SPED6230: Emotional & Behavioral Supports

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Course Credit: 3.0 NJCTL credits

Dates & Times:
This is a 3-credit, self-paced course, covering 7 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: https://moodle.njctl.org/course/view.php?id=294

COURSE DESCRIPTION:
Teachers will learn about addressing student behaviors that interfere with learning and evidence based strategies to support students in school. Key topics include challenging behaviors in children and adolescents, classroom supports and interventions, behavior interventions within Individualized Education Programs (IEPs), behavioral analysis and data collection methods, and the impact of adverse childhood experiences.

Prerequisite: SPED6210, SPED6220

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Identify and describe the social history and potential causes and related effects of mental health challenges including behavioral and socio-emotional dysregulation.

2. Obtain, adapt, and employ methods and strategies to support students with mental health challenges including behavioral and socio-emotional dysregulation.

3. Document and analyze atypical behaviors and interventions.

4. Employ self-care and collaborate with affiliated teachers and personnel to support students with mental health challenges including behavioral and socio-emotional dysregulation.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):

The open-source textbook below is used throughout this program.

Lombardi, P. (2023). The Roles and Responsibilities of the Special Educator. University System of
New Hampshire Pressbooks. Retrieved from https://pressbooks.usnh.edu/edc703-803/

This course also uses presentations and journal articles accessible within each course module.
When viewing each module's PowerPoint slideshow, you should review all external links in white
boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the
"notes" section are for reference or further information only.

COURSE REQUIREMENTS:
Consistent attendance in your online courses is essential for your success. Failure to verify your
attendance within the first 7 days of this course may result in your withdrawal. If for some reason
you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards
within the course modules. These discussion boards are monitored by your course instructor, and
you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes.
Budget your time carefully. If you are having technical problems, problems with your assignments,
or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:
In order to receive a Passing grade, the participant must complete the following course
requirements: all short answer assignments, critical thinking assignments, and the final reflection
outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Critical Thinking Assignments	60%
Final Critical Thinking Assignment	10%
Short Answer Assignments	30%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRIC:

The following rubric is used to score:
- Short Answer Assignment – 30% of grade
- Critical Thinking Assignments – 70% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	Meets Expectation	Approaches Expectation	Below Expectation	Limited Evidence
	7 points	*5 points*	*3 points*	*1 point*
Content	• Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	• Demonstrates fair knowledge of concepts, skills, and theories.	• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	• Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	• Content is well supported and addresses all required components of the assignment.	• Content is partially supported; addresses most of the required components of the assignment.	• Content contains major deficiencies; addresses some of the required components of the assignment.	• Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	• Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	• Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	• Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	• Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	4 points	*3 points*	*2 points*	*1 point*

Writing Quality	• Writing is well-organized, clear, concise, and focused; no errors.	• Some minor errors or omissions in writing organization, focus, and clarity.	• Some significant errors or omissions in writing organization, focus, and clarity.	• Numerous errors in writing organization, focus, and/or clarity.

ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found here.

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:

Required readings are available within each module by clicking the links where materials are listed under the "Required readings:" tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module's PowerPoint.

Module	Required Readings & Videos	Assignments
1 – Introduction, Background & Terminology	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Have you ever taught a student like "Bobby" in educator Polly Bath's short video? What specific challenges did you–or if you have not, might you–have encountered? What did you attempt to help that student? **Critical Thinking:** Speak with the interventionist, counselor, or a special education teacher in your school or district. What emotional disturbance concerns do they navigate? What options are available to support those students? Write about your conversation and discuss lingering questions that you hope to answer in this course. Your response should be 500-700 words in length and submitted in PDF format.

		Reach out to techsupport@njctl.org if you need assistance.
2 – Understanding Factors that Impact Student Behavior & Our Responses	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Think of a student that you have now, have had previously, or have read/viewed in case studies. What indications of ACEs or other traumatic experiences did the child exhibit? What methods of self-care do you regularly use? How have they impacted your teaching practices? **Critical Thinking:** As the culminating project for this course, you will demonstrate your ability to assess student behaviors, identify the underlying causes, and create a targeted behavior modification plan to address these behaviors. This assignment will integrate the concepts and strategies covered throughout the course, showcasing your ability to design effective, evidence-based interventions for students with disabilities. A portion of the project will be

completed following each module.

