A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

The course is an introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family and community settings. A 20-hour approved clinical experience at the K-12 level is required. Prerequisites: SPED 5600.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Assess, implement, and identify specific content addressing criteria of EBD, as well as effectively instructing students identified with an Emotional and Behavioral disability.
D. LEARNING OUTCOMES (General)
1. A. Foundational knowledge. A teacher of special education: emotional or behavioral disorders understands the foundations of special education services for students with emotional or behavioral disorders on which to base practice. The teacher demonstrates knowledge of the:

2. (1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to the education of students with emotional or behavioral disorders.

3. (2) differing perspectives and terminology of emotional behavioral disorders within mental health, legal, social welfare, and education systems.

4. (3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, including those from culturally and linguistically diverse backgrounds.

5. (4) etiology, characteristics, and classifications of emotional behavioral disorders.

6. (5) research-based theories of social, emotional, and behavioral development.

7. (6) impact of gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions of student behavior.

8. (7) impact of coexisting conditions or multiple disabilities on behaviors and the similarities, differences, and interactions between emotional or behavioral disorders and other disability areas and their effects on learning.

9. (8) impact of abuse and chemical dependency on students and their families.

10. (9) factors that build and support student resiliency.

11. (10) impact of attributions, anxiety, withdrawal, and thought disorder on behavior.

12. (11) major mental health disorders manifested at different points across the life span and the implications for education.

13. B. Referral, evaluation, planning, and programming. A teacher of special education: emotional or behavioral disorders understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with emotional or behavioral disorders. The teacher must be able to:

14. (1) collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation process.

15. (2) select, administer, and interpret formal and informal assessments for students with emotional or behavioral disorders, accounting for technical adequacy and ethical concerns and communicate the results to students, families, teachers, and other professionals.

16. (3) adapt and modify assessment tools and methods to determine the skills, abilities, and needs of students with emotional or behavioral disorders.

17. (4) interview, conduct structured observations, and document behavior in school and non-school settings for the purposes of evaluating for eligibility and planning, developing, and implementing individualized education programs.

18. (5) complete, as a member of a team, a systematic, functional behavior assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan.

19. (7) address factors such as gender, socioeconomic status, familial background, and cultural and linguistic diversity that influence the disproportional identification of students with emotional or behavioral disorders.

20. C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: emotional behavioral disorders understand how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with emotional or behavioral disorders. The teacher must be able to:

21. (2) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavior support plan across settings and personnel.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted