ED 408 Curriculum and Methods for Teaching Students with Emotional Impairment

4 Credits

Course description:
This is a senior level course for those preparing to teach students with emotional/behavioral impairment. Students will obtain knowledge of teaching strategies, service units, and educational assessment unique to the needs of this population. Various roles and strategies used by teachers will be studied as well as prescriptive parent planning.

Prerequisites: ED 407

Course Format:
This course is taught through a combination of lectures, discussions, review of applied examples, guided independent study, guided in-class activities, video examples of techniques for preventing disruptive aggressive behavior, and computer based observation training. Students are required to demonstrate competencies in each of the skill areas through applied projects, in-class activities and review of available materials. As a reminder, this course is being taught as a directed study, students are expected to be responsible for directing some of their own learning.

Goals and Objectives for the Course:
Upon completion of this course, the student will be able to:

1. Administer, score, interpret behavioral and social skills assessment batteries and offer data based programming recommendations;

2. plan a systematic observation procedure to investigate student behavior and compliment the assessment procedure;

3. evaluate commercial social skills curriculum and be able to prepare a social skills unit;

4. design, implement, and evaluate instruction for students with emotional and behavior disorders;
5. demonstrate how to create schedules for services and time management techniques for teachers and students;

6. demonstrate positive, proactive approaches for dealing with students who display verbal and physical aggression;

7. identify interventions that improve academic performance for students with emotional and behavior disorders;

8. use learning styles, cognitive, language, and social-emotional characteristics to design effective instruction for students with emotional and behavior disorders;

9. work collaboratively with general educators to provide effective instruction for students with emotional and behavior problems in the general education classroom;

10. understand professional responsibility for working with and supervising aides, paraprofessionals, and volunteers.

Topical Outline:
Learning Domains
Psychomotor/Neuromuscular
Cognitive
Affective

Models and Definitions
Behavioral
Medical
Psychosocial
Legal/Correctional

Service Units
Education (schools, homebound, special education, integration)
Mental Health
Health Clinics/Hospitals
Social Service
Family and Child Services
Legal/Correctional
Community Agencies and Religious Groups
Teaching Strategies
Interdisciplinary-Psychodynamic Approach
Perceptual-Motor
Psychoneurological
Psycholinguistic
Psychoeducational
Environmental
Developmental
Prescriptive Teaching
9. Positive and Negative reinforcement
10. Contingency Contracting
11. Token Economy
12. Time Out
13. Shaping
14. Controlled Scheduling
15. Individual to Group Instruction
16. Verbal and Non-verbal Cues, Prompts

Selecting and Adapting Educational Material
Commercial
Teacher-Made
Assessment of

Prescriptive Parent Planning
1. Parent-Teacher Conferences

Interventions and Approaches
Behavioral
Environmental
Psychodynamic
4. Biophysical

Working With Instructional Personnel
Consulting Teacher
Crisis Teacher
Resource Teacher
Parapersonnel/aides
Other staff