

Course Guide Books

Course Code	Snie2052
Course Title	Education of persons with Emotional and Behavioral Problems
Module Name	Inclusive Education III
Module No	05
ECTS Credits(CP)	5

Course Description

This course will provide essential concepts in the field of behavior and emotional disorders for students. The course will identify the social, emotional, and learning characteristics of children having been identified with behavior disorders. A developmental focus, involving both biological and experiential underpinnings of the disorders will further be discussed in order to understand the multiplicity of factors which give rise to the problems children manifest. In addition, the course will consider effective instructional methods for these students and the school settings in which they appear to learn well. Goals and objectives, as well as the instructional strategies employed in teaching will be incorporated in the individual education plan (IEP) process for individuals demonstrating these problems.

Course Objectives

Upon completion of the course students will be able to

- Understand the characteristics of students with behavior and emotional disorders.
- know historical and legal developments of the field, the role of professional organization in this development.
- Understand etiological factors related to biological and environmental agents.
- understand effects of behavior and emotional disorders in the acquisition of language, academic skills, and social skills.
- Use general instructional methods and strategies that are effective with students with behavioral and emotional disorders.
- Value the involvement of parents in the education and intervention of children with behavioral and emotional disorders

Week	Conceptual Focus	Readings/Assignments	Methods & Activities
1 st	1. Definition and Identification • Definition of Behavioral disorders • Identification of behavior disorders		Gaped Lecture will be delivered
	1. Co-morbidity (co-occurrence of BD) • Biological factors involved in BD • Developmental factors in identification of BD/		

	2. Types of emotional and behavioral disorders • Conduct disorder • Oppositional deviant behavior • Panic disorders • Phobia • Anxiety • Schizophrenia • Autism • ADHD		
	3. Identification and assessment		Lecture and Group discussion will be employed
	4. Intervention • Psychosocial • Behavioral management		

Methods and Activities

Classroom lessons will be mainly lecture and discussion based. Students will be given reading assignments and will be asked to reflect on their understandings. At the start of every lesson, students will be requested to give a brief highlight of what they have learned in the previous lesson. They will be given different stimulus materials (handouts), divided into jigsaw groups, asked to present their reading part, raise questions during group presentations and conduct peer assessment. At the end of each unit, they will be requested to write a brief reflection of what they have learned in the unit. In this way continuous assessment of their understanding will be held.

Assessment

In addition to employing continuous assessment through observation, oral questioning, etc. during lesson presentations, the following schemes of assessment will be used as needed to determine final grades

Tutorial component

Quiz one.....10%
 Quiz two.....10%
 Quiz three.....10%
 Individual assignment.....30%
 Group assignment.....40%

Lecture component

Mid exam one.....30%
 Mid exam two.....30%
 Final exam.....60%

References

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 Albert, L. (1989). *A teacher's guide to cooperative discipline*; Circle Pines, Minn. American Guidance Service.
 American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders (4th ed.)* Washington, DC: Author.

Battisch, V.D., Solomon, D., Kim, M., Watson, M., & Schaps, E. (1995). *Schools as communities, poverty levels of student populations, & student attitudes, motives, & performance: A multicultural analysis*. American Educational Research Journal.

Beare, P.L. (1991). *Philosophy, instructional methodology, training, and goals of teachers of the behaviorally disordered*. Behavior Disorders, Bluestein, J. 1998).

Botvin, G.J., Schinke, S., & Orlandi, M.A. (1995). *School-based health promotion: Substance abuse and sexual behavior*. Applied and Preventative Psychology, 4, 167-184.

Carpenter, B., & Bovair, K. (1996). *Learning with dignity: Educational opportunities for students with emotional and behavioral difficulties*. Canadian Journal of Special Education.