

Revised 2007

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 3  
Field/Clinical Hours: 0/30

**Course Number:** EDCI 441

**Course title for the catalog:** Creating Effective Learning Environments

**Catalog description:**

This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. A positive approach which emphasizes the dignity of the student will be emphasized.

**The prerequisite (s) for this course is (are):**

EDCI 250

*The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, [www.taskstream.com](http://www.taskstream.com).*

*Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.*

**The enrollment restriction (s) for this course is (are):**

25

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. Current educational terminology, definitions, model programs and alternative environments for students with emotional and behavioral differences.

2. Differing perspectives of deviance, including self-stimulation and self abuse, from education, mental health, religion, legal corrections and social welfare.
3. The legal system, social services, and mental health services available to assist students with emotional and behavioral differences and their parents/caregivers.
4. Physical development, physical disability, and health impairments as they relate to the development and behavior of students with disabilities.
5. The effects of dysfunctional behavior on learning and social relationships.
6. Family systems and how they affect the social and emotional needs of students.
7. The communicative function of behavior.
8. Single subject research design including case study.
9. Positive methods to build classroom community and student social and emotional growth and development.
10. Curriculum, assessment, methods, materials and technology applicable to students with emotional and behavioral differences.
11. Conflict resolution programs and anger management strategies.
12. Teacher counseling techniques and knowing when to refer to specialists.
13. Consumer and professional organizations, publications, and journals relevant to the field of emotional and behavioral differences.
14. Common medications used with students and their effect on behavior.
15. Cultural/linguistic differences and their effect on and interpretation of behavior.
16. Issues, resources and techniques used to integrate students with disabilities into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.
17. Rationale for selecting specific management techniques for individuals with disabilities.
18. Theories behind reinforcement techniques and their application to teaching individuals with disabilities.

### **SKILLS:**

The teacher education student will have skills to:

1. Collaborate with students, parents, regular education teacher, schools, and community specialists to write and implement IEPs.
2. Identify, administer and evaluate anecdotal records, field notes, frequency, topography, duration, latency, interviews, ABC analysis, and other data collection methods.
3. Identify the communicative function of behavior and address student needs based upon those functions.
4. Design, implement, and evaluate instructional programs that enhance the students' social participation in family, school, and community activities and train parents in their use.
5. Develop a continuum of proactive and positive intervention strategies including anger management, responsibility training, social skills training, etc.
6. Utilize rapport building techniques.
7. Conduct interactive research, single subject designs and case studies.
8. Clearly specify the goals and objectives which build classroom community and

- address the individual social and emotional needs of students.
9. Monitor group behavior changes and individual behavior changes within the group across various academic and social environments.
  10. Monitor the effects of medication on individual performance.
  11. Develop and maintain effective and consistent classroom routines and expectations.
  12. Design and use conflict resolution programs and train and foster peer mediation groups.
  13. Conform to policies, statutes, and rules established by federal, state, and LEA agencies relating to judicious application of disciplinary methods and behavioral procedures.
  14. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities.
  15. Use reinforcement systems to create effective learning environments.
  16. Develop and facilitate the use of behavior crisis management plans.

### **DISPOSITIONS:**

The teacher education student will:

1. Value humor as a way to build rapport and defuse stressful situations.
2. Recognize that inappropriate student behavior is seldom directed at the teacher as an individual.
3. Apply only those disciplinary methods and behavioral procedures that do not undermine the dignity of the student or the basic human rights of persons with exceptionalities.
4. Assume student competence and ability to learn.
5. Value the inclusive philosophy for students with exceptionalities.
6. Act in a professional and ethical manner in all school-related situations.
7. Know the strengths and limitations that the teacher brings to the classroom based upon their own gifts, history, and interests.
8. Advocate for best practice that is based upon research.
9. Value action research as a way to improve instruction.

### **Suggested texts and/or references for EDCI 441:**

Kaplan, J. S. (1995). Beyond behavior modification (3<sup>rd</sup> ed.). Austin, TX: Pro-ed.

Larrivee, B. (1999). Authentic classroom management: Creating a community of learners. Needham Heights, MA: Allyn & Bacon.

### **Suggested instructional strategies:**

Demonstrations, discussions, guest speakers, homework, lecture, media, projects, readings, testing, tutoring.

**Description of field/clinical experiences:**

A. U. students are instructed in the use of both formal and informal assessment techniques to gain a well-rounded perspective of the student's present level of performance across a variety of skill areas. The teacher education students are instructed in the interpretation of the gathered data and how to translate such information into practical goals and objectives from which tutorial lessons can be designed, conducted, and evaluated. All activities are conducted under supervision in a neighboring school with at-risk children or children with mild/moderated educational needs thus allowing immediate and systematic feedback as the teaching students apply a variety of techniques.

**Evaluation of students:**

Required Taskstream components for this course:

- 1) Behavior support project assessing students' ability to plan and implement behavior supports.

**Faculty who frequently teach the course:**

**Certification programs in which course is required:**

Intervention Specialist Mild/Moderate and Intervention Specialist Moderate/Intensive

**Bibliography:**

**Books and Journal Articles**

Albin, R.W., Horner, R.H., & O'Neill, R.E. (1994). Proactive behavioral support: Structuring and assessing environments. Eugene, OR: Research and Training Center on Positive Behavioral Support.

Black, D.D., & Downs, J.C. (1993). Administrative intervention: A school administrator's guide to working with aggressive and disruptive students. Longmont, CO: Sopris West.

Bos, C. S., Vaughn, S. (1998). Strategies for teaching students with learning and behavior problems (4<sup>th</sup> ed.). Boston: Allyn and Bacon.

Boyle, J. R., Danforth, S. (2001). Cases in special education (2<sup>nd</sup> ed.). Boston: McGraw-Hill.

Boyle, J. R., & Weishaar, M. (2001). Special education law and cases. Boston: Allyn and Bacon.

Brammer, L.M., Abergo, P.J., & Shostrom, E.L. (1993). Therapeutic counseling and psychotherapy. (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Breen, M.J., & Fiedler, C.R. (1996). Behavioral approaches to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners. Austin, TX: Pro-Ed.

Burke, R.R. (1995). Communicating with students in schools: Exercises in motivation

and school discipline through rapport (3rd ed.). Lanham, MD: University Press of America.

Cambone, J. (1994). Teaching troubled children: A case study in effective classroom practice. New York: Teachers College Press.

Carr, E.G., McConnachie, G., Carlson, J.I., Kemp, D.C., Smith, C.E. (1994). Communication-based intervention for problem behavior: A user's guide for producing positive change. Baltimore: Paul H. Brookes.

Charles, C.M. (2002). Building classroom discipline (7th ed.). Boston: Allyn and Bacon.

Chazan, M., Laing, A.F., & Davies, D. (1994). Emotional and behavioural difficulties in middle childhood: Identification, assessment, and intervention in school. London, England: Falmer Press.

Cooper, J.M. (ed.) (1995). Teachers' problem solving: A casebook of award-winning teaching cases. Boston: Allyn and Bacon.

Curwin, R. L., & Mendler, A. N. (2001). Discipline with dignity. Upper Saddle River, NJ: Merrill.

Danforth, S., & Boyle, J. R. (2000). Cases in behavior management. Upper Saddle River, NJ: Merrill.

Davidman, L., Davidman, P. T. (2001). Teaching with a multicultural perspective: a practical guide (3<sup>rd</sup> ed.). New York: Longman.

Dice, M.L. (1993). Intervention strategies for children with emotional or behavioral disorders. San Diego, CA: Singular.

Donnellan, A.M., LaVergna, G.W., Negri-Shoultz, N., Fassbender, L.L. (1988). Progress without punishment. New York: Teachers College.

Dunlay, G. (1994). Choice making and proactive behavioral support for students with emotional and behavioral challenges. Journal of Applied Behavioral Analysis, *27*, 505-518.

Emerson, E. (2001). Challenging behaviour: Analysis and intervention in people with severe learning disabilities. New York: Cambridge University Press.

