

## **AEDX 430 Characteristics of Emotional Disabilities**

**Instructor:** Windy Schweder, Ph.D.

**Semester:** Spring 2009

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**Meeting Time:** Online and selected Tuesdays from 4:00- 6:40 p.m.

**Meeting Place:** 130 B & E

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**Office Hours:** By appointment and on email

This is a hybrid course meaning that we will meet as a group at selected times throughout the semester. All other content will be available to you on the Internet and in the readings. Online content for this course is located at <http://blackboard.sc.edu>. It is your responsibility to check Blackboard on at least a **weekly** basis for assignments, updates, and supplemental materials.

Additionally, the instructor will use candidates' USCA email accounts for correspondence. Candidates must know how to access their university email account and frequently check this account (i.e., at least **weekly**)

**It is imperative that you contact me by Friday, January 16<sup>th</sup> if you have any difficulties accessing Blackboard or your USCA email. Your success in this class depends on your ability to access Blackboard and communicate via your USCA email.**

### **I. Descriptive Information**

**A.** Characteristics of Emotional Disabilities (AEDX 430)

**B.** *Characteristics of Emotional Disabilities* (AEDX 430) surveys people with emotional disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional disabilities in the least restrictive environment.

**C.** USCA School of Education Conceptual Framework: The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as a Planner.

### **II. Course Goals and Objectives**

**A.** General Goals

The USCA candidate in Teacher Education will grow professionally and personally as demonstrated by examinations, written and non-written assignments, and active participation in the acquisition of beginning

competencies for assisting the learner with emotional and/or behavioral disorders (EBD), including surveying and applying current research findings.

#### B. Instructional Objectives

Each candidate will:

1. Identify current and historical educational practices and treatment approaches for those with EBD.
2. Identify the causes of EBD and environmental factors associated with the occurrence of EBD.
3. Evaluate effective educational approaches and best practices for teaching individuals with EBD.
4. Identify effective practices for including individuals with EBD.
5. Discuss special issues relevant to adolescents and adults with EBD.
6. Identify information about parents and families of individuals with EBD.
7. Identify sources of information about people with EBD including books, journals, and web sites.
8. Communicate information, thoughts, and ideas about EBD and associated issues orally and in writing using appropriate professional language, grammar, and style.
9. Express positive attitudes about the potential of people with EBD as members of society.
10. Identify technologies used to assist individuals with EBD.

### III. Course Readings

Webber, J. & Plots, C. A. (2008). *Emotional and behavioral disorders: Theory and practice*. (5<sup>th</sup> ed.). Boston: Pearson/Allyn & Bacon.

Additional text and article readings may be assigned at the Instructor's option. Candidates will be expected to read and understand handouts distributed in class and on Blackboard.

### IV. Instructional Procedures

This is a hybrid course meaning that we will meet as a group at selected times throughout the semester. All other content will be available to you on the Internet and in the readings. Candidates are expected to maintain frequent contact with the instructor via email and during private conferences as needed.

### V. Course Requirements

#### A. Administrative Requirements

1. It is the responsibility of all members of the USCA academic community to promote, maintain, and enforce academic honesty as noted in the **Academic Code of Conduct** published in the *USCA Student Handbook*. You have the right to expect that the provisions of this Code will be enforced. I will do so. The following statement is to be included **at the end of every assignment**:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

SS#

**Points will be deducted** for assignments turned in without the Academic Code of Conduct.

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. It is highly encouraged that official documentation (i.e., from Disability Services) be given to instructors during the first week of the semester in order for a student to receive accommodations and/or modifications. Accommodations and/or modifications take effect from the time the instructors are notified with proper documentation and are not retroactive. Therefore grades received before the instructors are notified of a student's special needs stand as graded.

