Hofstra University
School of Education
Department of Counseling, Research, Special Education & Rehabilitation

Course: SPED 241: Identification of and Interventions for Children and Adolescents with Emotional/Behavioral Disorders

Instructor: George Giuliani, J.D., Psy.D., FSICPP

Semester: Spring, 2006

Day/Time: Wednesday: 6:30 p.m. - 8:20 p.m.

Room: Hagedorn Hall, Room 0036

Telephone: (631) 427-6455 (home office) and 516-463-5143 (office @ Hofstra)

Office: School of Education-Hagedorn Hall: Room 144

Office Hours: Wednesday, 1:45 - 4:15; Friday, 9:35 a.m. – 10:05 a.m.

Email: DrGiuliani@aol.com or cprgag@hofstra.edu

When sending an email, please be sure to write SPED 241-Hofstra in the Re-Subject box. This will indicate to me that the email is from a Hofstra student in the course SPED 241.

Course Description:
An examination of children and adolescents with emotional/behavioral disorders or who are predisposed to such disorders with emphasis on early identification and effective intervention strategies. Areas of study include behavior assessment, the development of a nurturing classroom ecology, self-monitoring techniques as well as research-supported instructional strategies and practices for teaching students with E/BD. Students will be required to complete 10 hours of field experience which may include a visit to a treatment facility, community support organization, or self-contained school setting for students with emotional/behavioral disorders. Course includes a visit to a treatment facility, community support organization, or self-contained school setting for students with E/BD.

Course Rationale:
This course will provide the requisite knowledge and skills for teaching students with emotional/behavioral disorders, one of three high-incidence categories in special education. Students will be prepared to competently address the exceptional learning and socialization needs of these children.

Required Textbook:
Course Objectives:
The principal goal of this course is that by its completion student will be able to:
1. Analyze and explain current issues and trends in special education and the field of E/BD.
2. Articulate the factors that influence the overrepresentation of culturally and linguistically diverse students in programs for individuals with E/BD.
3. Describe effective assessment and evaluative techniques.
4. Differentiate the various sub-types of E/BD with respect to characteristics, definition, etiology, and intervention strategies.
5. Prepare accurate formal social assessment reports on students with E/BD based on behavioral-ecological information and use exceptionality-specific instruments appropriate for assessing students with E/BD.
6. Identify and use prevention and intervention strategies as early as possible for use with students with E/BD.
7. Plan, organize, and implement individualized student programs appropriate to the cognitive and emotional needs of students with E/BD with special consideration given the use of reinforcement systems and environmental conditions.
8. Use student-initiated learning experiences and integrate them into ongoing instruction for students with E/BD.
9. Develop and implement a systematic behavior management plan, in collaboration with parents and other caregivers and service providers, for students with E/BD using a variety of behavioral principles (including observation, recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement), and use of specific behavioral management and counseling techniques in teaching students with E/BD.

Course Requirements

I. Mid-Term Examination (100 Points)

A Mid-Term Examination will be given.
The Mid-Term Examination will consist of different methods of assessment (e.g., multiple-choice, true-false, fill in the blanks, essays, etc.).
There will be a review ditto given the week before the Mid-Term Examination.
The material on the Mid-Term Examination will come directly from the class lectures.
If, for some reason, you are not in attendance for the midterm on the date scheduled, you must contact me on that date so that a make-up exam can be scheduled.

The Mid-Term Examination will be given on Wednesday, March 15, 2006
II. Take Home Examination: (100 points)

A Take Home Examination consisting of 95 Multiple Choice Questions covering 8 chapters in your textbook (Kauffman, 2005) will be distributed within the first two weeks of the course. The 8 chapters covered include:

<table>
<thead>
<tr>
<th>Chapter in Text</th>
<th>Topic Covered on Students with ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>History of the Problem: Development of the Field</td>
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<tr>
<td>4</td>
<td>Conceptual Models: Approaches to the Problem</td>
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<td>7</td>
<td>Biological factors</td>
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<td>8</td>
<td>Family Factors</td>
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<td>9</td>
<td>School Factors</td>
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<td>10</td>
<td>Cultural Factors</td>
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<tr>
<td>14</td>
<td>Problem Behaviors of Adolescence</td>
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<td>18</td>
<td>A Personal Statement</td>
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</tbody>
</table>

The Take Home Examination is due on April 26, 2006

III. Observation Hours

For SPED 241, students are required to complete 10 hours of visitation to a program or class for children with emotional/behavioral disorders. These hours are a requirement of the course-You must submit your time sheets to the professor of this course by the end of the semester in order to receive a final grade in SPED 241.

