. (2013). Evidence-based practices for educating students with emotional and behavioral disorders. Pearson.

Course Description

This master's level research-based course will provide comprehensive information on characteristics, methods and materials for children, youth and young adults with emotional and behavioral disorders. Course instruction will focus on definitions, prevalence, causes, assessment, education service placements, functional behavior assessment, basics of applied behavior analysis and Positive Behavior Supports, advocacy, and current issues in the field. Students will identify and research an area of professional practice they would like to improve and use course concepts, content knowledge, and research practices to create an action intervention plan for use in the associated practicum. This information will benefit all educational personnel and related service providers.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by [ND ESPB](#):

- 1. Understand Key Concepts (CEC 2, CAEP A1.1):** Students will gain a comprehensive understanding of the definitions, prevalence, and causes of emotional and behavioral disorders in children, youth, and young adults.
- 2. Assessment Proficiency (CEC 1, CAEP A 1.1):** Students will develop skills in assessing emotional and behavioral disorders, including conducting functional behavior assessments and applying basics of applied behavior analysis.
- 3. Educational Service Knowledge (CEC 3, CAEP A1.1):** Students will learn about various educational service placements and Positive Behavior Supports, and how these can be effectively utilized to support individuals

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with emotional and behavioral disorders.

4. Advocacy Skills (CEC 5, CAEP A1.2): Students will enhance their ability to advocate for children, youth, and young adults with emotional and behavioral disorders, understanding current issues and policies in the field.

5. Research and Application (CEC 4, CAEP A1.1): Students will identify an area of professional practice they wish to improve, conduct research, and apply course concepts to create an action intervention plan for use in their practicum.

6. Professional Development (CEC 6, CAEP A1.1): Students will integrate course content and research practices to enhance their professional practice, benefiting all educational personnel and related service providers.

Program Student Learning Outcomes (SLOs) Addressed in This Course

Standards:

Council for Exceptional Children (CEC) Advanced Standards:

- **Standard 1: Assessment:** Special Education specialists use valid and reliable assessment practices to minimize bias.
- **Standard 2: Curricular Content Knowledge:** Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- **Standard 3: Programs, Services, and Outcomes:** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- **Standard 4: Research and Inquiry:** Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards:

Standard RA.1: Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Introduces/Reinforces SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Introduces/Reinforces SLO #4: Students will take responsibility for student learning collaborative relationships, their own professional growth, and the advancement of the profession.

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Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, carly.theis@mayvillstate.edu. The instructor usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number: (701)778-4821. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.
- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Assignments and Assessments

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required for successfully completing this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Student preparation for class is not only important to meet the learning objectives for the course, but more importantly, for their use of concepts/content in their future professional application.

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- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research or other pertinent course information. *Use appropriate citation and reference* formatting when referring to any resources. **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address as this is designated as the official communication method for the university.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.
- **Adhere to the code of student conduct found in the MaSU Student Handbook:** <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.**
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01>.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates and participate in all aspects of this course in a professional manner.

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Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted as highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

Attendance/Participation Policies

Students are expected to attend and participate in class. Consistent engagement ensures that you stay up-to-date with announcements, discussions, and assignments. Your active participation in discussion forums is crucial. It allows you to share insights, learn from others, and deepen your understanding of the material. Students are expected to submit all assignments by the specified deadlines to help reinforce your learning and demonstrate your understanding of the material.

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments may require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Weekly Discussion Posts and Responses:** Completion of weekly course discussions with responses are required as part of the reflective learning process and will be an expectation of the course. Specific instructions and due dates for each post will be outlined each week on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.

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- **Assessments:** Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

1.) Project Emotional Disabilities: (50 points) Due : February 25th

This project is a compilation of instructional strategies and techniques for students with many types of emotional disturbances and will be implemented in the practicum course SPED 585. You will choose a digital presentation style to organize and submit the required components (website, Prezi, narrated PowerPoint, Word or PDF document/report etc..) and keep for use in your future teaching. Strategies will be collected throughout the semester from: readings, articles, recommended websites, outside texts, library materials and catalogues. A detailed assignment sheet will be provided.

Educational Service Knowledge (CEC 3, CAEP A1.1): Students will learn about various educational service placements and Positive Behavior Supports, and how these can be effectively utilized to support individuals with emotional and behavioral disorders.

Advocacy Skills (CEC 5, CAEP A1.2): Students will enhance their ability to advocate for children, youth, and young adults with emotional and behavioral disorders, understanding current issues and policies in the field.

Professional Development (CEC 6, CAEP A1.1): Students will integrate course content and research practices to enhance their professional practice, benefiting all educational personnel and related service providers.