Assignment Objectives
By completing this project, you will:
conduct a thorough behavior assessment for a student with challenging behaviors.

analyze data to identify patterns, triggers, and the function of the behavior.

develop a concise behavior modification plan, including proactive strategies, interventions, and progress monitoring.

reflect on the effectiveness of your plan and propose future modifications for continued student growth.

Select a Case Study
Choose a student case (either from your own classroom experience, a hypothetical student, or a provided case study). Ensure that the case involves a student with behaviors that significantly impact their learning and social interactions. If using a real student, ensure

		confidentiality by using pseudonyms and omitting identifying details. In no more than 750 words, describe the challenges exhibited by the student and/or a notable interaction.
3 – Understanding Dysregulated Emotions & Behaviors in Children	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Choose one of the diagnoses reviewed in this module. What concerns do you have about teaching students with that challenge? How would you go about alleviating or relieving those concerns? **Critical Thinking: Behavior Data Collection**: Collect at least 1 week of data on the student's behaviors using at least three sources including both direct and indirect methods. direct observation (e.g., ABC Chart: Antecedent, Behavior, Consequence) interviews with teachers, parents, or other stakeholders review of student records (IEPs, previous behavior reports, etc.)

		rating scales (e.g., Functional Assessment Screening Tool) Submit the raw data and a short rationale (150-200 words) for each method used.
4 – Understanding Dysregulated Emotions & Behaviors in Adolescents	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** Choose one of the diagnoses reviewed in this module. What concerns do you have about teaching students with that challenge? How would you go about alleviating or resolving those concerns? **Critical Thinking: Behavior Analysis:** Analyze the data you collected previously to: identify patterns and trends in behavior. identify potential triggers (antecedents) and reinforcers (consequences) hypothesize the function of the behavior (e.g., attention-seeking, avoidance, sensory stimulation)

| 5 – Behavior Supports and Interventions | ● Module PowerPoint via Moodle with embedded videos and readings | **Short Answer (Q&A):** Take the [Tier 1 subsections](#) of the [PBIS Self-Assessment Survey](#). If you are not in a school or classroom, review one of the [unedited high-leverage practice videos](#) and respond as if you were the teacher in that classroom. In the discussion board, share at least one example of a positive behavior structure that is in place and one that is not. Is the practice in place working? Why or why not? What do you think is needed to set an additional structure in place? Why would you pick that practice? **Critical Thinking: Develop a Behavior Modification Plan** Based on your assessment, create a concise plan that addresses the identified behavior. Include each of the components below. **A. Student Background & Behavioral Concerns** Provide a brief description of the student, including |

relevant information about their disability, learning environment, and any existing support services.

Summarize the specific behavior being targeted.

B. Goal & Objectives
Develop **one measurable behavior change goal** based on your assessment findings.

Create **2-3 specific, observable, and time-bound objectives** aligned with the main goal.

C. Intervention Strategies
Outline evidence-based strategies tailored to the student's needs, focusing on:
Proactive strategies (e.g., environmental modifications, positive behavior supports).
Reactive strategies (e.g., replacement behaviors, de-escalation techniques).
Address reinforcement plans (e.g., token systems, positive reinforcement schedules) to encourage the desired

		behavior.
		D. Progress Monitoring & Data Collection Design a simple system for tracking the student's progress (e.g., behavior charts, daily logs). Specify the tools and timeline you will use to measure success and adjust the plan if needed.
6 – Behavioral Assessments & Interventions	● Module PowerPoint via Moodle with embedded videos and readings	**Short Answer (Q&A):** What challenges did you discover as you worked to gather data? What data could you not find? What could you do differently when you next observe a student's behavior?
7 – Final Reflection	● Review course topics in preparation for final writing assignment ● Zoom meetings with instructor and discussion board posts	**Critical Thinking:** Full assignment prompt and requirements are posted in online course