



Please Note: This *Course Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Course Syllabus* does not match the print Course Guide or online course information, the *Course Syllabus* shall be taken as correct.

## COURSE SYLLABUS

**COURSE TITLE:** Supporting Students with Behavioural and Social Needs in Classroom  
**COURSE CODE:** EPSE 530 **TERM:** Spring and Summer 2014  
**COURSE CREDITS:** 3 **DELIVERY:** Online  
**COURSE SECTION:** W01 **START DATE:** May 7, 2014

### Course Description

The goal of this course is to provide the student with the best effective practices for assessment and educational intervention for children and youth that have behavioural and social problems. While relevant theory and research will be reviewed, major emphasis will be placed on exploring practical strategies for improving behaviour in the school setting.

Prerequisite(s): EPSE 390 and 414

### Course Learning Outcomes

By the end of this course, students should be able to:

1. Appreciate the difficulty involved in defining behavioural disorders, and how the definition impacts service delivery for children and youth.
2. Understand protective factors and strategies for building resilience with students at risk for developing behaviour disorders.
3. Appreciate the relationship between prevention, identification, and early intervention for children and youth with behavioural and social problems.
4. Understand how applied assessment in a school setting involves identifying student needs, developing effective intervention strategies and personal program plans for children and youth with behavioural and social problems.
5. Demonstrate an understanding of choosing appropriate methods of assessment and intervention for children and youth with behavioural and social problems.
6. Appreciate and consider the implications of various conceptual orientations toward behaviour.
7. Understand the foundations of cognitive behaviour modification, including techniques such as social skills training, problem solving training, functional behaviour analysis, and collaborative problem solving.

## Course Overview

This course is arranged into two major sections. Approximately the first half of the course, weeks 1-6, are focused on theory, while the second half of the course, weeks 7-12, places a larger emphasis on interventions.

## Your Instructor

Tyler Bergen, B.A., B.Ed., M.Ed.

## Contact Information

**Email:** [tjb283@mail.usask.ca](mailto:tjb283@mail.usask.ca)

## Office Hours

To speak with Tyler directly, please email him to arrange a mutually convenient time to discuss the course.

## Profile

Tyler is an Educational Consultant with Saskatoon Public Schools, and an Instructor for the Special Education Certificate Program. He has previously worked as a Special Education Teacher in both congregated and inclusive settings, and as a General Education Teacher with students at the elementary school level. Tyler completed his B.A. (English), B.Ed., and M.Ed. (Special Education) at the University of Saskatchewan. His research interests include the complexities of human behaviour and behavioural change, the significance of motivation, and the potential for teachers to facilitate positive changes in student behaviour. More specific current research interests include instrument development, teacher efficacy, and teacher perceptions about challenging student behaviour.

## Required Resources

### Textbook/Readings

Kauffman, J.M. & Landrum, T.J. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. 10<sup>th</sup> Ed. Prentice Hall. ISBN: 978-0132658089.

Greene, Ross W. (2009). *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*. Scribner. ISBN: 978-1-4165-7227-5.

Larson, L. (1996). *The Behaviour Car: Who's driving yours?* Saskatoon: Chelsom Consulting Ltd. ISBN: 0-9681322-2-7.

Textbooks are available from the University of Saskatchewan Bookstore:

[http://www.usask.ca/consumer\\_services/bookstore/textbooks](http://www.usask.ca/consumer_services/bookstore/textbooks)

## Downloads

Several of the course modules ask you to view videos. Ensure you have an updated version of Adobe Flash Player that can be found [here](#).

## Supplementary Resources

Access academic journals online at [www.usask.ca/library](http://www.usask.ca/library)

Access Brokenleg's Journal, Reclaiming Children and Youth, online at [www.usask.ca/library](http://www.usask.ca/library).

Dr. Ross Greene Websites: [www.livesinthebalance.org](http://www.livesinthebalance.org); [www.lostatschool.org](http://www.lostatschool.org);  
[www.cpsconnection.com](http://www.cpsconnection.com)

FASD Support Network of Saskatchewan, Inc. (website): <http://www.skfasnetwork.ca/index.html>

Forty Years Later - The Value of Praise, Ignoring, and Rules for Preschoolers at Risk for Behaviour Disorders (Hester, Hendrickson, & Gable, 2009)  
<http://proquest.umi.com.cyber.usask.ca/pqdlink?did=1881105281&sid=11&Fmt=2&clientId=12306&RQT=309&VName=PQD>

Handbook of Positive Behaviour Support (2009). Available in its entirety at:  
<http://www.springerlink.com/content/h0n51k1123044331/>

Increasing Teachers' Use of Praise with a Response-to-Intervention Approach (Myers, Simonsen, & Sugai, 2011)  
<http://proquest.umi.com.cyber.usask.ca/pqdlink?did=2298722461&sid=4&Fmt=6&clientId=12306&RQT=309&VName=PQD>

More from the Handbook of Positive Behaviour Supports (Module 4)  
<http://www.springerlink.com/content/h0n51k1123044331/>

Planning for Students with Fetal Alcohol Spectrum Disorder: A Guide for Educators (Saskatchewan Learning, 2004)  
<http://www.education.gov.sk.ca/adx.aspx/adxGetMedia.aspx?DocID=190,211,107,81,1,Documents&MediaID=1377&Filename=FASD.pdf>

Positive Behavioural Interventions and Supports Website for more resources: 5) [www.pbis.org](http://www.pbis.org)

Reducing Behaviour Problems in the Elementary School Classroom  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behaviour\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behaviour_pg_092308.pdf)

Resilience Following Child Maltreatment: A Review of Protective Factors  
<http://search.ebscohost.com.cyber.usask.ca/login.aspx?direct=true&db=a9h&AN=62078149&site=ehost-live>

Risk and Protective Factors of Emotional and/or Behavioural Disorders in Children and Adolescents: A Mega-Analytic Synthesis (Gresham, Kern, & Vanderwood, 2007)  
<http://search.ebscohost.com.cyber.usask.ca/login.aspx?direct=true&db=a9h&AN=26916427&site=ehost-live>

Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices (U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 2008)  
<http://www.eric.ed.gov/PDFS/ED502960.pdf>

Teaching Students with Autism: An Educators Guide (Saskatchewan Learning, 1999)  
[http://www.sasked.gov.sk.ca/branches/curr/special\\_ed/docs/autism/Teaching%20Students%20with%20Autism%20Document.pdf](http://www.sasked.gov.sk.ca/branches/curr/special_ed/docs/autism/Teaching%20Students%20with%20Autism%20Document.pdf)

TED talks at [www.ted.com](http://www.ted.com)

The Integration of Response to Intervention and Critical Race Theory–Disability Studies: A Robust Approach to Reducing Racial Discrimination in Evaluation Decisions (Newell & Kratochwill, 2007)

<http://www.springerlink.com.cyber.usask.ca/content/h4ht28p7248k0385/fulltext.pdf>

William Glasser from The William Glasser Institute at <http://www.wglasser.org/>

## Course Schedule

Week	Module	Readings	Evaluation Due Date
1	Module 1 - Challenging Paradigms	Kauffman & Landrum, Chapters 1 and 2 <b>[Textbook]</b> <i>The Behaviour Car</i> <b>[Textbook]</b> Robins, K. "Changing education paradigms" <b>[Blackboard]</b>	Individual Assignment: Behaviour Car Reflection Due: May 18,2014 Individual Assignment: Discussion Contribution Begin research for Term Paper
2	Module 2 - Defining Behaviour Disorders	Kauffman & Landrum, Chapters 3 and 4 <b>[Textbook]</b> Dworet, D & Maich, K. (2007). Canadian School Programs for Students with Emotional/Behavioral Disorders: An Updated Look. <i>Behavioural Disorders</i> , 33(1), 33-42 Available online at: <a href="http://cyber.usask.ca/login?url=http://search.proquest.com/docview/219678856?accountid=14739">http://cyber.usask.ca/login?url=http://search.proquest.com/docview/219678856?accountid=14739</a>	Individual Assignment: Discussion Contribution
3	Module 3 - Types of Behaviour Disorders	Winzer, M. (2008). Children with Behavioural Disorders. In <i>Children with Exceptionalities in Canadian Classrooms</i> , 208-252. <b>[PDF in Blackboard]</b> Raishevich Cunningham, N. & Ollendick, T.H. (2010). Comorbidity of Anxiety and Conduct Problems in Children: Implications for Clinical Research and Practice. <i>Clinical Child and Family Psychology Review</i> , 13(4), 333-347. <b>[PDF in Blackboard]</b>	Group Assignment: Defining Behaviour Disorders Due: June 1, 2014
4	Module 4 - Response to Intervention	Kauffman & Landrum, Chapters 5 and 6 <b>[Textbook]</b> Sailor, W., Doolittle, J., Bradley, R. & Danielson, L. (2009) Response to Intervention and Positive Behavior Support. In <i>Handbook of Positive Behavior Support</i> , 729-753. <b>[PDF in Blackboard]</b>	Individual Assignment: Term Paper Abstract/Outline Due: June 8, 2014

