

CEDAR CREST COLLEGE
ALLENTOWN, PENNSYLVANIA

Course Title

TEACHING LEARNING/BEHAVIOR CHALLENGES

Course Number: SPE 350

Semester Hours: Three

Prerequisites:

Limitations on Enrollment: 25

Catalog Description: The behavior problems of children and youth are considered in the context of normal child development. This course will explore the current theory and practice of the special considerations needed when working with students with learning, emotional, and behavioral disorders. Information will be organized around five basic concepts: the nature of the disorders and conceptual approaches to them; methods and rationale for assessment; major causal factors; characteristics of disordered emotion and behavior; and teaching students who exhibit such disorders.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the beginning of the course. For the student's convenience, both

the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center. Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend all classes. Students earn points by completing in-class and out of class assignments. Attendance and participation is mandatory in order to accomplish the requirements of the course. Assignments are due on scheduled dates. Absences of greater than clock-hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of points. Absences do not alter the date in which assignments are due.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with information about the definition and causes of learning and behavior disabilities. Students will explore the various approaches to assessment, intervention, and curriculum in the education of children with learning and behavior disabilities. Contemporary changes in the education of students with learning and behavior disabilities will also be included.

Outcomes:

1. The student will outline the concepts and definitions of learning and behavior disabilities.
2. Discuss resources that provide information about learning and behavior-disabled individuals.
3. Identify and categorize various causes of learning and behavior disabilities.
4. Compare and contrast techniques of formal and informal assessment and summarize and make conclusions relative to the issues of assessment, identification, and remediation of individuals from diverse backgrounds.
5. Compare and contrast the components of selected educational programs developed for learning and behavior disordered individuals in elementary grades.
6. Compare and contrast the components of selected programs designed for the learning and behavior disordered individuals in secondary school and beyond.
7. Summarize and critiques classroom applications of planning and implementing best practices which deal with educational programming for students with learning and behavior disorders.
8. Discuss academic and perceptual areas in which learning and behavior disabilities may be manifested.

9. Articulate the use of behavioral management techniques with children with learning and behavior disabilities.
10. Assess the challenges faced by the family of the child with a learning and behavior disability.
11. Interpret the issues related to identifying and teaching diverse learners with learning and behavior disabilities.
12. Analyze future considerations in the area of treatment of learning and behavior disabilities.

Course Requirements: The course requirements are designed to assess student mastery of material, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Content of course will be offer class assignment, outside readings, in-class assignments, discussions, videos, simulated role-play, case study, and final exam.

II. Course Content

1. Identify and describe the major theoretical models of deviant behavior with regard to: (a) characteristics and assumptions, (b) etiology speculations, (c) advocates or proponents, (d) approaches to intervention, and (e) strengths and limitations.
2. Describe and compare the major approaches to identifying, assessing, and classifying deviant behavior.
3. Identify, discriminate and discuss school-based, sociological, cultural, and economic differences as they relate to etiology and identification of EBD.
4. Define and discriminate behaviors that are perceived to be problematic, deviant, or abnormal.
5. Identify and describe the continuum of educational services currently available to manage deviant behavior.
6. Outline the critical components of a comprehensive school-based program for students labeled EBD.
7. Discuss interagency and service delivery issues regarding children with EBD.
8. Critique and evaluate literature that discusses disordered behavior.
9. Discuss current developments in effort to develop a model for early intervention, identification and service delivery for children and youth with EBD.
10. Develop, research, and present a review and analysis of an issue in the area of behavior disorders, or a facet of deviant behavior.

III. Methods of Instruction

A. Discussion Format

- B. Independent Reading
- C. Cooperative Learning
- D. Case-study Approach
- E. Research and Critique Articles
- F. Produce Quality Written Summaries
- G. Interacting with Text and Instructor

IV. Methods of Evaluation

Quizzes

Exams

Critique Summaries

Scholarly paper

Presentations

Final

Required Texts:

Kauffman, J.M. (2009). *Characteristics of emotionally and behavioral disorders of children and youth* (9th Edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Additional handouts and readings will support the content of the course.

V. Grading

A 94-100

A- 90-93

B+ 86-89

B 82-85

B- 80-81

C+ 76-79

C 72-75

C- 70-71

D+ 66-69

D 62-65

F below

All assignments will be completed upon end of course instruction.

Instructor: Deborah Hartman

Contacting the Instructor: email: dwhartma@cedarcrest.edu