A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*

Prerequisites:
SPED 5630 - Teaching the Learner with Emotional Behavioral Disorders I; OR
ED 3630 - Teaching The Learner With Emotional/Behavioral Disorders

Corequisites: None
MnTC Goals: None

The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 20-hour approved clinical experience from 9-12th grade. Prerequisites: SPED 5600, SPED 5630.

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

C. OUTLINE OF MAJOR CONTENT AREAS

1. use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

2. apply individual positive behavioral interventions and support practices for managing behavior and meeting specific educational and social needs, design a functional and safe classroom, and establish consistent classroom routines for students with emotional or behavioral disorders
D. LEARNING OUTCOMES (General)
1. (13) legal provisions related to the juvenile justice, mental health, and educational systems including understanding reporting mandates and confidentiality regulations.
2. (14) impact of school personnel and environments on maintaining or changing student behavior.
3. 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:
4. (6) integrate multiple sources of data, including information available from students, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans.
5. levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.
6. 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:
7. (1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and mathematics with characteristics of emotional or behavioral disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards.
8. (3) collect and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors.
9. (4) provide access to grade level content standards by applying principles of universal design for learning and assistive technologies and selecting, developing, monitoring, modifying, and adjusting materials and instruction for students with emotional or behavioral disorders.
10. (5) select, implement, evaluate, and modify evidence-based instructional strategies for social and emotional skills development for students with emotional or behavioral disorders.
11. (6) apply ethical and legal considerations in the selection and use of behavioral interventions that are generally available.
12. (9) construct instructional sequences to teach transition and generalization skills based on the cognitive, social, emotional, and academic strengths of each student and plans for transition from school to postsecondary training and employment.
13. D. Collaboration and communication. A teacher of special education: emotional or behavioral disorders cultivates and maintains positive, collaborative relationships with students, families, other professionals, and the community to support student development and educational progress. The teacher must be able to:
14. (1) collaborate with children and youth and their families in making choices and accessing community-based services and advocacy organizations that support positive outcomes for students across the life span.
15. (2) identify and coordinate interagency services, networks, agencies, and organizations for students with emotional or behavioral disorders to support their educational programs.
16. (3) understand issues involved and apply supportive strategies needed when transitioning students with emotional or behavioral disorders into and out of alternative environments, including psychiatric hospitals, juvenile justice system, correctional facilities, and residential treatment centers.
17. (4) understand and communicate educational roles and shared responsibilities of educators, paraprofessionals and other staff when collaborating for the consistent implementation of positive behavior supports and academic instruction across environments.
18. (5) recognize the roles and responsibilities of mental health professionals in providing services to students with emotional or behavioral disorders and how these roles differ from that of the special education teachers.
19. (6) consult and collaborate with early childhood educators to address the challenging behaviors of students in a prekindergarten setting.
20. (7) provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies.

21. (8) promote collaborative practices that respect individual and family culture and values relative to the impact that emotional or behavioral disorders may have on the individual and family across the life span.

22. (9) access and evaluate information, research, and emerging practices relevant to the field of emotional or behavioral disorders through consumer and professional organizations, peer-reviewed journals, and other publications.

23. (10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with students and their families.

24. 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:
   (12) connection of functional behavioral assessments and behavior intervention plans to principles of individual positive behavior interventions and supports.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted