



SYLLABUS

Psychology of Behavior Disorders SPED 4300

Spring 2024

General Course Information

Course Information	Description				
Course Prefix	SPED	Course No.	4300	Section No. 24022	P01
Department of Curriculum and Instruction	Whitlowe R. Green College of Education				
Instructor	Dr. Charlotte Fontenot				
Office Location:	Delco Rm 319				
Office and Preferred Contact Phone:	936-261-3538				
Email Address:	cwfontenot@pvamu.edu				
U.S. Postal Service Address:	Prairie View A&M University				
	P.O. Box 519; Mail Stop 2400 Prairie View, TX 77446				
Office Hours:	Monday 10:00 a.m.-2:00 p.m. Tuesday 10:00 a.m. -2:00 p.m. Wednesday 10:00 a.m.-2:00p.m.				
Class Meeting Days & Times:	3:00 pm - 4:20 pm MW				
Course Location:	Wilhelmina Delco Bldg 241				
Course Modality	<p>This course uses a variety of instructional methods, including but not limited to the following: Instructor presentations; small and large group discussion; professional writing assignments; student presentations; guest presentations by local experts.</p> <p>The purpose of the course is to develop foundational knowledge in theoretical, ethical and philosophical issues related to the practice of school psychology, the instructional methods emphasize critical thinking, self-evaluation and collaborative discussion intended to provide reflective analysis. This also includes the principles, procedures, and strategies for classroom behavior management, social skills development, assessment of social behavior, and learning environment enhancement.</p>				

	This is a required course for special education teacher candidates
Catalog Description:	<p><i>SPED 4300 Psychology of Behavior Disorders: 3 semester hours.</i></p> <p>An introduction to various theoretical aspects of children with mild emotional problems to severe behavior disturbances.</p>
Prerequisites	Undergraduate level SPED 3300 Minimum Grade of C
<p>Required Textbooks: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics Of Emotional And Behavioral Disorders Of Children And Youth. New York, N.Y.: Pearson. 11th Edition by James M. Kauffman and Publisher Pearson.</p> <p>Save up to 80% by choosing the eTextbook option for ISBN: 9780134450056, 0134450051. The print version of this textbook is ISBN: 9780134449906, 0134449908.</p>	
<p>Highly Recommended TExES Exam Study Materials:</p> <ol style="list-style-type: none"> 1. Hadley, N. J. & Eisenwine, M. J. (2008). Interactive study guide for the TExES pedagogy and professional responsibilities tests. New York: Merrill. ISBN-13: 9780205503544. 2. TExES Special Education EC-12 (161) Secrets Study Guide - Exam Review and TExES Practice Test for the Texas Examinations of Educator Standards [2nd Edition] 3. TExES Special Education EC-12 (161) Flashcard Study System: TExES Test Practice Questions & Review for the Texas Examinations of Educator Standards (Cards) Flc Crds/P Edition 4. Interactive Study Guide for the TExES Pedagogy and Professional Responsibilities Tests 1st Edition by Nancy J. Hadley (Author), Marilyn J. Eisenwine 	

<p><u>Educational Resources</u></p>	<p>Guide to the ARD/IEP Process, Procedural Safeguards, and Legal Framework Partners Resource Network - The State Parent Training & Information Center SPEDTex – Special Education Information Center IDEA Manual: A Guide for Parents and Students About Special Education Services in Texas – The Arc of Texas & Disability Rights, Texas</p> <p>Other Resources <i>For those with intellectual or developmental disabilities:</i> Home & Community-based Services (HCS) and Tx Home Living (TxHL) Programs To register for these "Interest Lists" (HCS, Tx Home Living, etc.), contact the local authority agency for your county.</p> <p><i>For those with medical or physical disabilities:</i> Community Living Assistance and Support Services (CLASS), Medically Dependent Children’s Program (MDCP), Deaf Blind Multiple Disabilities (DBMD), Community Attendant Services (CAS), and Personal Attendant Services (CMPAS) Programs</p>
<p>Recommended Practice Guides and Assessment</p>	<p>http://texasprojectfirst.org/ https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-teks-curriculum-framework-documents</p> <p>http://tea.texas.gov/student-assessment/staar/performance-standards/ Secondary Transition in Texas Guidance - Texas Education Agency (TEA)</p> <p>Preparation Manuals - tx.nesinc.com www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PreparationManuals.html Note: These preparation manuals are the only Texas Educator Certification Examination Program exam study materials endorsed by the Texas Education Agency (TEA). Other preparation materials may not accurately reflect the content of the exam or the policies and procedures of the program.</p>
<p>Access to Learning Resources:</p>	<p>PVAMU Library: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: (936) 261-1990</p>

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	demonstrate a critical understanding of the history of our society's approaches to educating students with emotional and behavioral disorders	SLO 1-4	
2	acquire an understanding of the broad area of behavior management with traditional and multicultural exceptional students	SLO 1-4	
3	demonstrate a critical understanding of the current professional issues that challenge teachers and professionals who work with students who have emotional and behavioral disabilities	SLO 1-4	
4	describe the prevailing theories employed in explaining emotional and behavioral disorders; and culturally-sensitive approaches to identifying, classifying, and making ethically sound decisions in teaching and working with students with emotional and behavioral disorders.	SLO 1-4	
5	use effective behavior improvement strategies to help students increase appropriate social behavior and to prevent and reduce inappropriate behaviors.	SLO 1-4	
6			
7			

Major Course Requirements

At the end of this course, the student will be able to		
	Program Outcomes Codes: CEC = Council for Exceptional Children KE = Key Element SPED = Special Education	Alignment with National Standards Council for Exceptional Children (CEC) http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards Interstate New Teacher Assessment and Support Consortium (INTASC) Standards http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf Texas Essential Knowledge and Skills (TEKS)
1	(CEC 1.7.) Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.	The teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n)
2	(CEC1.8.) Support the use of positive behavior supports and conforms to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.)	The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a)
3	(CEC1.9.) Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.	4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
4	(CEC1.10.) Do not engage in the corporal punishment of individuals with exceptionalities.	4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
5	(CEC6.3.) Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.	1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

		<p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p>
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CUIN Undergraduate Student Learning Outcomes(SLOs)

1. **The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and create safe and supportive learning environments in order to work effectively with diverse P-12 students and their families. (CAEP R1.1; InTASC Standards 1, 2, and 3)
2. **Content:** Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions**. Candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students. (CAEP R1.2; InTASC 4 and 5)
3. **Instructional Practice:** Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state approved technology standards** to engage and improve learning for all students. (CAEP R1.3; InTASC 6, 7, and 8)
4. **Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families**. (CAEP R1.4; InTASC 9 and 10)

Core Curriculum Objectives:

- (A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- (B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- (C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
- (D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- (E) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision making; and
- (F) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

CEC Initial Preparation Standards

Standard 1: *Learner Development and Individual Learning Differences*

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CAEP INITIAL LEVEL STANDARDS

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their

content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

SPECIAL EDUCATION STANDARDS

Standard I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII. The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading.

Standard XII. The special education teacher promotes students' performance in mathematics.

DOMAINS AND COMPETENCIES

Domain I — Understanding Individuals with Disabilities and Evaluating Their Needs

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 002: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

Domain II — Promoting Student Learning and Development

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005: The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Competency 007: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Domain III — Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Competency 008: The special education teacher promotes students' performance in English language arts and reading.

Competency 009: The special education teacher promotes students' performance in mathematics.

Domain IV — Foundations and Professional Roles and Responsibilities

Competency 010: The special education teacher understands the philosophical, historical and legal foundations of special education.

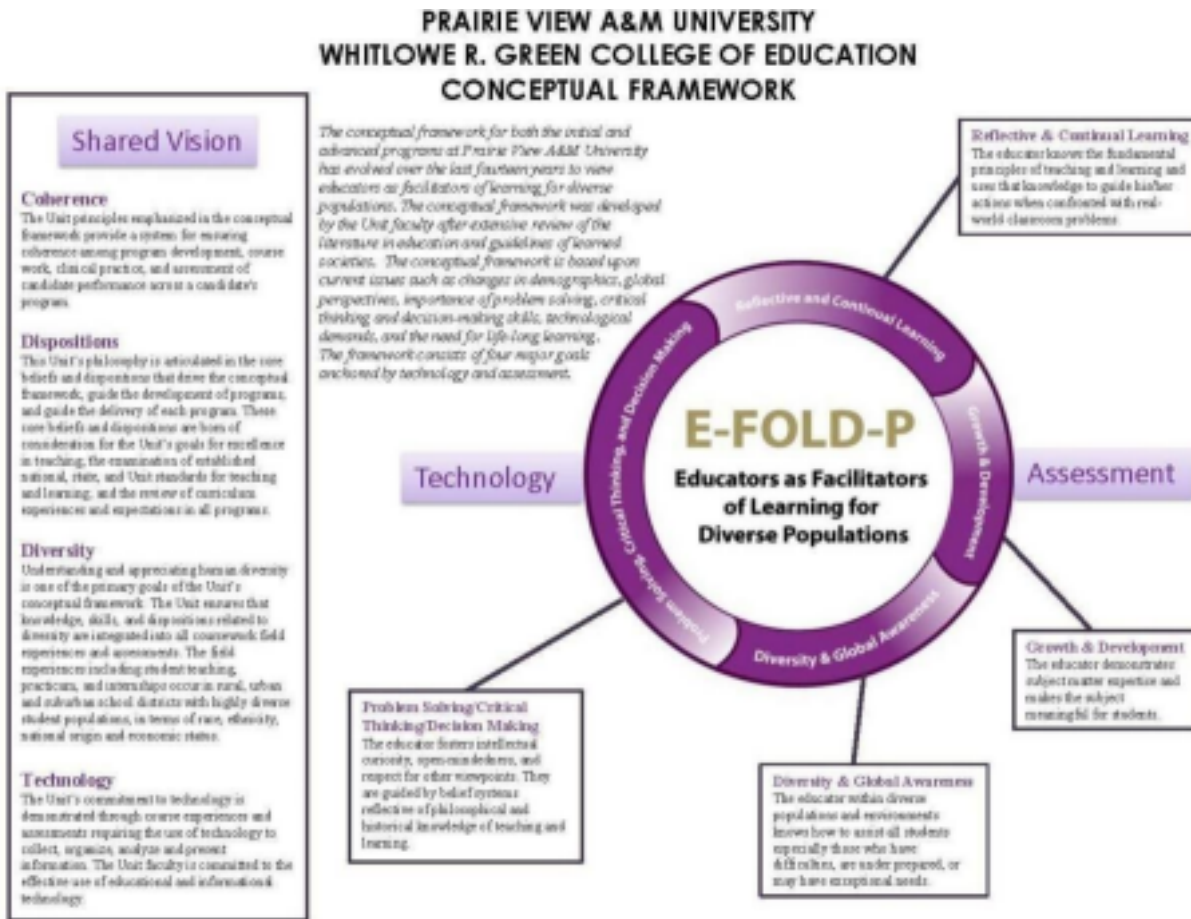
Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

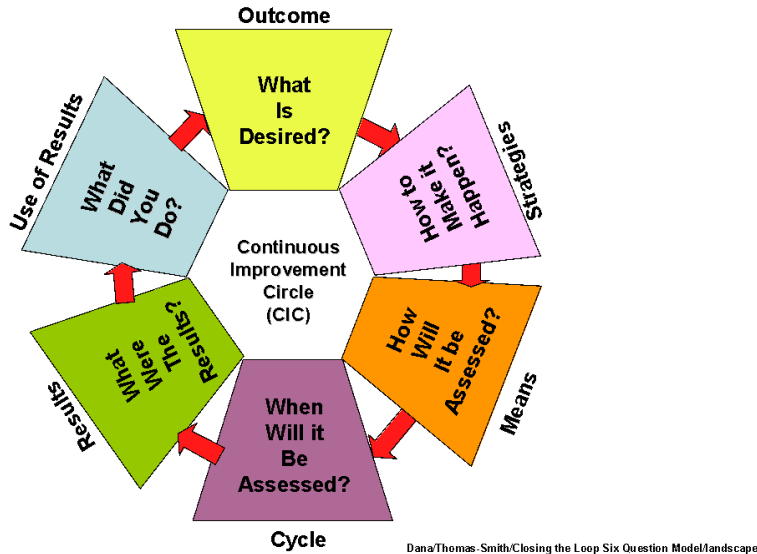
E-FOLD-P Framework

Curricula are structured to promote and enhance the development of the Educators as Facilitator of Learning for Diverse Populations (E-FOLD-P). SPED 3300, like other courses in the teacher education program at PVAMU, is designed to:

- Enhance the skills of practitioners as problem-solvers, critical thinkers, and decision makers.
- Enhance the skills of practitioners who understand and appreciate human diversity and global awareness.
- Enhance the skills of practitioners who are reflective and continual learners.
- Enhance the skills of practitioners who are facilitators of student growth and development.



Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



SPECIAL EDUCATION EC-12 STANDARDS
<http://www.tea.state.tx.us/index2.aspx?id=5938>

Test Framework for Field 161: Special Education EC-12
 Domain I: Understanding Individuals with Disabilities Evaluating Their Needs – SPED EC-12
 Standards IV,V Domain II: Promoting Student Learning And Development – SPED EC-12 Standards
 VI, VII, VIII, IX, X

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material
Assignments – written and oral assignments designed to supplement and reinforce course material
Projects – web development assignments designed to measure ability to apply presented course material
Class Participation – daily attendance and participation in class discussions

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	Assignment: Functional Behavior Assessment	20%	100
2)	Assignment: Behavior Intervention Plan	20%	100
3)	Presentation: FBA and BIP Presentation	10%	100

4)	Mid-Term	15%	100
5)	Final Exam	15%	100
6)	Participation and Attendance	20%	100
7)			
Total:			

Grading Scale

Grade	Meaning	Score Range	Grade Values
A	Excellent	90-100	4
B	Good	80-89	3
C	Satisfactory	70-79	2
D	Passing	60-69	1
F	Failing	0-59	0
S	Satisfactory	70-100	0
U	Unsatisfactory	0-69	0
I	Incomplete		0
W	Withdrawal from a course		0
WV	Withdrawal from the University Voluntarily		0
MW	Military Withdrawal		0
AW	Administrative Withdrawal		0

Grading Criteria and Conversion:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Functional Behavior Assessment	Conduct a Functional Behavioral Assessment (FBA)
Behavior Intervention Plan	Behavioral Intervention Plan (BIP) Develop appropriate behavioral, affective, social goals for individuals of varying abilities, disabilities, strengths, and needs.
FBA and BIP Presentation	Present the FBA and BIP to Peers
Mid-term Exam	Exam
Final Exam	Exam
Participation and Attendance	Daily attendance and completion of in-class and discussion activities
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Course Procedures or Additional Instructor Policies

Professional Organizations and Journals

American Education Research Association (AERA)
 Student Council for Exceptional Children (SCEC)
 Behavioral Journals

[APBA Reporter](#)

[Behavior Analysis in Practice](#)

[Behavior and Philosophy](#)

[Behavioral Processes](#)

[European Journal of Behavior Analysis](#)

[Journal of Applied Behavior Analysis \(Archives\)](#)

[Journal of Applied Behavior Analysis \(Conduct Searches\)](#)

[Journal of Early and Intensive Behavior Interventions](#)

[Journal of Experimental Analysis of Behavior](#)

References

American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME) (1999). *Standards for educational and psychological testing*. Washington, DC: AERA.

Council for Exceptional Children (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators*, 5th Edition. Upper Saddle River, New Jersey: Person Education, Inc.

Kauffman, J. (1995). Why we must celebrate a diversity of restrictive environments. *Learning Disabilities Research and Practice*, /0,225- 232.

Patton, J., & Bay tops, J. (1995). Identifying and transforming the potential of young, gifted African-Americans: A clarion call. In B.A. Ford, F.E. Obiakor and J.M. Patton (Eds.), *Effective education of African-American exceptional learners: New perspectives* (pp. 27-67). Austin TX: Pro-Ed.

U.S. Department of Education, (2005). *Twenty Fifth annual report to Congress on implementation of the Individuals with Disabilities Education Act*, Vol. 1. Washington, DC.

U.S. Department of Education, (2005). *Twenty Fifth annual report to Congress on implementation of the Individuals with Disabilities Education Act*, Vol. 2 Washington, DC.

