

# Minnesota State University Moorhead

## SPED 478: Educational Interventions: Emotional/Behavioral Disorders

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SPED 473 - Emotional/Behavioral Disorders; OR

SPED 455 - Characteristics of Students with Learning and Behavior Problems; OR

SPED 471 - Behavior and Environment Management

Corequisites: None

MnTC Goals: None

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. Prerequisite substitutions require instructor consent.

### B. COURSE EFFECTIVE DATES: 05/24/2004 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Review of behavioral management models, theories, and definitions (e.g. reinforcement, extinction, punishment)
2. Ethical issues and legal provisions in treating behavior and instructional problems, reporting mandates and confidentiality regulations
3. School safety and safety procedures, schoolwide positive behavior intervention and support (PBIS)
4. Understanding and develop of IEP's, integrating sources of formal and informal assessment data, developing behavior goals and objectives, functional behavioral assessments, and behavioral support plans
5. Placement options and required levels of support
6. Progress monitoring and recording behaviors
7. Early childhood mental health
8. Classroom management strategies and effective interventions, social skills
9. Curriculum and lesson planning, effective lesson formats and instruction, Universal Design for Learning
10. Collaboration and communication needs, shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of individualized positive behavioral supports and academic instruction across environments
11. Transition planning and generalization skills
12. Use of evidence-based practices, alignment to grade level standards, incorporating academic and non academic goals, scientifically-based research interventions (SBRI), response to intervention (RTI)
13. Triangulation and integration of sources, and interagency services, networks, and organizations
14. Assistive technology
15. Continued professional development

## **D. LEARNING OUTCOMES (General)**

1. Student will connect functional behavioral assessments and behavior intervention plans to principles of individual behavioral interventions and supports to develop, implement, monitor, evaluate, and revise, as needed an individual positive behavioral support plan across settings and personnel
2. Students will understand the legal provisions related to juvenile justice, mental health, and educational systems including understanding reporting mandates and confidentiality regulations
3. Students will be able to elect, 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 professionals
4. Students will be able to complete a functional behavioral 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 behavioral support plan
5. Students will be able to design individualized program plans by Integrating multiple sources of data, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and non academic goals
6. Student will understand and apply evidence-based instruction, including scientifically-based research interventions in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards
7. Students will understand how to collect and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors
8. Students will be able to provide access to grade level standards by applying principles of universal design for learning and assistive technologies and selecting, developing, monitoring, modifying, and adjusting materials and instruction for students wit emotional or behavioral disorders
9. Students will be able to select, implement, evaluate, and modify evidence-based instructional strategies for social and emotional skills development for students with emotional or behavioral disorders
10. Students will understand the ethical and legal considerations in the selection and use of behavioral interventions and to apply safety procedures used in emergency situations
11. Students will understand and apply effective individual positive behavioral interventions and supports 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
12. Student will understand the process to teach transition and generalization skills based on the cognitive, social, emotional, and academic strengths of each student and plan for transition from school to postsecondary training and employment.
13. Students will identify and coordinate interagency services, networks, and organizations for children and youth with emotional or behavioral disorders to support their education programs
14. Students will understand issues involved and apply strategies needed when transitioning children and youth with emotional or behavioral disorders into and out of alternative environments, including psychiatric hospitals, juvenile justice system, correctional facilities and residential treatment centers.
15. Students will understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of individualized positive behavioral supports and academic instruction across environments.
16. Students will be able to consult and collaborate with early childhood educators to address the challenging behaviors of children and youth in pre-kindergarten setting
17. Students will understand how to 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
18. Students will understand the importance of continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted