



NEW JERSEY CENTER
FOR TEACHING & LEARNING

SPED6230: Emotional & Behavioral Supports

Primary Student Contact: Dr. Stephanie A. Ramos stephanie@njctl.org

Faculty Team:

Dr. Stephanie A. Ramos	stephanie@njctl.org
Dr. Danielle Kovach	danielle@njctl.org
Susan Olszewski	susan@njctl.org
Kristin DeAngelis	kristin@njctl.org
Jennifer Turi	jennifer_t@njctl.org
Meredith Pressler-Poreda	meredith@njctl.org
Dr. Amy Mount	

Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 6 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 behavior disorders and practical strategies to support students in school. Key topics include behavior disorders 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 this course, students 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, including Multi-Tiered Systems of Support, Functional Behavioral Assessment, and Behavioral Intervention Plans.
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):

This course 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.

Optional Text:

The open-source textbook below is used throughout this program and may be a helpful reference. 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/>

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:

Proctored Assessments	60%
Critical Thinking Assignments	30%
Final Critical Thinking Assignment	5%
Short Answer Assignments	5%

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 – 5% of grade
- Critical Thinking Assignments – 30% of grade

The minimum possible score for this rubric is 18 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 60 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.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
		<i>15 points</i>	<i>12 points</i>	<i>9 points</i>	<i>6 points</i>
Requirements	N/A	<ul style="list-style-type: none"> Includes all of the required components as specified in the assignments 	<ul style="list-style-type: none"> Includes most of the required components as specified in the assignments 	<ul style="list-style-type: none"> Includes some of the required components as specified in the assignments 	<ul style="list-style-type: none"> Includes few of the required components as specified in the assignments
	<i>14 to 15 points</i>	<i>13 points</i>	<i>10 to 12 points</i>	<i>7 to 9 points</i>	<i>4 to 6 points</i>
Content	<ul style="list-style-type: none"> Demonstrates strong or excellent knowledge of the materials; correctly includes and represents knowledge from the readings and sources. 	<ul style="list-style-type: none"> Demonstrates adequate knowledge of the materials; represents some knowledge from the readings and sources. 	<ul style="list-style-type: none"> Some significant but not major errors or omissions in demonstration of knowledge or expresses your personal experience without reference to the readings and sources. 	<ul style="list-style-type: none"> Major errors or omissions in demonstration of knowledge. 	<ul style="list-style-type: none"> Fails to demonstrate knowledge of the materials.
	<i>19 to 20 points</i>	<i>16-18 points</i>	<i>13 to 15 points</i>	<i>9-12 points</i>	<i>5 to 8 points</i>
Critical Thinking	<ul style="list-style-type: none"> Demonstrates strong or excellent critical thinking and analysis of concepts and applications, integrating module materials, professional practice and real world experiences to support your thinking. This may include a more global conversation about pedagogical implications and is not limited only to their classroom 	<ul style="list-style-type: none"> Demonstrates good or adequate critical thinking and analysis of concepts and applications, integrating module materials, professional practice and classroom application. 	<ul style="list-style-type: none"> Some significant but not major errors or omissions in critical thinking and analysis. 	<ul style="list-style-type: none"> Major errors or omissions in critical thinking and analysis. 	<ul style="list-style-type: none"> Fails to demonstrate critical thinking and analysis.
		<i>9 to 10 points</i>	<i>7 to 8 points</i>	<i>5 to 6 points</i>	<i>3 to 4 points</i>
Grammar, Style, and Organization	N/A	<ul style="list-style-type: none"> Project is clearly organized and well-written. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting. 	<ul style="list-style-type: none"> Project is fairly well organized and written; it is in proper format (including APA). Reasonably good sentence and paragraph structure; significant errors in grammar and spelling. 	<ul style="list-style-type: none"> Project is poorly organized; does not follow proper paper format (including APA). Inconsistent to inadequate sentence and paragraph development; numerous grammar/spelling errors. 	<ul style="list-style-type: none"> Project is not organized or well written and is not in proper format (including APA). Poor quality work; unacceptable grammar/spelling.

The following rubric used to score the Final Reflection Critical Thinking assignment (5% 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.

	Meets Expectation	Approaches Expectation	Below Expectation	Limited Evidence
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
Content	<ul style="list-style-type: none"> Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic. 	<ul style="list-style-type: none"> Demonstrates fair knowledge of concepts, skills, and theories. 	<ul style="list-style-type: none"> Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories. 	<ul style="list-style-type: none"> Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	<ul style="list-style-type: none"> Content is well supported and addresses all required components of the assignment. 	<ul style="list-style-type: none"> Content is partially supported; addresses most of the required components of the assignment. 	<ul style="list-style-type: none"> Content contains major deficiencies; addresses some of the required components of the assignment. 	<ul style="list-style-type: none"> Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
Writing Quality	<ul style="list-style-type: none"> Writing is well-organized, clear, concise, and focused; no errors. 	<ul style="list-style-type: none"> Some minor errors or omissions in writing organization, focus, and clarity. 	<ul style="list-style-type: none"> Some significant errors or omissions in writing organization, focus, and clarity. 	<ul style="list-style-type: none"> Numerous errors in writing organization, focus, and/or clarity.

The proctored assessments are not scored using a rubric. These assessments are scored using percentage correct to assign a letter grade.

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	Assignments
1 – Introduction, Background & Terminology	<p>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?</p> <p>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.</p> <p>Your response should be 500-700 words in length and submitted in PDF format.</p>
2 – Understanding Factors that Impact Student Behavior & Our Responses	<p>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?</p> <p>What methods of self-care do you regularly use? How have they impacted your teaching practices?</p> <p>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.</p> <p>Please see Moodle for full details about the Critical Thinking Assignment.</p> <p>Proctored Assessment 1: Modules 1 and 2</p>
3 –Understanding Dysregulated Emotions & Behaviors in Children	<p>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?</p> <p>Critical Thinking: Building on the last module, you will continue to work on the components of the culminating assignment for the course.</p> <p>Over the course of a week, collect behavioral data for the student you selected in the last module using direct in-class observation. An "ABC Chart" is attached for you to record the data you observe.</p> <p>To complete this assignment, fill in the ABC Chart and reflection questions after the chart found on Moodle. Then submit it for grading. To protect the privacy of this student, you should use a pseudonym for this project.</p>
4 – Understanding Dysregulated	<p>Critical Thinking:</p>

Emotions & Behaviors in Adolescents	<p>Behavior Data Collection: Continue to collect data on the student's behaviors using indirect observation methods, including: interviews with teachers, parents, or other stakeholders, and/or review of student records (IEPs, previous behavior reports, etc.)</p> <p>This week you will rely on indirect methods of observation to learn more about your selected student's behavior. You may learn more about the history of the student's behavior, previous interventions that have been tried, the context for how these behaviors impact the student in settings outside of school, and more.</p> <p>Write a reflection of no more than 750 words sharing what you learned about this student based on your review of their records and in talking with other important adults in their life. To protect the privacy of this student, you should use a pseudonym for this project.</p> <p>Proctored Assessment 2: Modules 3 and 4</p>
5 – Behavior Supports and Interventions	<p>Short Answer:</p> <p>Thinking about your classroom, take the Tier 1 subsection of the PBIS Self-Assessment Survey. If you are not currently working in a classroom, you may use one of the unedited high-leverage practice videos and respond as if you were the teacher in that classroom.</p> <p>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?</p> <p>Critical Thinking:</p> <p>Behavior Analysis: Based on the direct observations (ABC Chart) and indirect observations (records review and interviews) conducted over the last two modules, analyze the data you collected previously to:</p> <ul style="list-style-type: none"> • 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). • hypothesize about some interventions that might help this student. <p>Write a reflection of 600-750 words discussing your thoughts on the bullets above, as well as any additional analysis of the student's behavior that is important. To protect the privacy of this student, you should use a pseudonym for this project.</p>
6 – Behavioral Assessments and Interventions	<p>Short Answer (Q&A):</p> <p>Thinking about the data you've collected on your selected student over the course of the last several modules, discuss the following. 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?</p> <p>Critical Thinking:</p> <p>Based on your assessment of the data collected on your student in previous modules, create a concise plan that addresses the identified behavior. Include each of the components below. To protect the privacy of this student, you should use a pseudonym for this project. Please see Moodle for further details about this assignment.</p> <p>Proctored Assessment 3: Modules 5 and 6</p>

7 – Final Reflection

Critical Thinking:

Full assignment prompt and requirements are posted in online course