Epanchin, B.C., Townsend, B., & Stoddard, K. (1994). Constructive classroom management: Strategies for creating positive learning environments. Pacific Grove, CA: Brooks/Cole.

Fennimore, B.S. (1996). Student-centered classroom management. Belmont, CA: Wadsworth.

Freiberg, J. H. (Ed.) (1999). Beyond Behaviorism: Changing the classroom management paradigm. Boston: Allyn and Bacon.

Gladding, S.T. (2000). Counseling: A comprehensive profession. (4<sup>th</sup> ed.). Columbus, OH: Merrill.

Goldstein, A.P., Harootunian, B., & Conoley, J.C. (1994). Student aggression: Prevention, management, and replacement training. New York, NY: Guilford.

Harlan, J.C. (1996). Behavior management strategies for teachers: Achieving instructional effectiveness, student success, and student motivation--every teacher and student can! Springfield, IL: Charles C. Thomas.

Horne, A.M., & Sayger, T.V. (1990). Treating conduct and oppositional defiant disorders in children. Elmsford, NY: Pergamon Press.

Huyvaert, S. (1995). Reports from the classroom: Cases for reflection. Boston: Allyn

and Bacon.

Jones, V. F., & Jones, L. S. (2001). Comprehensive classroom management: Creating communities of support and solving problems. (6<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Jordan, D. (1995). Honorable intentions: A parent's guide to educational planning for children with emotional and behavioral disorders. Minneapolis, MN: PACER.

Kampwirth, T. J. (1999). Collaborative consultation in the schools: Effective practices for students with learning and behavior problems. Columbus: Merrill.

Karlin, M.S., & Berger, R. (1992). Discipline and the disruptive child: A new, expanded practical guide for elementary school teachers. (2nd ed.). Englewood Cliffs, NJ: Parker.

Kauffman, J. M. (1997). Characteristics of emotional and behavioral disorders of children and youth. (6th ed.). Upper Saddle, NJ: Merrill

Kauffman, J.M., Lloyd, J.W., Hallahan, D.P., & Astuto, T.A. (Eds.). (1995). Issues in educational placement: Students with emotional and behavioral disorders. Hillsdale, NJ: Erlbaum Associates.

Kauffman, J. M., Mostert, M. P., Trent, S. C., & Hallahan, D. P. (2002). Managing classroom behavior: A reflective case-based approach. (3rd ed.). Boston, MA: Allyn and Bacon.

Koegel, L.K., Koegel, R.L., & Dunlap, G. (Eds.). (1996). Positive behavioral support: Including people with difficult behavior in the community. Baltimore, MD: Paul H. Brookes.

Kohn, A. (2001). Beyond discipline: From compliance to community. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Kreidler, W.J. (1984). Creative conflict resolution: More than 200 activities for keeping peace in the classroom. Glenview, IL: Scott, Foresman.

Lantieri, L., Patti, J. (1996). Waging peace in our schools. Boston: Beacon Press.

Lehr, D.H., Brown, F. (ed.) (1996). People with disabilities who challenge the system. Baltimore: Paul H. Brookes.

Lewis, S.K., & Lawrence-Patterson, E. (1989). Locus of control of children with learning disabilities and perceived locus of control by significant others. Journal of Learning Disabilities, 22, 255-257.

Long, N.J., Morse, W.C., & Newman, R.G. (Eds.). (1996). Conflict in the classroom: The education of at-risk and troubled students. (5<sup>th</sup> ed.). Austin, TX: Pro-Ed.

Lovett, H. (1996). Learning to listen: Positive approaches and people with difficult behavior. Baltimore, MD: Paul H. Brookes.

Maag, J. (1999). Behavior management: From theoretical implications to practical applications. San Diego, CA: Singular.

Malott, R. W., Whaley, D. L., Malott, M. E. (1997). Elementary principles of behavior. (3<sup>rd</sup> ed.) Upper Saddle River, NJ: Prentice Hall.

Masters, L.F., Mori, B.A., & Mori, A.A. (1999). Teaching secondary students with mild learning and behavior problems: Methods, materials, strategies. (3rd ed). Austin, TX: Pro-Ed.