3. **Attendance** at all class sessions is expected. When enrolled in a particular course, the candidate is obligated to do all of the work assigned. Punctual attendance is vital to the discharge of this obligation. Absence from class, excused or not, does not alter this responsibility of completing all assigned work. Being tardy for class (more than 10 minutes) or leaving class early (more than 10 minutes) disrupts the teaching and learning processes. Any combination of such instances will be counted as an absence.

a. One (1) unexcused absences will result in a **lowered grade**. Candidates who two (2) unexcused absences may be **failed** for this course.

b. Absences will be excused for reasons such as a documented illness, official representation of the University, death of a close relative, religious holidays, documented illness of a dependent child, and circumstances considered by the Instructor to be beyond the control of the candidate. Written excuses for official representation of the College must be obtained from the official supervising that activity or event. In all cases, **substantiation** of excused absences is the responsibility of the candidate.

#### **B. Assignments**

|   |                   |
|---|-------------------|
| Candidate Blog (5 checks @ 40 pts each) | 200 points        |
| Resource File                           | 100 points        |
| Case Studies (2 @ 50 pts each)          | <u>100 points</u> |
| Total=                                  | 400 points        |

### **VI. Evaluation and Grading Scale**

#### **A. Grading Scale**

**A** (93% - 100%)

|           |                 |
|-----------|-----------------|
| <b>B+</b> | (90% - 92%)     |
| <b>B</b>  | (83% - 89%)     |
| <b>C+</b> | (79% - 82%)     |
| <b>C</b>  | (70% - 78%)     |
| <b>D+</b> | (66% - 69%)     |
| <b>D</b>  | (60% - 65%)     |
| <b>F</b>  | (60% and below) |

I will use the grade sheet on Blackboard to calculate your grades. You may log onto Blackboard at anytime to check your grade in this course.

#### **B. Incompletes**

This course was designed so that you can successfully meet your responsibilities within this semester. However, given extenuating circumstances, an Incomplete may be assigned at the discretion of the Instructor. Valid evidence must be presented that you were unable to complete all the required work for the course due to circumstances beyond your control. Prior arrangements must be made with the Instructor for such a grade to be assigned and the appropriate form submitted. Review USCA policy for additional information. **NOTE:** Falling in or out of love is not considered to be a circumstance beyond the candidate's control sufficient for receiving an Incomplete.

#### **C. Evaluation Criteria**

Grading in this course will be determined by examinations; critical reading, writing, and other activities regarding the course material; and by contributing to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. Completing assigned readings and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience. The following general standards are used as a referent for written materials:

*Excellent writing:* Clearly articulated, organized, developed, and accurate ideas that convey reflective insight. Fluid language, with appropriate vocabulary, syntax, grammar, and usage are expected.

*Good writing:* Ideas are accurate and organized, usually clear and adequately developed. Minor errors in vocabulary, syntax, grammar, or usage exist.

*Fair writing:* Ideas are mostly accurate and organized, but some lack of development creates ambiguity. Some errors in vocabulary, syntax, grammar, or usage, but not enough to be distracting, exist.

*Poor writing:* Written or oral work that has enough accuracy to indicate the candidate has made an effort at the assignment, but has failed to account for the complexity of the ideas. A moderate quantity of grammatical errors is present.

*Unacceptable writing:* Inaccurate work replete with various vocabulary, syntax, grammar, or usage errors.

#### **D. Word Processing**

All assignments turned in must be completed on a computer using APA format. Use a program that checks spelling and grammar. Papers must be

double spaced using a 12 point font (Arial or Times New Roman) with one inch margins all the way around.

#### E. Regrades

Regrade requests must be submitted in writing, stapled to the back of the exam or assignment to be regraded. The request should contain a rationale as to why the information you originally wrote is correct and a reference to the material that supports the rationale must be provided. Regrades must be submitted to the Instructor by the start of the class immediately following the session in which the exam or assignment was returned to you.

#### F. Extra Credit

This course is designed so that candidates who read and comprehend assigned readings and handouts, adequately prepare required and optional assignments, and study for exams will be successful. In addition, you may take the initiative at any time to discuss with the course instructor strategies that might improve your performance in this course. Completing your contractual obligations on time and according to the parameters explained in this syllabus and clarified in class therefore eliminates the need for extra credit assignments. Note: There will not be opportunities to revise and resubmit assignments after they have been evaluated and a grade recorded.