Prior to doing your 10 hours of observation for SPED 241, the site must be approved by the instructor of the course. You, as a graduate student, are responsible for obtaining your own placement. Placement options can include, but are not limited to, special education classroom (self-contained), special education school, or residential facility.

Signed Observation Time Sheets (20 hours) are due by Wednesday, May 10, 2006

On the date of the final examination (May 17, 2006 @ at the beginning of class), you must turn in a three to four page typed paper (12 point size; Times New Roman font) describing your experiences at the observation site you visited. In the paper, be sure to discuss:

The name of the school/program
Type/size of class
The children’s needs (e.g., disabilities)
The program’s approach (e.g., curriculum, philosophy)
What, if anything, you learned from the experience
Your reactions/feelings prior to attending and after attending
Recommendation as to whether your choice for observation was a good one and why you feel that way

These personal reflections will count for 25% of your FINAL EXAM score
IV. Research Paper  (100 Points)
For SPED 241, it is required that you write a 7-10 page research on a topic related to the education of students with emotional and behavioral disorders. The paper topic can be very general, e.g., Classroom Management Strategies for Students with Emotional and Behavioral Disorders; Working with Students with Anxiety in the Classroom….to very specific, e.g., Reading Strategies for Students with Attention Deficit Disorder; Meeting the psychological Needs of Students with Moods Disorders in the Classroom

The paper must cover education/teaching of children with emotional disturbances, e.g., Examples of unacceptable topics would be papers simply titled “Depression”; “Conduct Disorders”; “Schizophrenia”

All paper topics must be approved by the Instructor of the course.

Research Paper topics are due on April 5, 2006

This is a research paper, not a “list of strategies.” The paper should focus on what research studies and other scientific studies suggest regarding educating children with emotional and behavioral disorders.

Research papers require at least eight (8) references from scholarly journals, books, etc. The eight required ones must be from the year 1998 or later (You can use references from prior to 1998 in your paper but eight (8) must be from 1998 or later).

The internet can be used if the citation is from a scholarly source (e.g., downloading an article/information from The Journal of Special Education is acceptable. Citing information from a website called Fred’s Thoughts on AD/HD is not).

Papers should be double spaced, 12 point font (Times New Roman font), black ink, and 1” margins on all sides. It should include a title page, the body of your paper (see below), and a reference page (No Abstract is required). Papers must not exceed 10 pages.

If you are unsure of whether a text or an internet site meets the “scholarly source” requirement, just bring the text and/or website address to me and I will let you know if it is acceptable. Also, if you are unsure how to cite/write anything using APA format, simply make an appointment with me during my office hours and we can over the how this is done.

Research Paper is due on May 10, 2006

V. Final Examination (100 Points)
A Final Examination will be given on the last day of the course (May 17, 2006).
There will be a review ditto given the week before the Final Examination.
The material on the Final Examination will come directly from the class lectures.
The Final Examination is Non-Cumulative (It will only cover material from after the midterm to the last day of class).

Final Examination will be given on May 17, 2006.
**Grading Summary**

<table>
<thead>
<tr>
<th>Required Assignment</th>
<th>Due Dates</th>
<th>Point Value</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Mid-Term Examination</td>
<td>March 15, 2006</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Research Paper Topics</td>
<td>April 5, 2006</td>
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<tr>
<td>Take Home Examination</td>
<td>April 26, 2006</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Research Paper</td>
<td>May 10, 2006</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Observation Hours</td>
<td>May 10, 2006</td>
<td>*see final exam</td>
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<tr>
<td>Final Examination</td>
<td>May 17, 2006</td>
<td>*100</td>
<td>25%</td>
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(*75 points from Class Lecture & 25 points from Observation Hours Essays)

**Total: 400 Points**

**Attendance at Site Visitation and Submission of Observation Hours (10) are Necessary for Course Completion**

**Grading Policy**

For a grade of **A**, a student needs to accumulate **369-400 total points** (an average of 93%-100%).
For a grade of **A-**, a student needs to accumulate **360-368 total points** (an average of 90%-92%).

For a grade of **B+**, a student needs to accumulate **345-359 total points** (an average of 87%-89%).
For a grade of **B**, a student needs to accumulate **320-344 total points** (an average of 80%-86%).

For a grade of **C+**, a student needs to accumulate **308-319 total points** (an average of 77%-79%).
For a grade of **C**, a student needs to accumulate **278-307 total points** (an average of 70%-76%).

For a grade of **D+**, a student needs to accumulate **263-277 total points** (an average of 67%-69%).
For a grade of **D**, a student needs to accumulate **237-262 total points** (an average of 60%-66%).
For a grade of **F**, a student needs to accumulate **0-236 total points** (an average of 0%-59%).

**Academic Honesty**

All students are expected to abide by the University's Policy on Academic Honesty. This policy may be viewed by accessing the Hofstra University General Bulletin 2002-2003, and selecting the section containing Procedures for Handling Violations of Academic Honesty by Students at Hofstra University are detailed in Faculty Policy Series #II.
## SPED 241: SPRING, 2006—COURSE SCHEDULE

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<thead>
<tr>
<th>Sequence</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>2/1 &amp; 2/8</td>
<td>Overview of ED</td>
<td>Chapter 1</td>
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<td>- Controversy about the term ED</td>
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<td>- Review of IDEA</td>
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<td>- Defining Emotional Disturbance</td>
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<td>- Problems within the Definition</td>
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<td>Week 3</td>
<td>2/15</td>
<td>The Extent of the Problem</td>
<td>Chapter 2</td>
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<td>- Prevalence</td>
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<td>- Gender Issues</td>
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<td>- Age of Identification</td>
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<td>- LRE and Educational Implications</td>
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<td>- Sociocultural Issues</td>
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<td>Week 4</td>
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<td>Classification of Students with ED</td>
<td>Chapter 5</td>
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<td>- Understanding Child &amp; Adolescent Psychopathology</td>
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<td>- DSM-IV Diagnostic Criteria</td>
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<td>- IDEA Classification v. DSM-IV</td>
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<td>Weeks 5 &amp; 6</td>
<td>3/1 &amp; 3/8</td>
<td>Assessment of Students with ED</td>
<td>Chapter 6</td>
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<td>- Overview of Assessment</td>
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<td>- Components of a Comprehensive Assessment</td>
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<td>- Research Methods in Assessment</td>
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<td>Week 7</td>
<td>3/15</td>
<td><strong>Midterm Examination Scheduled for March 15, 2006</strong></td>
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<td>Week 8</td>
<td>3/22</td>
<td>Attention &amp; Activity Disorders</td>
<td>Chapter 11</td>
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<td>- Definition &amp; Classification</td>
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<td>- Pharmacological Treatments</td>
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<td>- Education &amp; Classroom Management</td>
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<td>Weeks 9</td>
<td>3/29</td>
<td>Anxiety Disorders</td>
<td>Chapter 15</td>
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<td>- Definition &amp; Classification</td>
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<td>- Education &amp; Classroom Management</td>
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SPED 241: SPRING, 2006—COURSE SCHEDULE

Week 10  4/5  Conduct Disorders  Chapters 12 & 13
- Definition & Classification
- Prevalence
- Types
- Characteristics
- Pharmacological Treatments
- Education & Classroom Management

Week 11  4/26  Mood Disorders  Chapter 16
- Definition & Classification
- Prevalence
- Types
- Characteristics
- Pharmacological Treatments
- Education & Classroom Management

**Take Home Examination Due on April 26, 2006**

Week 12  5/3  Schizophrenia  Chapter 17
- Definition & Classification
- Prevalence
- Types
- Characteristics
- Pharmacological Treatments
- Education & Classroom Management

Week 13  5/10  Discussion of Effective Teaching  TBA
Strategies for Students with
Emotional and Behavioral
Disorders

**Observation Hours Due on May 10, 2006**

**Research Paper Due on May 10, 2006**

Week 14  5/17  **Final Examination Scheduled for May 17, 2006**
References


Dr. George A. Giuliani is a full-time Assistant Professor at Hofstra University's School of Education and Allied Human Services in the Department of Counseling, Research, Special Education, and Rehabilitation. Dr. Giuliani earned his B.A. from the College of the Holy Cross, M.S. from St. John's University, J.D. from City University Law School, and Psy.D. from Rutgers University, The Graduate School of Applied and Professional Psychology. He earned Board Certification as a Diplomate Fellow in Child and Adolescent Psychology and Board Certification in Forensic Psychology from the International College of Professional Psychology.

Dr. Giuliani is a New York State Licensed Psychologist, NYS Certified School Psychologist, and has an extensive private practice focusing on children with special needs. He is a member of the American Psychological Association, New York State Psychological Association, the National Association of School Psychologists, Suffolk County Psychological Association, Psi Chi, American Association of University Professors, and the Council for Exceptional Children.