Maurice, C., Green, G., Foxx, R. M. (2001). Making a difference: Behavioral intervention for autism. Austin, TX: Pro-Ed, Inc.

Maurice, C., Green, G., & Luce, S.C. (Eds.). (1996). Behavioral intervention for young children with autism: A manual for parents and professionals. Austin, TX: Pro-Ed.

- Mendler, A. (1994). Behavior management in the inclusive classroom. Journal of Emotional and Behavioral Problems, 3(3), 59-69.
- Morgan, S.R., & Reinhart, J.A. (1991). Interventions for students with emotional disorders. Austin, TX: Pro-Ed.
- Moursund, J., & Kenny, M. (2002). The process of counseling and therapy. (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Newcomer, P.L. (1993). Understanding and teaching emotionally disturbed children and adolescents. (2nd ed.). Austin, TX: Pro-Ed.
- Nieto, S. (2000). Affirming diversity: The sociopolitical context of multicultural education. (3rd ed.). Boston: Allyn and Bacon.
- O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1997). Functional assessment and program development for problem behavior: A practical handbook. (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Peterson, R.L., & Ishii-Jordan, S. (ed.) (1994). Multi-cultural issues in the education of students with behavioral disorders. Cambridge, MA: Brookline.
- Queen, J.A., Blackwelder, B.B., & Mallen, L.P. (1997). Responsible classroom management for teachers and students. Upper Saddle River, NJ: Merrill.
- Raffini, J.P. (1996). 150 ways to increase intrinsic motivation in the classroom. Boston, MA: Allyn & Bacon.
- Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). The tough kid book: Practical classroom management strategies. Longmont, CO: Sopris West.
- Rockwell, S. (1993). Tough to reach, tough to teach: Students with behavior problems. Reston, VA: Council for Exceptional Children.
- Rosenberg, M.S., Wilson, R., Maheady, L., & Sindelar, P.T. (1997). Educating students with behavior disorders. (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Sapon-Shevin, M. (1999). Because we can change the world: A practical guide to building cooperative, inclusive classroom communities. Boston: Allyn and Bacon.
- Savage, T. V. (1999). Teaching self-control through management and discipline. (2<sup>nd</sup> ed.) Boston: Allyn and Bacon.
- Schloss, P. J., & Smith, M. A. (1998). Applied behavior analysis in the classroom. (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Shapiro, E.S., & Cole, S.L. (1994). Behavior change in the classroom: Self-management interventions. New York, NY: Guilford.
- Villa, R., Thousand, J. (2000). Restructuring for caring and effective education: Piecing the puzzle together. (2<sup>nd</sup> ed.). Baltimore, MD: Brookes.
- Walker, H.M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole.
- Walker, H.M., & Walker, J.E. (1991). Coping with noncompliance in the classroom: A positive approach for teachers. Austin, TX: Pro-Ed.
- Walker, J.E., & Shea, T.M. (1995). Behavior management: A practical approach for educators. (6th ed.). Upper Saddle River, NJ: Merrill.
- Watkins, K.P., & Durant, L. (1992). Complete early childhood behavior management guide. West Nyack, NY: Center for Applied Research in Education.
- Webster-Stratton, C., & Herbert, M. (1994). Troubled families --problem children:

Working with parents: A collaborative process. New York, NY: John Wiley & Sons.

Wolfgang, C.H. (1999). Solving discipline problems: Methods and models for today's teachers. (4th ed.). Boston, MA: Allyn and Bacon.

Wolpe, J. (1990). The practice of behavior therapy. (4<sup>th</sup> ed.). New York: Pergamon Press Inc.

Workman, E.A., & Katz, A.M. (1995). Teaching behavioral self-control to students. (2nd ed.). Austin, TX: Pro-Ed.

Wynne, E., & Ryan, K. (1997). Reclaiming our schools: Teaching character, academics, and discipline. (2nd ed.). Upper Saddle River, NJ: Merrill.

Zionts, P. (1996). Teaching disturbed and disturbing students: An integrative approach. (2nd ed.). Austin, TX: Pro-Ed.

Zirpoli, T.J., & Melloy, K.J. (1997). Behavior management: Applications for teachers and parents. (2nd ed.). Upper Saddle River, NJ: Merrill.

## **Films**

Child abuse: The people next door. [Video] Karol Media.

Educating Peter [Video] HBO

The face of inclusion: A parent's perspective. [Video] Joenreo, Inc.

Foxx, R. M. (Author) Harry. [Video] Research Press.

Gangs in our schools. National School Safety Center.

Go for a goal. Sunburst Communications.

Handling your anger. Sunburst Communications.

Learning disabilities and discipline with Richard Lavoie: When the chips are down. [Video] PBS Video.

Learning disabilities and social skills with Richard Lavoie: Last one picked...first one picked on. [Video] PBS Video.

Nonviolent crisis intervention for the educator. The National Crisis Prevention Institute, Inc.

Planning alternative tomorrows with hope. Inclusion Press.

A passion for justice: People with disabilities in the justice system. [Video] Fanlight Productions.

Race, hatred, and violence: Searching for solutions. [Video] Human Relations Media.

Social-cultural differences. The Kentucky Network.

### **Journals**

Academic Therapy  
American Journal of Mental Deficiency  
American Journal on Mental Retardation / AJMR  
Behavioral Disorders  
British Journal of Special Education  
Education and Training in Mental Retardation  
Educational Research Journal  
Exceptional Children  
Exceptionality  
Exceptional Parent  
Intervention in School and Clinic  
Journal of Applied Behavior Analysis  
Journal of Autism and Developmental Disorders  
Journal of Emotional and Behavioral Problems  
Journal of Learning Disabilities  
Journal of Special Education  
Journal of Speech and Hearing Disorders  
Journal of the Association for Persons with Severe Handicaps  
Learning Disabilities Quarterly  
Mental Retardation  
Remedial and Special Education  
Science and Children  
Science Education  
Science Teacher  
Social Studies  
TASH  
Teacher Education and Special Education  
Teaching Exceptional Children  
Technology and Learning  
Topics in Early Childhood Special Education

### **World Wide Web Sites**

American Association on Mental Retardation (AAMR) [<http://www.aamr.org/>]

The American Foundation for the Blind [<http://www.afb.org>]

The Arc (formerly Association for Retarded Citizens of the United States)  
[<http://thearc.org/welcom.html>]

The Beach Center on Families and Disability [<http://www.beachcenter.org>]

Children and Adults with Attention Deficit Disorders (C.H.A.D.D.) [<Http://www.chadd.org/>]

Council for Exceptional Children (CEC) [<http://www.cec.sped.org/home.htm>]

CEC Division for Learning Disabilities (DLD) [<http://www.dldcec.org>]

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) [<http://www.ericec.org>]

ERIC/OSEP Special Project [<http://www.ericec/osep-sp.htm>]

Family Village: A Global Community of Disability-related Resources  
[<http://www.familyvillage.wisc.edu/>]

Federal Resource Center for Special Education [<http://dssc.org/frc/>]

IDEA §97 [<http://www.ed.gov/offices/OSERS/OSEP/Programs>]

Journal of Applied Behavior Analysis  
[<http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm>]

LD OnLine [<http://www.ldonline.org/>]

Learning Disabilities Association of America [<http://www.idanatl.org>]

National Clearinghouse for Professions in Special Education [<http://www.specialedcareers.org>]

National Information Center for Children and Youth with Disabilities [<http://www.nichcy.org.>]

Special Education Resources on the Internet (SERI) [<http://www.seriweb.com>]

State Education Agency--Ohio  
[<http://www.ode.state.oh.us/>]

### **Learned Societies and Professional and Related Organizations**

American Counseling Association  
The ARC of the United States  
Association for Supervision & Curriculum Development

The Council for Exceptional Children  
Federal Resource Center for Special Education  
National Association for School Psychologists  
National Council on Disability  
National Institute on Mental Health  
National Rehabilitation Information Center  
Office of Special Education and Rehabilitative Services (OSERS)  
Rehabilitation Services Administration  
U.S. Office of Special Education Programs (OSEP)