Week	Module	Readings	Evaluation Due Date
		Barnes, A.C. & Harlacher, J.E. (2008) Clearing the Confusion: Response-to-intervention as a Set of Principles. <i>Education &amp; Treatment of Children</i> , 31(3), 417-431. <b>[PDF in Blackboard]</b>	
5	Module 5 - Lagging Skills and Unsolved Problems	<p><i>Lost at School</i> Introduction, Chapters 1-5 <b>[Textbook]</b></p> <p>Green, R.W. Bill of rights for Behavioural Challenging Kids. <i>Lives in the Balance</i>. Available online at: <a href="http://www.livesinthebalance.org/bill-rights-behaviorally-challenging-kids">http://www.livesinthebalance.org/bill-rights-behaviorally-challenging-kids</a></p> <p>Green, R.W. Plan B in Action. <i>Lives in the Balance</i>. Available online at: <a href="http://www.livesinthebalance.org/plan-b-in-action/for-educators">http://www.livesinthebalance.org/plan-b-in-action/for-educators</a></p>	Individual Assignment: Discussion Contribution
6	Module 6 - Differentiated Discipline	<p><i>Lost at School</i>, Chapter 6 <b>[Textbook]</b></p> <p>Kauffman &amp; Landrum, Chapters 7 and 8 <b>[Textbook]</b></p> <p>Loman, S &amp; Borgmeier, C. Defining Observable Problem Behaviors. In <i>Practical FBA Participant's Guide</i>, 1-119. Available online at: <a href="http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf">http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf</a></p> <p>Personal Program Plan Development, (2008). In <i>Personal Program Plans (PPP) SMART Outcomes and Student Outcome Rubrics</i>, 2-14. Available online at: <a href="http://www.education.gov.sk.ca/PPP-SORs">http://www.education.gov.sk.ca/PPP-SORs</a></p>	
7	Module 7 - Classroom Management	<p><i>Lost at School</i>, Chapter 7 <b>[Textbook]</b></p> <p>Kauffman &amp; Landrum, Chapters 9 and 10 <b>[Textbook]</b></p> <p>Winzer, M. (2008). Children with Behavioural Disorders. In <i>Children with Exceptionalities in Canadian Classrooms</i>, 208-252. <b>[PDF in Blackboard]</b></p> <p>Loman, S &amp; Borgmeier, C. Defining Observable Problem Behaviors. In <i>Practical FBA Participant's Guide</i>, 1-119. Available online at: <a href="http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf">http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf</a></p>	Individual Assignment: Discussion Contribution

Week	Module	Readings	Evaluation Due Date
		<p>Pink, D. Dan Pink: The puzzle of motivation. <b>[Blackboard]</b></p> <p>Sugai, G. George Sugai: Best Evidence Based Practices for Behavioral Supports. <b>[Blackboard]</b></p>	
8	Module 8 - Building Resilience in At Risk Students	<p>Kauffman &amp; Landrum, Chapter 11 <b>[Textbook]</b></p> <p>Brokenleg, M. (2010). The Resilience Revolution: Our Original Collaboration. <i>Reclaiming Children &amp; Youth</i>, 18(4), 8-11. Available online at: <a href="http://cyber.usask.ca/login?url=http://search.proquest.com/docview/852771553?accountid=14739">http://cyber.usask.ca/login?url=http://search.proquest.com/docview/852771553?accountid=14739</a></p> <p>What Kids Need to Succeed! (2012). Available online at: <a href="http://www.search-institute.org/research">http://www.search-institute.org/research</a></p> <p>Herrman, H., Stewart, D., Diaz-Granados, N., Berger, E.L., Jackson, B. &amp; Yuen, T. (2011). What is Resilience? <i>Canadian Journal of Psychiatry</i>, 56(5), 258-265. <a href="http://cyber.usask.ca/login?url=http://search.proquest.com/docview/873044368?accountid=14739">http://cyber.usask.ca/login?url=http://search.proquest.com/docview/873044368?accountid=14739</a></p>	
9	Module 9 - Intervention – Part I	<p><i>Lost at School</i>, Chapters 8 and 9 <b>[Textbook]</b></p> <p>Kauffman, J.M. (2010). Commentary: Current Status of the Field and Future Directions. <i>Behavioral Disorders</i>, 35(2), 180-184. Available online at: <a href="http://cyber.usask.ca/login?url=http://search.proquest.com/docview/897116456?accountid=14739">http://cyber.usask.ca/login?url=http://search.proquest.com/docview/897116456?accountid=14739</a></p> <p>Lewis, T.J., Jones, S., Horner, R.H. &amp; Sugai, G. (2010). School-Wide Positive Behavior Support and Students with Emotional/Behavioral Disorders: Implications for Prevention, Identification and Intervention. <i>Exceptionality: A Special Education Journal</i>, 18(2), 82-93. <b>[PDF in Blackboard]</b></p> <p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. &amp; Sugai, G. (2008). Evidence-based Practices in Classroom Management: Consideration for Research to Practice. <i>Education and Treatment of Children</i>, 31(3), 351-380. Available online at: <a href="http://muse.jhu.edu/journals/education_and_treatment_of_children/v031/31.3.simonsen.html">http://muse.jhu.edu/journals/education_and_treatment_of_children/v031/31.3.simonsen.html</a></p>	<p>Individual Assignment: Term Paper</p> <p>Due July 13, 2014</p>

<p>10</p>	<p>Module 10 - Intervention – Part II</p>	<p>Kauffman &amp; Landrum, Chapter 12 <b>[Textbook]</b></p> <p>Brock, S.E. Helping the Student with ADHD in the Classroom: Information for Teachers. In <i>Information for Educators: Behavior Problems</i>, 1-3. <b>[PDF in Blackboard]</b></p> <p>Smallwood, D. Defusing Violent Behavior in Young Children: An Ounce of Prevention:: Information for School Principals. In <i>Information for Educators: Special Populations</i>, 1-3. <b>[PDF in Blackboard]</b></p> <p>Cooper-Kahn, J. &amp; Dietzel, L. (2008). Helping Children with Executive Functioning Stop Irritating Behavior. Available online at: <a href="http://www.Idonline.org/article/Helping_Children_with_Executive_Functioning_Problems_Stop_Irritating_Behavior?theme=print">http://www.Idonline.org/article/Helping_Children_with_Executive_Functioning_Problems_Stop_Irritating_Behavior?theme=print</a></p> <p>Lavoie, R. (2007). Helping the Socially Isolated Child Make Friends. Available online at: <a href="http://www.Idonline.org/article/Helping_the_Socially_Isolated_Child_Make_Friends">http://www.Idonline.org/article/Helping_the_Socially_Isolated_Child_Make_Friends</a></p> <p>McIntyre, T. (2003) Teaching Social Skills to Kids Who Don't Yet Have Them. Available online at: <a href="http://www.Idonline.org/article/Teaching_Social_Skills_to_Kids_Who_Don%27t_Yet_Have_Them">http://www.Idonline.org/article/Teaching_Social_Skills_to_Kids_Who_Don%27t_Yet_Have_Them</a></p> <p>Macklem, G.L. (2011). Evidence-Based Tier 1, Tier 2, and Tier 3 Mental health Interventions in Schools. In <i>Evidence-Based School Mental Health Services Affet Educatoin, Emotion Regulation Training, and Cognitive Behavioral Therapy</i>, 19-37. <b>[PDF in Blackboard]</b></p> <p>Schoenfeld, N.A. &amp; Janney, D.M. (2008). Identification and Treatment of Anxiety In Students with Emotional or Behavioral Disorders: A Review of the Literature. <i>Education &amp; Treatment of Children</i>, 31(4), 583-610. <b>[PDF in Blackboard]</b></p> <p>Plaey, B. &amp; O'Connor, M.J. (2009). Intervention for Individuals with Fetal Alcohol Spectrum Disorders: Treatment Approaches and Case Management. <i>Developmental Disabilities Research Reviews</i>, 15(3), 258-267. <b>[PDF in Blackboard]</b></p>	<p>Individual Assignment: Sharing Interventions Due: July 20, 2014</p>
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11	Module 11 - Intervention – Part III	<p>Kauffman &amp; Landrum, Chapter 13 <b>[Textbook]</b></p> <p>Stormont, M., Reinke, W. &amp; Herman, K. (2011). Teachers' Knowledge of Evidence-Based Interventions and Available School Resources for Children with Emotional and Behavioral Problems. <i>Journal of Behavioral Education</i>, 20(2), 138-147.</p> <p><b>[PDF in Blackboard]</b></p> <p>Gage, N., Adamson, R., Mitchell, B., Lierheimer, K., O'Connor, K.V., Bailey, N., Schultz, T., Schmidt, C. &amp; Jones, S. (2010). Promise and Possibility in Special Education Services for Students with Emotional or Behavioral Disorders: Peacock Hill Revisited. <i>Behavioral Disorders</i>, 35(4), 294-307. Available online at: <a href="http://search.proquest.com/docview/897595894?accountid=14739">http://search.proquest.com/docview/897595894?accountid=14739</a></p> <p>Model Programs Guide. Available online at: <a href="http://www.ojjdp.gov/mpg/">http://www.ojjdp.gov/mpg/</a></p> <p>We Know What Works. Available online at: <a href="http://www.colorado.edu/cspv/blueprints/">http://www.colorado.edu/cspv/blueprints/</a></p> <p>Programs that work. Available online at: <a href="http://www.promisingpractices.net/programs.asp">http://www.promisingpractices.net/programs.asp</a></p> <p>What Works Clearinghouse. Available online at: <a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a></p>	Individual Assignment: Discussion Contribution
12	Module 12 - Origin of Great Ideas	<p>Kauffman &amp; Landrum, Chapter 14 <b>[Textbook]</b></p> <p>Johnson, S. Steven Johnson: Where Good Ideas Come From. <b>[Blackboard]</b></p>	Individual Assignment: Discussion Contribution
13	Module 13 - Assessment	<p>Kauffman &amp; Landrum, Chapter 15 <b>[Textbook]</b></p>	<p>Final Exam Posted: August 13, 2014</p> <p>Final Exam Due: August 15, 2014</p>

*Note: If for any reason the Course Syllabus Reading List does not match the Module Reading List, the Course Syllabus shall be taken as correct.*



## Grading Scheme

Due at the conclusion of:	Course Assessments	%
Week 1	Assignment 1: Behaviour Car Reflection	6%
Week 3	Assignment 2: Defining Behaviour Disorders (Group Assignment)	6%
Week 4	Assignment 3: Term Paper Abstract/Outline	6%
Week 9	Assignment 4: Term Paper	35%
Week 10	Assignment 5: Sharing Interventions	6%
Weeks 1, 2, 5, 7, 11, 12	Discussion Contributions	6%
	Final Exam	35%
	<b>Total</b>	<b>100%</b>

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://policies.usask.ca/documents/LearningCharter.pdf>

## Evaluation Components

### CCDE Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at <http://www.ccde.usask.ca/writing>

## Assignment #1: Behaviour Car Reflection

**Value:** 6%

**Due Date:** May 14, 2014 (before midnight)

**Purpose:** This personal reflection will help you to consider the complexity involved in making behavioural changes. As such, it will facilitate understanding about how difficult changing maladaptive behaviours can be for students with behaviour disorders.

**Description:** Using the metaphor of the behaviour car, write a reflection of a time when you tried to change your own behaviour. Consider all of Larson's seven steps when reflecting on your experience with behavioural change. Subtitles for organization are highly recommended.

