I. Instructor & Course Information
Professor: Andrew Bruce Battles EdD, Assistant Professor
Office: 348 Tate Page Hall
Office Hours:
Tuesday: 11:00 AM to 5:00 PM
Online: 9:00PM to 11:00PM (Monday through Friday)
Other times: By appointment.

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       615-308-8212 (Cell)

E-mail: Andrew.battles@wku.edu


Kauffman, J. M. (2005). Cases in emotional and behavioral disorders of children and youth. Upper Saddle Rive, NJ: Pearson Prentice Hall. (This accompanies the text so you do not have to buy separately.)

II. Course Description
The course presents the history of instructional models, and characteristics for students with severe behavior disorders. Focus is on the evaluation procedures for identification and instruction of individuals with severe emotional and behavioral disorders, autism, and other pervasive developmental disorders. All nine standards of Kentucky’s New Teacher Standards for Preparation and Certification are addressed in this course. Specific forms of assessment/Critical Performance Indicators are listed by each standard.

III. Course Rationale
Students with disabilities are increasingly educated within various settings in schools. Their developmental processes are relevant to understanding these children and youth who have disorders so that they can be influenced for the better, particularly by educators. Focusing on social learning principles and best practices, the teachers can gain a better understanding of the students who they work with.

IV. Course Objectives and Outcomes
• Students will identify the nature, extent, and history of the problem and conceptual
approaches to various disabilities within the EBD classification.
• Students will use various assessments to assist them in the classroom.
• Students will identify major causal factors of various disabilities.
• Students will analyze the many facets of disordered emotions and behavior within their field experience and embed them in their presentation about a particular disorder.

V. Course Disposition Statements
The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field. The teacher believes that all children can learn at high levels and persists in helping all children achieve success. The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. The teacher is a thoughtful and responsive listener. The teacher values planning as a collegial activity. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

VI. New & Experienced Teachers Standards Addressed
The Kentucky Experienced Teacher Standards I through IX are met through the following objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experienced Teacher Standards</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and describe current issues and trends of an educational and social nature related to individuals with disabilities and their families.</td>
<td>2, 3, 7</td>
<td>Exams, Guided Review Questions</td>
</tr>
<tr>
<td>2. Describe the inclusive schools movement and special education reforms.</td>
<td>2, 7</td>
<td>Exams, Guided Review Questions</td>
</tr>
</tbody>
</table>
VII. KERA Goals and Expectations Addressed
The Kentucky Alternative Portfolio will be discussed as well as materials and websites to accomplish this task. The 28 identified valued outcomes which are part of Goal 1 and 2 will be reviewed.

VIII. INTASC Standards Addressed
This course effectively addresses the following Interstate New Teacher Assessment and Support Consortium (INTASC) standards:
Principle 1: Understanding of central concepts and tools of inquiry
Principle 2: Understanding of learning and development
Principle 3: Understanding differences and adapting for diversity
Principle 4: Understanding of a variety of instructional strategies
Principle 5: Understanding of individual and group motivation and behavior
Principle 7: Plans instruction based on relevant data
Principle 9: Continually evaluates effects of personal choices and actions on others
Principle 10: Fosters relationships with other stakeholders
IX. Performance Evaluation

1. ASSIGNMENTS & POINTS
Disorder Fact Sheet - 40 points
Reaction Paper/Case Studies - 140 points
Chapter Quizzes - 170 points
Group/Individual participation - 40 points
Final - 30 points

Total - 420 possible points

2. GRADING SCALE
100 – 94% A 395-420 points
93 – 87% B 365-394 points
86 – 80% C 336-364 points
79 – 70% D 294-335 points
69 – 0% F 0-293 points

In order to receive full point credit, assignments must be turned in on the specified due date. **Assignments more than 3 days late will not be accepted. The equivalent of one letter grade will be subtracted for each day an assignment is late.** This adjustment will be performed after the initial grade is assigned.

Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they may have regarding the guidelines for a particular assignment.

Due to potential abuses of due dates and class participation requirements, allowable exemptions from late work and participation policies must be limited to the general categories of death, serious accident, and/or serious illness. Such circumstances will result in differential consideration of grading policies if they affect students, their immediate families, or both. Other excuses will not exempt students from the enforcement of late work and participation policies.

Students must complete competency checks on the dates scheduled by the professor. Failure to do so will result in alternate testing requirements. Students can only be exempted from this policy under circumstances as described in part 3 above (EXCUSES).

X. Course Policies & Procedures
It should be understood that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as he thinks necessary, his part of the
agreement is to: (a) refrain from requiring any other work than those assignments outlined in this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy. In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the right to impose any appropriate penalty upon the offending student (e.g., loss of points) that he sees fit.

1. LATE WORK
In order to receive full point credit, assignments must be turned in on the specified due date. Assignments more than 3 days late will not be accepted. The equivalent of one letter grade will be subtracted for each day an assignment is late. This adjustment will be performed after the initial grade is assigned.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA
Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they may have regarding the guidelines for a particular assignment.

3. EXCUSES
Due to potential abuses of due dates and class participation requirements, allowable exemptions from late work and participation policies must be limited to the general categories of death, serious accident, and/or serious illness. Such circumstances will result in differential consideration of grading policies if they affect students, their immediate families, or both. Other excuses will not exempt students from the enforcement of late work and participation policies.

4. SCHEDULED EXAMS
Students must complete competency checks on the dates scheduled by the professor. Failure to do so will result in alternate testing requirements. Students can only be exempted from this policy under circumstances as described in part 3 above (EXCUSES).

5. PLAGIARISM
To represent ideas or interpretations taken from another source as one’s own is
plagiarism. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Using word-for-word content from a source without indication a direct quote is also plagiarism, even if the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY
Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F” for the final course grade.

7. TECHNOLOGY MANAGEMENT
Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software.

8. EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, he reserves the right to
deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

10. APA STYLE
All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

XI. Course Schedule

<table>
<thead>
<tr>
<th>TOPIC (S)</th>
<th>ASSIGNMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and welcome to class</td>
<td>8/26</td>
</tr>
<tr>
<td>The Brain—Drug Therapy</td>
<td>9/2</td>
</tr>
<tr>
<td>Chapters 1 Definition</td>
<td>9/9</td>
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<tr>
<td>Chapter 2-3 Prevalence &amp; History</td>
<td>9/16</td>
</tr>
<tr>
<td>Chapter 4 Conceptual Models</td>
<td>9/23</td>
</tr>
<tr>
<td>Chapter 5-6 Screening &amp; Evaluation</td>
<td>9/30</td>
</tr>
<tr>
<td>Chapter 7-8 Biological &amp; Family Factors</td>
<td>10/7</td>
</tr>
<tr>
<td>Chapter 9 School Factors</td>
<td>10/14</td>
</tr>
<tr>
<td>Chapter 10 Cultural Factors</td>
<td>10/21</td>
</tr>
<tr>
<td>Chapter 11 Attention &amp; Activity Disorders</td>
<td>10/28</td>
</tr>
</tbody>
</table>

**NOTE: No class 11/04 President’s Day WKU out**

| Chapter 12 Conduct Disorder: Overt Aggression | 11/11 |
| Chapter 13 Conduct Disorder: Covert Aggression | 11/11 |
| Chapter 14 Adolescence: Delinquency, Drugs | 11/18 |
| Chapter 15 Anxiety and Related Disorders | 11/18 |

**NOTE: No class 11/25 - CEC State Meeting Louisville, KY**

| Chapter 16 Depression and Suicidal Behavior | 12/02 |
| Chapter 17 Schizophrenia & PDD | 12/02 |
| Final | 12/09 |

XII. Student Disability Services

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services (OSDS), room 445, Potter Hall. The OSDS telephone number is (270)745-5004 V/TDD.

*Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.*