Other Resources;

Safe and Civil Schools

The goal of Safe and Civil Schools is to help educators create positive and proactive behavior management techniques that are tailored to each classroom, school, and district. We provide training and support to educators seeking to foster respect and responsibility in their students. We offer positive behavior support strategies through training, consultation, books, DVDs and videos.

www.safeandcivilschools.com

Positive Behavior Interventions and Support

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

www.pbis.org

Intervention Central

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

www.interventioncentral.org

US Department of Education

ED was created in 1980 by combining offices from several federal agencies. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov

Satori Learning Designs

Satori Learning Designs is committed to developing, producing, and delivering the highest quality interactive learning available. We strive to understand and meet the needs of our clients with practical methods that increase their personal and professional effectiveness. We live by the principles we advocate.

www.satorilearning.com

Texas Behavior Support Initiative (TBSI)

Established in 2001 in response to Senate Bill 1196, the Texas Behavior Support Initiative (TBSI) is designed to build capacity in Texas schools for the provision of positive behavioral intervention and support (PBIS) to all students. The goal of PBIS is to enhance the capacity of schools to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative instructional approach to schoolwide discipline and behavior management.

www.txbsi.org

Semester Calendar

Weekly Course Activities

This syllabus and course calendar is a guide for the course listed above. The syllabus may be altered, edited, or modified at any time. Any such modifications will be communicated to students either electronically or face-to face.

Week # and Date	Topics and Activities	Materials Needed
Week 1:	Review of Course Syllabus Chapter Reviews – Lead by instructor; Chapter 1 – Beginning Point: Basic Assumptions	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson. .
Week 2	Chapter 2 Reviews: What We’re About: The Problem and Its Size	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 3	Chapter 3: Where We Started and Where We’re Going: Past, Present, Future	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 4:	Lecture – Possible Causes of Behavior Disorders Chapter 4 – Biology Chapter 5 – Culture	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.

Week 5	Lecture – Possible Causes of Behavior Disorders Chapter 6 – Family Chapter 7 – School	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 6	Types of Disordered Behaviors Chapter 8 – Attention and Activity Disorders	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 7:	Types of Disordered Behaviors Chapter 9 – Conduct Disorder	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 8	Types of Disordered Behaviors: Chapter 11 – Depression and Suicidal Behavior Mid-Term Exam	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson. Multiple Choice Exam
Week 9	Types of Disordered Behaviors: Chapter 12 – Disorders of Thinking, Communicating, and Stereotypical Behavior	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 10:	Types of Disordered Behaviors: Chapter 13 – Special Problems of Adolescents	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 11	Assessments: Chapter 14 – Measurement Issues, Screening, and Identification	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson. Visit: Guide to the ARD/IEP Process, Procedural Safeguards .

		and Legal Framework
Week 12	Chapter 15 – Assessment for Instruction	Textbook: Kauffman, J. M. and Landrum, T. J. (2018). Characteristics of emotional and behavioral disorders of children and youth. New York, N.Y.: Pearson.
Week 13	1. Case Studies Review 2. Conduction FBA	Final Draft of FBAs due
Week 14	3. Case Studies Review 4. Developing a BIP	Final Draft of BIPs due
Week 15	Student presentations of FBA and BIP	Key Assessment due: FBA and BIP
Week 16	Final Exam	Final Examination- Multiple Choice
Other Class Activities Expect Quizzes to review PBIS, RTI, BIP, FBA, IEP, behavior goals, objectives, and PLAAFP,	Quizzes - (Dates will not be announce) Each activity will take no longer than 5 minutes.	Students will have opportunities to earn extra points and review skills gained.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and

gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina

- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy

and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

Syllabus Contract

In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of the second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **SPED 4300** for the Spring Semester 2024, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations prior to the final class meeting.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any significant changes.
- Extra credit will not be given to improve my grade.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all coursework.
- In accordance with the Syllabus, late assignments are not accepted.
- It is my responsibility to request an appointment with the instructor.
- I will listen to my peer's opinions and respect them, even if they differ from my own.
- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.
- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance with the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to inform the instructor.

Printed Name of Teacher Candidate _____

Last 4 digits of PV ID _____

PVAMU E-mail Address: _____

Personal Email Address: _____

Phone: (Best contact number): _____ 2nd Contact # _____

Signature of Teacher Candidate

Date

RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO COMPLETE YOUR ENROLLMENT IN THIS COURSE.

RECEIVED WITH STUDENT'S SIGNATURE: _____

ENTERED INTO GRADE BOOK: