

I & L 2522: Educating Students with Emotional Disturbance
Spring 2019 Section 1205
Course Syllabus

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Class Meeting: 4120 Posvar Hall; Mondays (4:30-7:10pm)

EBPs covered in this course:

- Use of Praise (#24)
- Opportunities to Respond (#26)
- Token Economies (#41)
- Self-Management (#27)
- Functional Behavior Assessment (#10)
- High-P Sequence (#25)
- Choice Making (#28)
- Pre-correction (#29)
- Social Skills Instruction (#40)
- Functional Assessment Based Intervention (#52)
- Multi-tier System of Supports (#53)
- Systematic Screening of Behavior Disorders (#54)
- Positive Behavior Support (#4)
- Functional Analysis (#11)
- Parent Participation Involvement (#6)

Technology Integration:

Digital Case Study

- This course will utilize the *Khristian Digital Case Study*. The case studies were developed in local schools and include interviews, sample instructional and assessment tasks, behavioral observations and relevant education documents of adolescents with disabilities. The case studies are stored on course web and will be used in class and as homework assignments to provide a common set of experiences for discussion and instruction.

Course Description: This course focuses on the provision of support to students with emotional and behavior disorders in academic settings. The central theme will focus on the development of assessment-based interventions that address interfering behavior, academic learning problems, and/or difficulties in interpersonal relationships. Evidence-based approaches as well as practices required by the Individuals with Disabilities Education Improvement Act will be emphasized.

Required Textbooks:

Downing, J. A. (2007). *Students with emotional and behavioral problems. Assessment, management, and intervention strategies*. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-039476-9

Articles and Selected Readings (provided on CourseWeb: Other Readings TBD):

- Bradley, R., Doolittle, J., & Bartolotta, R. (2008). Building on the data and adding to the discussion: The experiences and outcomes of students with emotional disturbance. *Journal of Behavioral Education, 17*, 4-23.
- Chen, K. (2006). Social skills intervention for students with emotional/behavioral disorders: A literature review from the American perspective. *Education Research and Reviews, 1*, 143-149.
- Friend, M. & Bursuck, W. D. (2006) *Including students with special needs (4th ed.)*. Boston: Pearson.
- Kostewicz, D. E., Ruhl, K. L., & Kubina, R. M. (2008). Creating classroom rules for students with emotional and behavioral disorders: A decision making guide. *Beyond Behavior, 17*, 14-21.
- Lane, K. L., & Beebe-Frankenberger, M. (2007). *School-based Interventions: The tools you need to succeed*. Boston: Allyn and Bacon.
- Latham, G. (1994). *The power of positive parenting*. North Logan, UT: P&T ink.
- Latham, G. (1998). *Keys to classroom management*. North Logan, UT: P&T ink.
- Maag, J.W. (2006). Social skills training for students with emotional and behavioral disorder: A review of reviews. *Behavioral Disorders, 32*, 5-17.
- Pierce, C. D., Reid, R., & Epstein, M. H. (2004). Teacher-mediated interventions for children with EBD and their academic outcomes: A review. *Remedial and Special Education, 25*, 175-188.
- Ryan, J. B., Reid, R., & Epstein, M. H. (2004). Peer-mediated intervention studies on academic achievement for students with EBD: A review. *Remedial and Special Education, 25*, 330-341.
- Sidman, M. (1989). *Coercion and its fallout*. Boston: Authors Cooperative Inc.
- Skiba, R. J. (2002). Special education and school discipline: A precarious balance. *Behavioral Disorders, 27*, 81-97.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10*, 349-367.
- Zigmond, N. (2006). Twenty-four months after high school: Paths taken by youth diagnosed with severe emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 14*, 99-107.

Specific Objectives:

The student will:

1. Identify, analyze, and synthesize legal/procedural requirements and issues related to the education and discipline of students with emotional and behavior disorders.
2. Compare and contrast perspectives on current educational terminology, definitions, and identification criteria of students with emotional and behavior disorders.
3. Identify characteristics of students with emotional and behavior disorders.
4. Demonstrate skill in the completion of a comprehensive Functional Behavior Assessment (FBA) that includes: describing, operationalizing, and prioritizing problem behavior/situations; selecting appropriate measurement tools; collecting, analyzing, and integrating information from a variety of sources; and making/evaluating data-based programmatic decisions.
5. Demonstrate skill in the development of a comprehensive Positive Behavior Support Plan (PBS) that integrates academic instruction, affective education, and positive behavior interventions for students with emotional and behavior disorders.
6. Demonstrate skill in organizing and modifying instructional environments to facilitate learning and age-appropriate social behavior of students with emotional and behavior disorders.
7. Demonstrate skill in the identification, selection, and use of evidence-based instructional practices to influence learning and adjustment of students with emotional and behavior disorders.
8. Demonstrate skill in providing opportunities for students to learn and practice self-determination for making day-to-day and major life decisions.
9. Identify strategies to prevent the occurrence of or minimize the effects of various kinds of behaviors (e.g., disruptive, aggressive, self-stimulatory) in the classroom.

10. Identify various sources and methods for obtaining information about clinical diagnoses and treatment of individuals with behavioral health issues.
11. Identify techniques for collaborating with parents and other educational and non-school personnel/organizations involved in the support of students with emotional and behavior disorders.

Methods of Instruction: Quizzes, lecture, demonstration, case studies, large and small group activities, and discussion.

Assignments and Evaluation:

Class Attendance: My expectation: you will attend all sessions. I will take attendance at the start of each class. If you cannot attend class due to illness or other extenuating circumstances, inform me via email or office voice mail **prior** to the start of class. You are responsible for the content and for contacting a classmate for the notes and announcements. Students may have 2 absences (either unexcused or excused) during the semester. Each subsequent absence after 2 results in a 2 point deduction from your final grade.

NOTE: In-class group, individual activities (i.e., assignments counting toward class participation), AND reading quizzes cannot be made up.

Class Participation (Total of 20 pts. over the course of the class): Includes contributions to whole-class discussion, feedback, and questions during lectures and participation in group assignments.

Reading Quizzes (4 best scores @ 10 points each: total of 40 points): Multiple times during the semester, you will be given a short quiz at the beginning of the class asking questions about the readings from the week. The question format may follow any combination of multiple choice, matching, true/false, and/or short answer.

Reading Reactions (3 pts each: Total of 9 points): Complete a *one-page-long* reading reaction on the assignment provided by the instructor answering **ANY ONE** of these three questions:

1. Describe an interesting/appealing/insightful/perspective or idea that you agree with or endorse that was presented in the reading.
2. Describe contentious/confusing/distasteful ideas that you disagree with that were presented in the readings.
3. Based on your understanding of the reading, what question do you have regarding either the content or its application to students with E/BD.

Case Study FBA/PBSP (10 total: 5 points for each): Complete with a small group of your peers a FBA and PBSP for a written case study.

Video Case Study FBA/PBSP (20 Points: 10 points for each): Complete independently a FBA and PBSP base on the video case study which will be available online.

Operational Definition of Problem Behavior: (5 pts.: full details available online and will be discussed in an upcoming class) : Based on the needs of the students in your placement, you will identify 3 possible target behaviors to use for your FBA assignment below. The student must be exhibiting a behavior that meets the following requirements:

- The behavior(s) affect(s) learning of the student or others in the environment.
- Intuitive interventions have not been effective and informal observation has not yielded a thorough understanding of the behavior(s).
- The behavior(s) is/are intense or occur(s) in great frequency

This exercise will be of more benefit to you if the behavior(s) also meets the following:

- The behavior(s) could place the student at risk for being placed in a more restrictive setting

- The behavior(s) pose(s) a barrier to enhancing the student's quality of life, such as developing friendships, obtaining or retaining a job, etc.

Determining appropriate data collection procedures (5 pts.: full details available online and will be discussed in an upcoming class): Different behaviors require different data collection methods. You will measure your chosen target behavior different ways (not all on the same day). At the end of the assigned class, you will choose one way to take data for the remainder of the class and your rationale for that choice.

Functional Behavior Assessment (Full FBA 65 pts., full details available online and will be discussed in an upcoming class): You will complete a Functional Behavior Assessment (FBA) on a student with whom you are or can be in weekly contact in a learning or therapeutic environment, preferably one with whom you share (or will share) a teacher/student relationship, or one for whom you have the opportunity to consult/collaborate with other involved professionals on a regular basis.

Positive Behavior Support plan (PBSP) (Full PBSP 45 pts.; full details available online and will be discussed in an upcoming class): You will develop a Positive Behavior Support Plan (PBSP), based on your observations and functional assessment data *using the format provided by the course instructor.*

Assignment Notes:

1. All assignments are to be typed -- double-spaced, 12 pt., Times, Bookman, Times New Roman or equivalent font (exception: observation or assessment data does not need to be typed; however, assignments/reports related to that data must be typed) and due by the start of class (day of week TBA).
 - a. Late assignments will be accepted up to 48 hours after the original due date (CLASS TIME 7:30pm) at a 20% grade reduction.
 - b. No assignments will be accepted after this time. *Special circumstances will be considered if discussed with me PRIOR to the assignment being late.*
 - c. Any handwritten assignments or assignments not following afore mentioned format will be returned during the next class, considered late (20% penalty), and due via email (or dropped off to my office) by 12:00pm the next day. If the assignment is not in my email inbox or office by 12:00pm, it will not be accepted.
 - d. With the exception of late submissions, all assignments will be returned to you at the next class session
 - e. Suggestion: Please hand in your assignments on time and follow the correct format the first time.
2. In order to ensure my grading system is fair and accurate, you may choose to challenge *any* grade you receive. Please submit your request in writing to me no later than 2 weeks from receiving the graded item. This request should include the graded item, an explanation of why you feel the grade received is inaccurate or unfair, and an explanation of the grade you feel you should have received. I will consider these requests and make changes in situations where I either made a mathematical error or where I feel I unfairly penalized one or more students. In some situations, I may ask for you to resubmit a graded item if I believe many students may have been impacted – so, please KEEP all graded items until the end of the semester.

<u>Evaluation</u>		<u>Grading:</u>	
Class Participation	20	A	(100 – 93.75%)
Reading quizzes (Best 4 @ 10pts each)	40	A-	(93.74 – 89.75%)
Written Case Study (5 each/FBA and PBSP)	10	B+	(89.74 – 87.75%)
Video Case Study (10 each FBA and PBSP)	20	B	(87.74 – 83.75%)
3 Reading Reactions @ 3pts Each	9	B-	(83.74 – 79.75%)
Operational Behavior Definitions	5	C+	(79.74 – 77.75%)
Data Collection Choice	5	C	(77.74 – 73.75%)
FBA	65	C-	(73.74 – 69.75%)
PBSP	45	F	(<69.74%)
Total Points =	219		

Course Outline

Session	Topic	Readings	Assignment (Due) or completed during class	Competencies Addressed
Session 1 1/7/19	<u>Introduction to the course;</u> <u>Review of Syllabus; Overall discussion of assignments and timelines</u> <u>History, Federal Definition, and Identification of Students with EBD</u>	<u>Downing: Chap. 1, 2 (Chapters Emailed to you)</u>	<u>Small Group Activity</u>	<u>I.A.2., IV.B., III.A.</u>
Session 2 1/14/19	<u>Problem Behavior Identification and Assessment:</u> <u>FBA's and FAs</u>	<u>Downing: Chap. 3</u> <u>Lane Reading 1</u>		<u>III.F., III.J., IV.B., VII. D.,</u>
<u>No Class MLK Day – 1/21/19</u>				
Session 3 1/28/19	<u>Information Gathering: Informant and Observation</u>	<u>Downing: Appendix A (1 -Case Study- Number 4)</u>	<u>(Reading Reaction 1);</u> <u>Large and Small Group Assignment</u>	<u>III.F., III.J., IV.B., VII.D.,</u>
Session 4 2/4/19	<u>Positive Behavior Support Plans (PBSP); Intervention Monitoring</u>	<u>Lane Reading 2</u> <u>Friend & Bursuck reading</u>	<u>Small Group Assignment</u>	<u>I.A.2., III.F., III.J., IV.B., IV.E., VII.D.</u>
<u>Session 5</u> <u>NO MEETING IN CLASS (2/11/19)</u>	<u>Video Case Study Explained in Class</u>	<u>None</u>	<u>Complete FBA; PBSP re: Video Case study Available on BOX</u>	
Session 6 2/18/19	Review of Video Case Study School-Wide Positive Behavior Support (SWPBS); Teachers of Students w EBD; Teacher-student Interactions	Lane Reading 3 Downing: Chapter 4 Sidman reading Latham reading	Large Group Assignment <u>(Identification of Problem Behavior)</u>	I.C.8., III.J., IV.B.,
Session 7	Teacher-student Interactions		<u>(Reading</u>	I.C.8., III.J., IV.B.,

