

**Education 5620**  
**Intervention with Children & Youth with**  
**Emotional/Behavioural Disorders**  
 Faculty of Education  
 University of Lethbridge  
 Spring Semester 2016

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### Course Description

ED 5620 Intervention with Children & Youth with Emotional/Behavioural Disorders emphasizes current knowledge about EBDs, as well as current scientifically-validated practices that effectively assess, diagnose, and serve students within an inclusive education system. The course is divided into two sections.

**The first section** is intended to bridge the gap between current neuroscientific understanding of behaviour disorders in students and classroom practice. The most common and often most disconcerting emotional and behavioural disorders for classroom teachers to deal with in Canadian schools today—such as ADHD, anxiety disorders, depression, conduct disorders and Oppositional Defiant Disorder (among others) will be examined. Emphasis is placed on etiology, methods of assessment and diagnosis, and school-based treatment options.

**The second section** of the course will focus specifically on one such school-based treatment option: the Positive Behaviour Intervention and Supports (PBIS) model. PBIS is a widely used framework based on the principles of Applied Behavior Analysis and promotes the use of evidence-based behavioral interventions that will enhance academic and social behavior outcomes for all students within an inclusive education system.

### Course Format

The format used in this course involves four on-line approaches:

- (1)** You will watch a series of short video “lectures” that help to emphasize the most current knowledge on specific EBDs. These video clips—which you will watch on your own time—discuss the nature and characteristics of individual disorders.
- (2)** You will be given four Challenge Questions, which are designed to have you consider various topics within the field of education as they relate to students with EBDs. These Challenge Questions will be based on assigned readings in the course. You will engage in online discussions and written postings to support your viewpoints.

3) Based on all the resources from this course and others that you find, you will develop a Go-To Portfolio that you can access anywhere, anytime.

(4) You will work independently or in groups to complete a final assignment in the form of a workshop for colleagues.

Tentatively we are planning one face-to-face meeting to be held during the term on a Saturday. Attendance on this day is, of course, not mandatory...and we will attempt to negotiate a date during the first week of class.

## Course Objectives

Upon completion of this course, students will understand;

1. The neurological processes underling typical and atypical behaviour in children and youth;
2. The DSM V model of assessment and diagnosis;
3. The use of psychotropic medications, the effects on behaviour as well as the benefits and risks of their use in school-aged populations;
4. The critical features of the school and classroom wide Positive Behaviour Support models;
5. How to conduct a functional assessment of behaviour and develop behaviour intervention plans;
6. Evidence based interventions and approaches for individual students, small groups and inclusive classrooms;

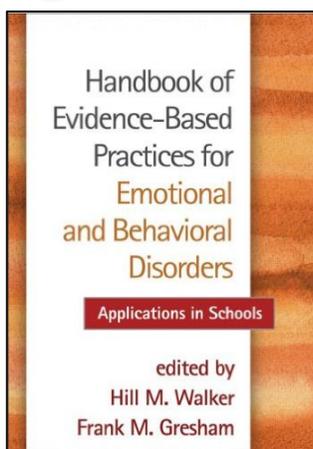
Upon completion of this course, students will;

1. Watch all of the videos and video resources assigned;
2. Complete an original Discussion Board posting on each Challenge Question and respond to the postings of other students after completing assigned readings/videos;
3. Complete all three parts of the Go-To Portfolio assignment and write a reflection paper on the feedback received from colleagues

## Primary Course Resources (There are 3)

A

### Course Text (Required)



Walker, H.M. & Gresham, F.M. (Eds.). *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Application in Schools* (2014). New York: Guilford Press

The purpose of the text is to help guide your thinking and understanding about evidence-based practices. It does **not** provide information on the nature and characteristics of individual disorders.

**B****Course Web Manual Resource: DSM-V**

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (online)  
<http://dx.doi.org/10.1176/appi.books.9780890425596>

The purpose of the DSM-V website is to provide you with ONE source of information on the nature and characteristics of EBDs. This site also provides diagnostic criteria and various statistics for each disorder. This should be considered just one source of information for you. You will be provided with guidance at the start of the course on how to utilize this resource.

**C****Course Websites**

The purpose of the course websites is to provide you with important government policies and guidelines, support and information relevant to educators. This is NOT an exhaustive list and you should expect to dig deeper to find other relevant web sources to complete your information sourcing.

Government of Alberta Ministry of Education website  
[www.education.alberta.ca](http://www.education.alberta.ca)

Learn Alberta website for teachers  
[www.learnalberta.ca](http://www.learnalberta.ca)

Alberta Education Caring, Respectful and Safe Learning Environments website:  
<https://education.alberta.ca/teachers/safeschools/crsle-resources/>

Inclusive Education Video Series & Conversation Guides  
<https://education.alberta.ca/admin/supportingstudent/inclusiveedvideoserries/>  
or  
<https://education.alberta.ca/inclusion>

National Institute of Mental Health (American)  
[www.nimh.nih.gov](http://www.nimh.nih.gov)

Positive Behaviour Intervention Supports  
[www.pbis.org](http://www.pbis.org)