### VII. Other Requirements

#### A. Readings and Class Preparation

1. You are responsible for reading and comprehending the text and any additional materials distributed or assigned (see Tentative Schedule). Although all material presented in the text may not be discussed in class, you are responsible for all the **assigned material** for examination purposes.

2. Candidates are expected to participate in activities and discussions. Be prepared to ask questions and to state your viewpoints and opinions. If you are unable to attend a class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, and video and audiotapes, as well as presentations and discussions.

#### B. Assignments

All assignments must be submitted **by 5:00 p.m. EST on the day they are due**. Since this is an online course, all assignments must be turned in electronically. Assignments may be submitted early. Losing your paper in the computer, or difficulties with email or Blackboard will not be accepted as an excuse for a late assignment. Penalties for late assignments will be as followed:

25% reduction in points if assignment is turned in within the first 24 hours after the due date

50% reduction in points if assignment is turned in between 24 and 48 hours after the due date

75% reduction in points if assignment is turned in between 48 and 72 hours after the due date

Zero points awarded for assignments turned in 72 hours after the due date.

Points will be deducted **before** the instructor grades the assignment.

**C. Access to the Internet**

1. All candidates must use their USCA **e-mail** account to correspond with the instructor. All candidates must have access to the Internet. Candidates are required to check their USCA account throughout the week. Additionally, candidates must access the Blackboard website at <http://blackboard.sc.edu> on a weekly basis to receive announcements and download handouts.

**D. Labeling attachments**

1. Each attachment should be labeled with your last name and then the name of the assignment. For example, my first case study could be labeled: Schweder cs1. Labeling is extremely important so that your assignment does not overwrite someone else's assignment or one of your previous assignments AND so that I can easily track all the assignments that are completed. **Points will be deducted** for assignments that are incorrectly labeled. If you have problems sending a MS Word document, please ask for instructions on how to convert a file to Rich Text Format (.rtf).

**E. Cell phones**

1. Switch all cell phones and pagers to a non-audio mode **before** the start of class.

**F. Good writing**

1. The instructor of this course values good writing. Written work for this course may be used as a part of the required Writing Portfolio. For information regarding the portfolio requirements, consult your *USCA Undergraduate Bulletin* or visit Dr. Lynn Rhodes, Director of Writing Assessment, or Mr. Karl Fornes, Director of the Writing Room. Grammatical errors will result in a reduction in the number of points awarded for the assignment up to 10%.

2. If a comment such as, but not limited to, "Please seek assistance in the Writing Room" is written on your assignment it is expected that you will seek such assistance. Compliance will be noted via the form sent to me by the Writing Room assistant.

3. It is expected that appropriate language regarding people with disabilities will be used at all times. Failure to use appropriate language will result in a reduction in the number of points awarded for the assignment of up to 10%.

**G. Policy on Written Work and Research**

1. **All assignments with the exception of exams and the blog must have a title page.** Article critiques must be double-spaced with 1" margins on all four sides, typed in 12 point font (Arial or Times New Roman), and reflect proper documentation of references (i.e., in APA format). Blog entries and comments must include appropriate documentations of references in APA format.

2. Candidates are encouraged to use all appropriate sources (e.g., books, audio and videotapes, interviews, lectures, and articles) as references. In every paper that includes outside sources, documentation of references is necessary to give value to the originality of your own contribution to the assignment and to avoid charges of plagiarism.

3. Plagiarism occurs when a writer takes any other person's ideas and/or language and uses the materials as his own without proper acknowledgment through some form of referencing. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it in any assignment is inappropriate. Papers that contain plagiarized material will result in the student receiving a failing grade on the assignment and a disciplinary report being sent to the appropriate administrative officer. This includes the chapter discussion responses. The following are some examples of plagiarism:

- a. Word by word copying without mentioning the author's name or without using quotation marks.
- b. Copying many words or phrases without mentioning the author's name or without using quotation marks.
- c. Copying an occasional key word or phrase without mentioning the author's name or without using quotation marks.
- d. Paraphrasing without mentioning the author's name.
- e. Taking another's ideas without acknowledging the source.