2/25/19	(Cont.)		Reaction 2)	IV.E.,
Session 8 3/4/19	Teacher-Student Interactions (Cont.)		(Determining Data Collection)	I.C.8., III.J., IV.B., IV.E.,
No Class Spring Break – 3/11/19				
Session 9 3/18/19	Individualized Interventions: Setting Expectations and Contracts	Downing: Chap. 6	Small Group Assignment	I.C.8., III.J., IV.B., IV.E.,
Session 10 3/25/19	Programming for Generalized Behavior Performance	Stokes article	Small Group Assignment	I.C.8., III.J., IV.B.,
Session 11 4/1/19	Classroom Based Interventions: Good Behavior Game; Token Economies; Card Systems; Classroom Rules	Downing: Chap. 5 Kostewicz article	Small Group Assignment (FBA);	I.C.8., III.J., IV.B.,
Session 12 4/8/19	Social Skills of students with E/BD	Maag Article Chen Article	MOVIE Small Group Assignment	III.J., IV.B., IV.E.,
Session 13 4/15/19	Discipline/ Punishment of students with EBD/disabilities; Immediate, Delayed, Overall; Crisis interventions	Skiba Article	(Reading Reaction 3); Large Group Assignment	IV.B.,
Session 14 4/22/19	TBA	TBA	TBA (PBSP)	TBA

Routines and Procedures:

1. Readings - assigned readings are listed on the course schedule and you should complete them prior to class. Keeping up with the course reading is essential as it will provide background information as well as resource material pertinent to class lecture, discussion, and activities.
2. Bring your textbooks to class on days for which you have a reading assignment. We will be referring to them and using information from the texts during discussions and group activities.
3. Students are asked to use person-first language in oral and written communication.
4. In order to more effectively track communications (and any decisions/agreements made); please provide the instructor with requests and messages in writing, either by mail or on paper. Include your name and the date on all written communications. Though this may seem like an imposition, you will be thankful in the long run, as this simple accommodation assures that your questions and concerns will not only be addressed, they will be addressed in a timely manner (and the outcomes recorded/remembered as well!).
5. Cell phones are to be turned off and put away, unless you have made prior arrangements with me because of a distinct permanent or temporary need (e.g., young children at home; an ailing parent). In such a case, the cell phone should be put on vibrate and you should answer or return the call outside the classroom. No text-messaging while class is in session.

Academic Integrity: <http://www.pitt.edu/~provost/ai.html> in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Students with Disabilities: Disability Statement - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

DIL Grievance Procedure: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (2) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances within DIL is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Crawford).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Gunzenhauser). If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Dr. Gunzenhauser).

Clearances:

This course includes assignments that require you to spend time in schools. All students working with or observing children in public and private schools, IUs and vocational-technical schools are required to provide the Coordinator of Clinical Practice in the Department of Instruction and Learning with the following clearances:

- Federal Criminal History Record
- Pennsylvania State Criminal Record Check
- Pennsylvania Child Abuse History Clearance

If these clearances are not turned in by the end of the drop/add period, the student must drop any class requiring school visits. Furthermore, if there is a criminal infraction on any of these clearances, it is likely that the Coordinator of Clinical Practice will be unable to find a school placement for the student, and the student will be required to withdraw from the class. Students who have criminal infractions on their clearances should consult the Coordinator of Clinical Practice as early as possible for advice on whether a placement will be likely. Decisions about permitting students to observe or do other tasks in a school are made by the school district and the principal. The University cannot guarantee that a person with criminal infractions on their clearances will be permitted to do assignments in a school. While state law bars certain offenders from schools, districts often impose more extreme requirements.

Confidentiality:

You are responsible to maintain the confidentiality of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or doing assignments for courses or speaking about your field experience and the students you work with use pseudonyms (not initials) for students', teachers' and schools' names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers or staff secure from the view of others.

Competencies Addressed in this Course:

I.A. Foundations

I.A.2. Describe models and theories of behavior with respect to special education and develop effective behavioral intervention plans.

Prevention and Early Intervening

I.C.8. Participate in school wide approaches to intervention and effective instruction.

III.ASSESSMENT

III.A. IDENTIFY, ADMINISTER, INTERPRET AND PLAN INSTRUCTION BASED ON EACH OF THE FOLLOWING ASSESSMENT COMPONENTS IN A STANDARDS ALIGNED SYSTEM:*

III.F. IMPLEMENT PROCEDURES FOR ASSESSING AND REPORTING BOTH APPROPRIATE AND PROBLEMATIC SOCIAL BEHAVIORS OF STUDENTS WITH DISABILITIES.

III.J. MONITOR INTRA-GROUP BEHAVIOR CHANGES ACROSS SUBJECTS AND ACTIVITIES.

I.V. PEDAGOGY –SPECIALLY DESIGNED INSTRUCTION

IV. B. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

IV.B.1. Define the scientific principles influencing academic and social behavior.*

IV.B.2. Implement positive behavioral interventions based on a functional analysis of behavior.*

IV.B.3. Create an optimal learning environment by utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.*

IV.B.4. Design a learning environment that is respectful of students with disabilities.

IV.B.5. Foster positive, inclusive, learning settings in cognitive, behavior, language, physical, and social domains.

IV.B.6. Establish and maintain consistent standards of classroom and individual student behavior through the use of positive techniques and resources.

IV.B.7. Use a variety of positive techniques to promote appropriate behavior and maintain attention of students with disabilities.

IV.B.8. Identify barriers to accessibility and acceptance of individuals with disabilities as well as potential strategies and skills necessary to overcome potential barriers.

IV.B.9. Implement basic classroom management theories and strategies for all students, especially students with disabilities through a school wide methodology utilizing tiered approaches.

IV.B.10. Obtain and analyze student-specific data and implement strategies based on behavioral data to develop interventions.

IV.B.11. Identify and monitor antecedent behavior, and consequence events to address inappropriate behavior.

IV.B.12. Recognize the contribution of family and students in identifying causes and preventions of inappropriate behaviors.

IV.B.13. Identify and explicitly teach social skills needed for all educational settings.

IV.B.14. Identify and implement crisis prevention and intervention techniques indicated in a student's behavior plan.

IV.B.15. Participate and contribute in the development of positive behavioral support plans.

IV.B.16. Develop, support and demonstrate positive, inclusive learning environments for all students by promoting the engagement and independence of students with disabilities in classroom environments.

IV.B.17. Adapt physical environments to provide optimal learning opportunities for students with disabilities.

IV. E.7. Plan and implement individualized reinforcement systems and environmental modifications appropriate to the intensity of the behavior.

VII.G. Collaboration and Communication

VII.D. COLLABORATE WITH PARENTS AND OTHER IEP TEAM MEMBERS FOR EFFECTIVE BEHAVIOR MANAGEMENT TECHNIQUES THAT HAVE BEEN SUCCESSFUL WITH STUDENTS.

Pennsylvania Department of Education (PDE) Competencies

IL 2522 – Education of Students with Social/Emotional Disorders

<i>This table outlines the competencies that are addressed in this course and indicates how each one will be assessed.</i> I. Special Education System in the United States	I A 2 I B 4, 5 I C 5	R, C/D, L, Q, FBA/PBSP
II. Cognition and Development of Students with Disabilities	II B 2, 3, 6 II C 1c, 2c i-ii, 2d	R, C/D, L, Q, FBA/PBSP, RR
III. Assessment	III B, E, F, G, J, K, L, N, R	R, C/D, L, FBA/PBSP
IV. Pedagogy – Specially Designed Instruction	IV A 7-9 IV B 1, 2, 3, 5-18, 24, 26 IV C 8	R, C/D, L, Q, FBA/PBSP, RR
V. Inclusion in the Least Restrictive Environment	V B 9	R, C/D, L, Q, FBA/PBSP, RR