As it is a personal reflection, it is appropriate to write in first person narrative, but be sure to otherwise use APA style for writing and referencing. The reflection should be approximately 3 pages, and should be no longer than 5 pages (excluding references and title page). Email your completed Behaviour Car Reflection to your instructor by the due date listed above.

## Assignment #2: Defining Behaviour Disorders

**Value:** 6%

**Due Date:** May 28, 2014 (before midnight)

**Purpose:** This assignment will help group members to understand the complex issues and controversy surrounding the definition of behaviour disorders, and work towards identifying the essential components that can be agreed upon.

**Description:** In your assigned groups, and using the information gained from the assigned readings, write a concise yet comprehensive definition of Behaviour Disorders. The definition should be free from ambiguity so as to clearly aid in designing or evaluating screening and assessment procedures. Use APA style for writing and referencing. The definition should be approximately one and no longer than two pages (excluding references and title page) in length. Post your definition in the Discussions section by the due date listed above.

## Assignment #3: Term Paper Abstract/Outline

**Value:** 6%

**Due Date:** June 4, 2014 (before midnight)

**Purpose:** This assignment will be viewed by your instructor in order to provide feedback, the purpose of which is to improve the quality of your Term Paper (due at the end of week 9).

**Description:** Write an abstract (a brief paragraph summarizing the major focus/argument) and an outline (point-form notes or sentences beneath the headings you will use) for your upcoming Term Paper. Include the major authors you will reference to contribute to your argument beneath each point in your outline. Attach a list of references gathered to date on a separate Reference page. Use APA Guidelines for writing style and for referencing. Email this assignment to your instructor by the due date listed above.

## Assignment #4: Term Paper

**Value:** 35%

**Due Date:** July 9, 2014 (before midnight)

**Purpose:** This Term paper offers you an opportunity to explore a disorder that interests you by delving into the research base about the nature of the disorder, as well as associated evidence-based interventions.

**Description:** Select a special population for which behavioural difficulties are common. While not an exhaustive list, some possible areas of focus are listed below:

- Acquired Traumatic Brain injury
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Anxiety Disorders
- Conduct Disorder
- Depression
- Fetal Alcohol Spectrum Disorder
- Learning Disabilities
- Oppositional Defiant Disorder

Write a 10-14 page paper which addresses the following:

### Part I (5-7 pages):

- The nature of the disorder (definition and diagnosis, prevalence, correlates, etiology, prognosis)
- Common behaviour characteristics (recognizing that each child is unique)
- Implications in the Educational setting (social, academic, behavioural, etc.)

### Part II (5-7 pages):

- Research relating to Appropriate Prevention Strategies
- Research relating to Appropriate Intervention and Support Strategies

### Grading:

This paper is worth 35 marks which will be allocated as follows:

#### 1. Content – 25 marks

**Guiding Question:** To what extent does the analysis display depth of knowledge and understanding of the available literature in the field, as demonstrated through the use and critiquing of multiple and varied sources?

- To what extent does Part I cover all of the required areas? **(15 marks)**
- To what extent does Part II cover all of the required areas? **(10 marks)**

## 2. Cohesion and Readability – 10 marks

**Guiding Question:** Does the written product facilitate understanding for the reader?

- Have guidelines regarding length and APA formatting been followed? **(5 marks)**
- Are spelling, punctuation, and grammatical use correct? **(5 marks)**

### Assignment #5: Sharing Interventions

**Value:** 6%

**Due Date:** July 16, 2014 (before midnight)

**Purpose:** Due to the overwhelming amount of available interventions, it is necessary to have a method of sifting through the possibilities. One such method is to share quality evidence-based interventions with colleagues.

**Description:** You will share two of the most promising interventions that your research has uncovered. One intervention should come directly from your research for your Term Paper; the second intervention needs to be related to a disorder or theme different than that of your Term Paper. Each paragraph will include:

1. The name of the intervention
2. The name(s) of the creators of the intervention
3. The purpose(s) for which the intervention was created
4. A summary of the evidence which suggests it is effective
5. A reference list indicating where you obtained the information for items 1 through 4 above.

Use APA style for writing and referencing. The assignment should not exceed two pages (i.e., one page for each intervention) in length (excluding references and title page).

### Discussion Contributions

**Value:** 6%

**Due Date:** End of Weeks 1, 2, 5, 7, 11 and 12

**Purpose:** Educational programming depends on collaboration between professionals. The purpose of these assignments is to bring multiple ideas together in order to extend understanding.

**Description:** Your instructor will post discussion questions or ideas related to course materials in the Discussions area which require a response from course members. The post will ask you to think reflectively and will contain specific instructions about how to proceed. Although you must post your response by the end of the weeks indicated, you are encouraged to post earlier and spend time reading and responding to posts from other course members in order to facilitate further discussion. Discussion conversations may also continue for interested students even after the “due date” has passed.

## Final Exam

**Value:** 35%

**Date:** August 6, 2014

**Purpose:** The final exam will require you to consider the major theoretical and pragmatic issues from the course. Emphasis will be placed on synthesizing information from course materials in order to develop practical intervention plans for challenging student behaviour.

**Description:** The final exam will consist of the following:

- a. Short essay questions covering major areas of study.
- b. Three case studies: You will select one to analyze and respond to from an educational perspective.

The focus from the student should be on providing evidence of your ability to synthesize information from the course. Your understanding will be demonstrated by referral to course readings and activities. As such, the exam is open book, and you are expected to write using APA style (i.e., using both in-text citations and a Reference page). The exam will include guidelines regarding the length of your responses. The exam will be sent out as an attachment in an e-mail from your instructor, on the date and at the time listed in the calendar. You will e-mail completed exams to your instructor within 48 hours of the release of the exam.

**Note:** The 48 hours permitted is much more than necessary, and is designed to allow you to choose which shorter time period(s) within the larger time frame best fits your schedule and other commitments. As such, barring exceptional circumstances, alternate exam times will generally not be permitted.

## Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the content area of this website. Consult the course calendar to find out the exact due dates for the assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper.

Carefully read the instructions below so that you know what we expect in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics, APA style is required for all citations including personal correspondence. Please look in the Student Help section, if you require information on improving your writing.
4. Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct

5. . If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in case it gets misplaced.

## Submitting Assignments

All assignments and the exam will be submitted to the instructor via the instructor's email. Please check the instructor's contact information for the email address.

All assignments should be created as word processing documents (.doc) because you can check spelling and grammar and because you will have a copy of the assignment if anything goes wrong. Please do not use spaces or special characters or spaces within your file names.

Once you are happy with the result, use the method described in the list of learning activities. Always check due dates in your Blackboard calendar. You can send assignments early, but some instructors will not accept assignments after a specified date.

## Additional Information

**Communication:** Your instructor and other course members have only online tools available in order to communicate. As such, it is essential that you check e-mail regularly and respond to messages from group members or your instructor as quickly as possible. Proactive communication with group members which respects the busy lifestyle typical of a student taking online courses is essential. Many students and instructors are balancing family, career, and academic responsibilities.

**Participation:** This course includes a group assignment, which you will complete collaboratively with your assigned team members. Additionally, you will be expected to participate in asynchronous discussions (i.e. through posting your ideas and responding to the ideas of others) with class members. Participation in these activities is also part of your final grade (see Discussion Contributions above).

**Submission Deadlines:** Assignments will be submitted through one of two pathways: 1) as an attachment on an e-mail to the instructor; or 2) as a post in the Discussions section. All assignments are due at the end of the week in which they are listed. For course purposes, the end of the week will be defined as Sunday at midnight. Students or groups who require an extension should contact the instructor well in advance of the due date.

## Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see <http://www.students.usask.ca/disability/> or contact DSS at 306-966-7273 or [dss@usask.ca](mailto:dss@usask.ca)

## **Integrity Defined (from the Office of the University Secretary)**

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.”  
(Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct*. More information is available at  
<http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf>

## **Module Objectives**

### **Module 1: Challenging Paradigms**

1. Appreciate the complexity of human behaviour and think reflectively about how students with emotional and behaviour difficulties approach behavioural change.
2. Value examining one’s own behaviour in order to challenge assumptions about behavioural change.
3. Appreciate how theories of learning influence one’s orientation toward students with emotional and behavioural difficulties

### **Module 2: Defining Behaviour Disorders**

1. Appreciate the complexities involved in defining behaviour disorders.
2. Appreciate the implications of definition on student supports and services.
3. Identify competing theoretical approaches to understanding behaviour disorders.
4. Describe the issues around prevalence of behaviour disorders
5. Describe the variety of methods of classification for individuals demonstrating disordered behaviour.
6. Describe characteristics of individuals with various types of externalizing and internalizing behaviour disorders.

### **Module 3: Types of Behaviour Disorders**

1. Appreciate the complexities involved in defining behaviour disorders.
2. Appreciate the implications of definition on student supports and services.
3. Identify competing theoretical approaches to understanding behaviour disorders.
4. Describe the issues around prevalence of behaviour disorders
5. Describe the variety of methods of classification for individuals demonstrating disordered behaviour.
6. Describe characteristics of individuals with various types of externalizing and internalizing behaviour disorders.

#### **Module 4: Response to Intervention**

1. Understand universal, secondary, and tertiary tiers of the response to intervention model.
2. Recognize the applicability of the tiers of intervention to academic, social, and behavioural outcomes.
3. Understand the connection between response to intervention and positive behaviour supports.
4. Identify the common features of various responses to intervention models.
5. Recognize possible biological and familial factors that contribute to disordered behaviour.

#### **Module 5: Lagging Skills and Unsolved Problems**

1. Recognize the major components of collaborative problem solving as they apply to students with behavioural disorders.
2. Describe challenging behaviour objectively.
3. Challenge personal perceptions or biases about the reasons for maladaptive student behaviour and cultivate respect for and empathy toward students with behaviour disorders.

#### **Module 6: Differentiated Discipline**

1. Recognize school and cultural influences as factors that may contribute to behavioural problems in children and youth.
2. Understand the basic components of a Functional Behavioural Assessment.
3. Appreciate how to describe problematic student behaviour in concrete terms in order to develop individual student goals.

#### **Module 7: Classroom Management**

1. Appreciate the importance of collaborative problem solving and other proactive classroom management.
2. Understand how a school wide positive behaviour interventions and supports framework might apply to students with behaviour disorders.
3. Consider the use of Functional Behavioural Assessment and other methods of assessing students with behaviour disorders.

#### **Module 8: Building Resilience in At-Risk Students**

1. Understand what is meant by resilience when it is applied to children at risk for failure in educational and other settings.
2. Analyze the factors that contribute to resilience.
3. Recognize problem behaviours associated with adolescence.



### **Module 9: Intervention – Part I**

1. Identify features of appropriate interventions for students with behaviour disorders.
2. Identify evidence-based practices individual teachers can implement to support students with behaviour disorders.
3. Understand the assessment and intervention of students experiencing anxiety and depression.

### **Module 10: Intervention – Part II**

1. Identify appropriate assessment and teaching practices for students with learning and behaviour problems related to reading fluency and comprehension.
2. Design and implement effective intervention plans for students with ADHD and aggressive behaviour.
3. Design and implement effective intervention plans for students with mental health concerns.
4. Design and implement effective intervention plans for students with Fetal Alcohol Spectrum Disorder.

### **Module 11: Intervention – Part III**

1. Demonstrate an understanding of the relationship between theoretical approaches to understanding behaviour disorders and designing appropriate intervention strategies.
2. Compare the relevance of criteria used by various organizations in order to identify effective evidence-based interventions.
3. Appreciate factors affecting the future research and potential interventions for students with behaviour disorders.
4. Understand assessment and intervention for students experiencing depression.

### **Module 12: Origin of Great Ideas**

1. Appreciate the value of collaboration and the increased creativity afforded through collaborative problem solving.
2. Understand issues related to Schizophrenia and other severe disorders.

### **Module 13: Assessment**

1. Understand the significance of assessment for screening, eligibility, evaluation, and classification purposes.
2. Review the significance of course themes such as RTI, PBS, and CPS for planning interventions for students with learning and behaviour problems.

## **Acknowledgements**

### **Instructional Design and Course Development**

**The content for this course was created and designed in partnership by:**

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