2.) Emotional Disturbances Research Paper (20 points) Due: March 1st

Read two research articles from professional journals on a single topic related to Emotional Disturbances (e.g., specific disorders, assessment, effective programs, instruction, behaviors, socialization, high school drop outs, juvenile detention, medications, etc.). Summarize the findings of each article. Then compare/contrast the findings with information from the course and textbook. Describe the relevance of this information to your understanding of working with individuals with ED. You must include a title page, reference page and complete the paper using APA format. This paper would be 5-8 pages including the cover and reference pages. A detailed assignment sheet will be provided.

Research and Application (CEC 4, CAEP A1.1): Students will identify an area of professional practice they wish to improve, conduct research, and apply course concepts to create an action intervention plan for use in their practicum.

3.) Assignments (30 points) Due: Weekly-Variou Due Dates

There will be a number of reading guides, graphic organizers, instructional examples and study guides to complete. The focus of our assignments is interpretation and synthesis of materials as well as completion of an IEP. We will explore different dimensions of issues and ideas. These assignments will be checked for completion at the end of each week. All assignments build on each other and work towards the end of the semester IEP that will be written. It is critical that students take the time to understand the material and interact with the discussion boards.

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Understand Key Concepts (CEC 2, CAEP A1.1): Students will gain a comprehensive understanding of the definitions, prevalence, and causes of emotional and behavioral disorders in children, youth, and young adults.

Assessment Proficiency (CEC 1, CAEP A 1.1): Students will develop skills in assessing emotional and behavioral disorders, including conducting functional behavior assessments and applying basics of applied behavior analysis.

Educational Service Knowledge (CEC 3, CAEP A1.1): Students will learn about various educational service placements and Positive Behavior Supports, and how these can be effectively utilized to support individuals with emotional and behavioral disorders.

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Grading Scale

100-94%=A 93-87%=B 86-80%=C 79-70%=D 69-0%=F
A: 125- 118 pts. B: 117-109 pts. C: 108-100 pts. D: 99-88 pts. F: 87-0 pts

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Activity	No. of Occurrences	Points Possible
Project ED	1	50
Emotional Disturbances Research Project	1	20
Class Assignments	8	55

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz.

Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

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Proctor Notification

No proctors are required for this course.

Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct instruction
- Discovery Learning
- Reflection
- Discussion Forums
- Voice Threads
- Presentation

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor. You can find specific due dates in the “What to Expect This Week” tab in each lesson.

Week	Topics	Due Dates:
#1	Intro What is Emotional Disturbance?	Week 1 Quiz: 1/19 Voice Thread Enrollment Verification: 1/16
#2	Assessment of Students with Emotional & Behavioral Disorders	Week 2 Discussion Board: 1/26
#3	Applied Behavior Analysis Functional Behavioral Assessments, Behavior Intervention Plans, and the Collection of Student Data	Week 3 Quiz: 2/2 Week 3 Discussion Board: 2/2

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#4	Cognitive Behavioral Interventions Social Skills Instructions	Project Ed- 1 st Check In: 2/9 Week 4 Assignment 2/9
#5	Developing Educationally Meaningful and Legally Sound Individualized Education Programs Classroom and Behavior Management 1: Preventing Problem Behavior in the Classroom	Classroom Management Preventing Problem Behaviors Voice Thread: 2/16
#6	Classroom and Behavior Management II: Responding to Problem Behavior Classroom and Behavior Management II: Intervening with Problem Behavior	Project Ed- 2 nd Check In: 2/23 Week 6 Assignment: 2/23
#7	Teaching Students with EBD I: Effective Teaching Teaching Students with EBD II: Evidence-Based Instructional Procedures	Project LD: 3/2 Chapters 12&13 VoiceThread: 3/2
#8	Teaching Students with EBD III: Planning Instruction and Collecting Data to Monitor Student Progress	Week 8 Quiz: 3/7 ED Research Paper: 3/7

References / Bibliography

Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

Kauffman, J.M., & Landrum T. J. (2012). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. (10th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN# 978-0-13-265808-9

Kauffman, J.M., & Landrum T. J. (2013). *Cases in Emotional and Behavioral Disorders of Children and Youth*. (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN# 978-0-13-268466-8

Shepard, T. (2009). [Working with students with emotional and behavior disorders: Characteristics and teaching strategies](#). Upper Saddle River, NJ: Pearson.

North Dakota Department of Public Instruction. (2007). *Guidelines: Resources for working with children, youth and young adults with emotional disturbance in North Dakota*. Bismarck, ND: Author.

Webber, J. and Plotts, C. (2008). *Emotional and behavioral disorders: Theory and practice* (5th ed.). New York: Pearson