## Supplementary Readings and Web Resources

Alberta Education Diverse Learning Needs website:

<https://education.alberta.ca/admin/supportingstudent/diverselearning/>

Alberta Education Bullying Prevention website (information, links, resources):

<https://education.alberta.ca/teachers/safeschools/bullying-prevention/>

Alberta Education: Special Education Coding Criteria

<http://education.alberta.ca/media/825847/spedcodingcriteria.pdf>

British Columbia Ministry of Education website (Special Education):

[http://www.bced.gov.bc.ca/specialed/sped\\_res\\_docs.htm](http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm)

Council for Exceptional Children

<http://www.cec.sped.org>

Council for Inclusive Education. Formally: Special Education Council ATA

<http://www.specialeducation.ab.ca>

Family and Community Services Alberta: Teaching/Lecture Series on Youth Mental Health

[www.humanservices.alberta.ca/family-community/cmh-learning-series.html](http://www.humanservices.alberta.ca/family-community/cmh-learning-series.html)

Learning Disabilities Online...p.s. you can also look up various Canadian associations

<http://www.ldonline.org>

Prevention Strategies

<http://cecp.air.org/preventionstrategies/prevent.pdf>

Resiliency Canada Initiatives

<http://www.resiliencyinitiatives.com>

Universal Design for Learning (UDL)

[www.cast.org](http://www.cast.org)

As you can appreciate, there are thousands of websites and potential supplementary readings. This is obviously a brief and incomplete list. The purpose of this list is simply to give you a few resources to think about. It is expected that your own library of resources that you develop through this course will be much better. Please note also that as you discover and highlight excellent resources, we are likely to use them to share with future ED 5620 students...so you are definitely helping to make this course better long after you complete it.

***Look What I've Found!*** This section of the course Moodle website is designed for you to share helpful resources that you've found. Add and take as many as you wish...this is your site, so feel free to contribute to and borrow from it often.

## Course Assignments and Evaluation Scheme

This course is designed to lead educators toward varied sources of knowledge and skills to help youth with EBD in schools. Based on a thorough understanding of the nature and characteristics of several types of Emotional and Behavioural Disorders you will develop a three-part “Go-To Portfolio” for current and future use and development. You will also use the online discussion forum in Moodle to correspond with colleagues about course readings and scenarios proposed throughout the course.

### Assignment 1: Go-To Portfolio (Value: 70%)...detailed description follows on next page

Part 1 (20%): Quick Reference Library of Emotional & Behavioural Disorders

Part 2 (30%): Intervention Library and Resource Section

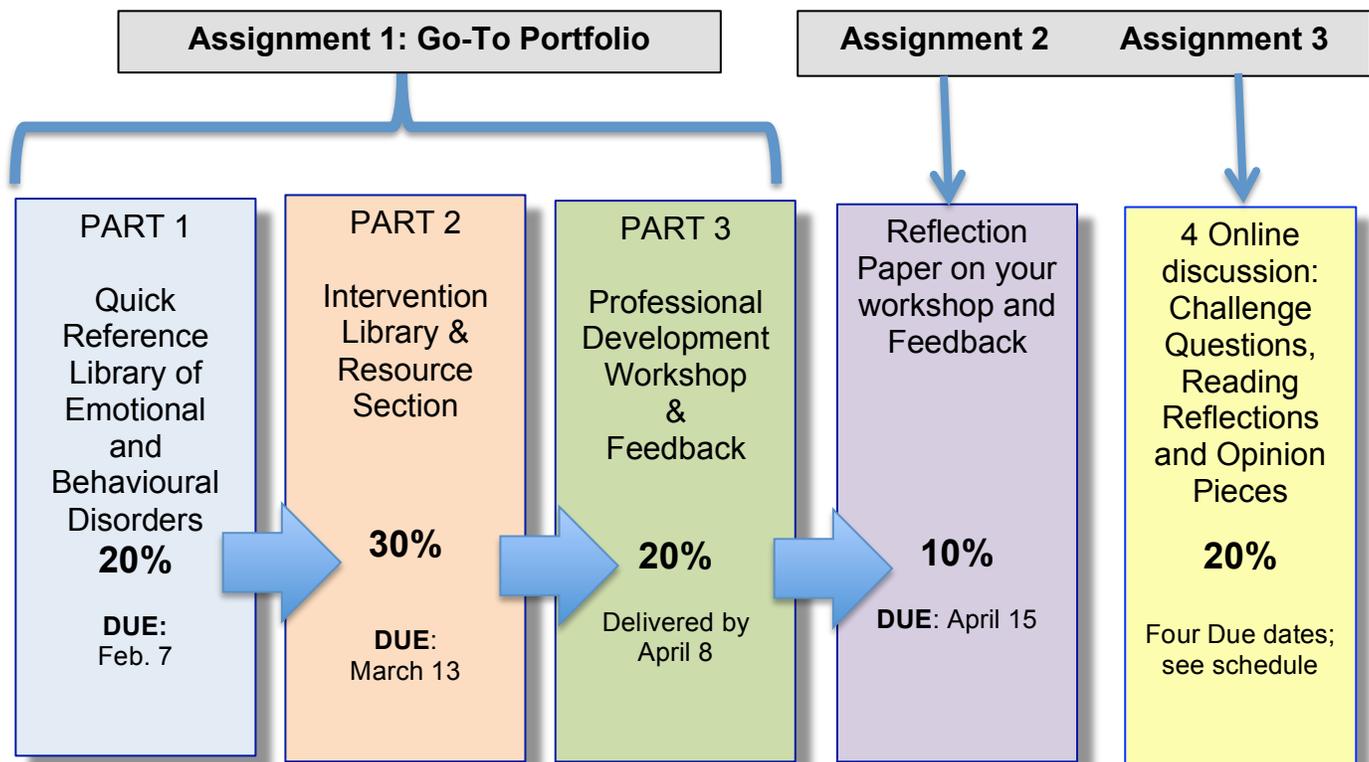
Part 3 (20%): Professional Development workshop for your colleagues.

### Assignment 2: Workshop Feedback Reflection paper (Value: 10%)

After you deliver your workshop to colleagues and receive feedback from them, you will reflect on your presentation, material, message, and delivery...and use all of this to write a reflection paper on your workshop.

### Assignment 3: Online Discussions about Course Material (Value: 20%)

You will choose 4 Challenge Questions (each worth 5%) during the course. These questions will correspond with the 4 unit readings. You will also read and respond to at least 2 of your colleagues’ postings.



**Go-To Portfolio Part 1:** Quick Reference Library provides details on nature and characteristics of each disorder, etiology, assessment approaches, sources for additional information, including but not limited to provincial organizations and agencies; provincial, national, international websites and contact information of disorder associations. The idea here is to have an accurate and high quality **quick reference guide** to refer to at your fingertips. For example, the key question you answer here would be: “What is Conduct Disorder, what causes it, what are the characteristics, symptoms, and where might I go for more help?” Begin working on this from class 1. A sample template is available on the course website. (Value: 20%)

**Go-To Portfolio Part 2:** You may choose to combine this with Part 1 at some point. However, for this course we will keep them as separate activities. Your job here is to locate the best in terms of scientifically validated prevention and intervention practices used in schools today AND develop an excellent go-to resource section. It is obvious that there is significant overlap with Part 1 but that’s okay. The key question you would answer here, for example, would be: “What current interventions are known to work with students with Conduct Disorder? Describe the intervention and how teachers use it. Begin working on this early in course. (Value: 30%)

**Go-To Portfolio Part 3:** From all of your reading, research and resources develop a 30 minute workshop for teachers of your school. This workshop should address the needs in your school and seek to develop a Positive Behaviour Support Plan for students with EBD in your school (or future school). (Value: 20%)

Part of this course will look more closely at the Positive Behaviour Intervention and Supports (PBIS) model. You will include this section within Part 2 of your Go-To Portfolio and may also wish to include it in your workshop.

**Reflection Paper:** After you have delivered your workshop presentation you will provide a feedback form to the workshop attendees. You will use this feedback and your own reflection on your workshop and material and write a paper that evaluates your own work in light of the feedback. You will be given more on this assignment during the course. (Value: 10%)

**Course Discussion:** During the course you will be provided with a list of Challenge Questions; questions about the readings that challenge you to think and respond based on your experience, opinion, readings etc. You will choose 4 to write about. About once a month you will submit written comments to the course discussion forum, receive feedback from colleagues, and in turn, provide your own feedback to their writings. (Value: 20%)

## Course Schedule

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 First day	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23 CQ #1 DUE
24	25	26	27	28	29	30
February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7 Part 1 due	8	9	10	11	12	13 CQ #2 DUE
14 <-----	15	16	17 Reading Week	18	19	20 ----->
21	22	23	24	25	26	27
28	29					
March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5

6	7	8	9	10	11	12
						<b>CQ #3 DUE</b>
13	14	15	16	17	18	19
Part 2 final due						
20	21	22	23	24	25	26
					Good Friday	
27	28	29	30	31		
	Easter Monday					
<b>April</b>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
						<b>CQ #4 DUE</b>
3	4	5	6	7	8	9
					Workshop Completed	
10	11	12	13	14	15	16
					Reflection Paper Due	Term ends

### Grading schedule for Graduate Classes

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## **Student Conduct**

Student Conduct: Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. Student Discipline Policies available at this link:

<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2014-15/part04.pdf>

## **Professional Obligations and Standards**

Failure to meet a deadline without the prior consent of the instructor (based on medical or extenuating circumstances) will result in a lower grade for that assignment

## **Privacy and Confidentiality**

Please do not use the names of people or schools or school boards in your discussions. Any writing or discussion board postings should use pseudonyms if it is necessary to mention a person or school. The idea here is not to use any identifying information about people in your conversations. That being said, if you do discuss situations and stories in your course work (written or online discussions) we would expect that these conversations remain confidential and not be discussed outside of the course.

The short video lectures in this course may not be distributed without prior consent from the course instructor.

## **Students with Disabilities/Other Needs Policy**

If you are a student with a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre

(<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance.

Counselling services (<http://www.uleth.ca/counselling/>) is another resources available to all students.