4. Each candidate for this particular course must write all papers, projects, or other assignments. Cite your source(s) when using information obtained from the Internet. No paper, project, or assignment may be submitted to fulfill the requirements of more than one course. Failure to adhere to this policy will result in disciplinary action being taken. If you have any question at all regarding this Policy on Written Work and Research, contact the Instructor immediately.

### **VIII. Progress in Course**

**A.** Candidates are encouraged to meet with the Instructor regarding their progress in the course, completion of any assignment, or preparation for an exam. I look forward to assisting you as you work to be successful in this course.

### **IX. Description of Assignments**

**Case Studies:** Candidates will read two case studies about students with EBD. Candidate will then completely answer the discussion questions that accompany each case study. Answers will be emailed to the instructor **no later than 5:00 p.m EST** on the day that they are due. Points will be deducted from responses that are posted after the due date and time.

**Due Dates: Jan. 27**

**Mar. 17**

**Candidate Blog:** Each candidate will create their own blog. Candidates will create and post at least one blog entry a week that correlates with the current week's readings. Examples sources of information candidates should include in their posts are a variety of credible websites, online journal articles, articles from newspapers, music, pictures, videos, etc. related the course's weekly topic. Candidates will post their opinions and include statements that support their position from credible sources. Additionally, candidates are encouraged to post their reflections regarding events occurring during their practicum while ensuring

that they do not post any confidential information on their blog or the blogs of their peers. Last, candidates will comment on each peer's blog to the information posted at least once a week. Again, responses will include statements that support their position from credible sources. Entries and comments **MUST** be posted by the due date. Failure to do so will cause a hardship to your peers and result in a significant reduction of points.

**Due Dates: By 5:00 p.m. EST on the relevant due date listed below in the schedule.**

**Resource File:** Candidates will work to develop a file of tools to assist students with EBD. Candidates will include various names, addresses, telephone numbers and contact persons for the categories listed in the rubric. Candidates will collect as many brochures as they can to include in the file.

**Due Date: Apr. 21**

#### **X. Tentative Schedule\***

| <i>Date</i> | <i>Topic/Assignments</i>   | <i>Due</i>                          |
|-------------|--|-------------------------------------|
| Jan. 13     | <b>MEET ON CAMPUS</b><br>Course Overview<br>Definition and Characteristics | Preface & Ch 1                      |
| 20          | A Historical Perspective   | Ch 2 Reading (R),<br>Ch 1 Entry (E) |
| 27          | Identification and Assessment<br><b>CASE STUDY ONE DUE</b>                 | Ch 3 R, Ch 2 E,<br>Ch 1 Comment (C) |
| **Feb. 3    | Biophysical Model  | Ch 4 R, Ch 3 E, Ch 2 C              |
| 10          | Psychodynamic Model  | Ch 5 R, Ch 4 E, Ch 3 C              |
| 17          | Cognitive Model  | Ch 6 R, Ch 5 E, Ch 4 C              |
| ** 24       | Behavioral Model<br><b>MEET ON CAMPUS</b>                                  | Ch 7 R, Ch 6 E, Ch 5 C              |
| Mar. 3      | Ecological/Systems Model   | Ch 8 R, Ch 7 E, Ch 6 C              |
| 10          | <b>SPRING BREAK</b>  |                                     |
| ** 17       | Internalizing Disorders<br><b>CASE STUDY TWO DUE</b>                       | Ch 9 R, Ch 8 E, Ch 7 C              |
| 24          | Externalizing Disorders  | Ch 10 R, Ch 9 E, Ch 8 C             |
| 31          | Adolescence  | Ch 11 R, Ch 10 E, Ch 9 C            |

\*\*Apr. 7 Special Issues in the Schools Ch12 R Ch 11 &12 E  
14 Ch 10, 11, 12 C  
21 **MEET ON CAMPUS**  
**Presentation of Resource File DUE**

**\* The schedule may change at the instructor's discretion.**

**\*\* Instructor will provide candidates with blog feedback on these dates.**