



Education 5850

Children and Youth with Emotional/Behavioural Disorders

Faculty of Education, University of Lethbridge

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ED 5850 Children and Youth with Emotional/Behavioural Disorders emphasizes current knowledge about EBDs, as well as current scientifically-informed practices that effectively assess, diagnose, and serve students within an inclusive education system.

This course 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 EBDs for classroom teachers 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 school-based teaching approaches, but etiology, current methods of assessment and diagnosis will be explored as well.

Please Note: This is a self-directed online course. I know that you have worked together in several of your courses (group work, group presentations, etc.), but this is not one of those types of courses. You CAN choose to work with a friend on some of the assignments if you choose to, but for the most part you will work independently to complete this course.

I. 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 (e.g. Ritalin), 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

II. Course Format

This is an online course. We will use Moodle as the platform on which all assignments and readings will be posted. The format used in this course involves four on-line approaches:

(1) Reading & Viewing: You are assigned several chapters to read from the textbook. This is a good textbook. You will use the textbook readings and other resources to learn about EBDs and complete your assignments. You will also be assigned to 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) Writing & Posting: You will be given 4 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 post your Challenge Question response on Moodle and several students will read it and respond to it. The instructor will formally grade your paper and contact you privately by email with feedback and your mark. Each of you will be asked to read a total of four of the Challenge Question papers during the course (yes, only four, but you are free to respond to as many as you wish) and respond on the Moodle discussion forum. We are doing this systematically, so you will be assigned your four specific papers to respond to, but again, you can respond to more if you wish. You will receive further instructions on Moodle on how to respond critically to Challenge Questions.

3) Resource Development: 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. In other words, you will need to develop an online Go-To-Portfolio using a platform of your choice (i.e; weebly website, Google Docs, etc.)

(4) Teaching: You will work independently (or in groups if you choose) to complete a final assignment in the form of a workshop for colleagues which you will post on Moodle for your colleagues to access.

IMPORTANT:

This is YOUR course...for the purpose of helping you learn more about EBDs and how to work with students with EBDs. It is self-directed and self-paced, although there are due dates for assignments. Please complete all assigned readings.

III. Primary Course Resources (There are 3)

1. 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-informed practices. It does **not** provide information on the nature and characteristics of individual disorders.

2. 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. Because you are students of U of L, you will have full and free access to this library resource. If you experience difficulties accessing this resource, contact the librarian.

3. 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

Learn Alberta website for teachers
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

Positive Behaviour Intervention Supports
www.pbis.org

IV. 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

See Moodle Resources section...pdf document

British Columbia Ministry of Education website (Special Education):

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

<https://cieeducation.ca/>

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

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

<https://www.cdc.gov/violenceprevention/index.html>

Universal Design for Learning (UDL)

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 EDUC 5850 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.

V. 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: 60%)

Part 1 (10%): Quick Reference Library of Emotional & Behavioural Disorders

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

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

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: 10%)

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 (or any school). This workshop should address the needs in your school and seek to develop a Positive Behaviour Support Plan (or equivalent...don't get hung up on the name) for students with EBD in your school (or future school). You do not actually have to deliver this workshop, but many have in the past and have found the authenticity of providing real PD to be of great value. (Value: 20%)

Assignment 2: Challenge Questions (Value: 40%)

You will choose 4 Challenge Questions (each worth 10%) during the course. These questions will correspond with the unit readings that you are required to complete. You will also read and respond to at least 2 of your colleagues' postings during the entire course. Your responses to your peers' CQ papers are not graded, but I still want you to respond to two papers.

Challenge Questions: 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: 40%)

VI. Grading 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 master's level 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

VII. 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: <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sqs/sqs.pdf>

Academic Honesty

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Professional Obligations and Standards

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

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.

VII. 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.

VIII. Assignment Due Dates

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
	Term begins ⁴					8
						15
CQ 1 due ¹⁶						22
						29
October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	¹					6
						13
CQ 2 due ¹⁴			Portfolio 1 ¹⁷			20
						27
November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						3
						10
			Portfolio 2 ¹⁴			17
CQ 3 due ¹⁸						24
December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
CQ 4 due ²			Portfolio 3 ⁵	Term ends		8
						15

Please note: As per the University Calendar, “essential elements of the course as specified in the course outline shall not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students’ needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.”

