

**L A K E E R I E**  
**C O L L E G E**  
CENTER FOR LEADERSHIP &  
PROFESSIONAL DEVELOPMENT

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Course Date Approved \_\_\_\_\_

Approved By \_\_\_\_\_

EPP Committee Approval Date \_\_\_\_\_

Assigned Permanent Course Number ED \_\_\_\_\_

NEW Course Proposal (CIRCLE ONE)

Date Submitted April 2015

Course Title: Strategies for Working With Students With Emotional Disabilities

Semester Hours of Course: 3 (45 hours)

Grade Levels K-12

Course Category-PLEASE CIRCLE: Technology English Language Arts Online

Classroom Management Art Science Math **Special Education** Pedagogy

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Degree Status: MA ED

Present Employer / District / Level Valley Stream North High School/VSCHSD/Grades 10-12

I presently teach/ previously taught, seminars for graduate credit YES  NO

List any other locations / colleges I offer courses Ashland University, University of San Diego, SCOPE, Core PD

Most recent semester my class ran for LEC was/is

Licensure and/or Certification Areas:

1. Social Studies Grades 7-12
2. Students with Disabilities Social Studies Grades 7-12

## Syllabus Outline

**Course Description- no more than 125 words please (to be used in catalog if approved).**

Students with emotional disabilities are being educated in the mainstream setting at an increasing rate. This course will provide strategies and techniques for meeting the needs of the emotionally disabled student in the mainstream classroom. Participants will research, analyze and develop strategies on building positive personal relationships with students and behavior modification. This course will offer recent research on behavior modification programs and their implementation in the classroom. Through Internet research, websites and case studies, participants will focus on how to provide the essential structure that students with E.D. require, even during “unstructured” activities and transitions. This course is beneficial for both regular and special education teachers.

- I. Instructional Objectives: what knowledge, skills and/or dispositions do you wish participants to know and/or exhibit as a result of this seminar? Explain how meets goals of ODE, Common Core, STEM etc.

Teachers enrolled in this course will...

Identify triggers that prompt inappropriate behaviors.

Understand the importance of structure and clear expectations for students with E.D.

Explain why the E.D. student responds and behaves the way they do.

Create clear and precise behavior modifications and positive reinforcement systems.

Create positive relations with students that will allow them to be successful in the mainstream classroom.

Identify the individualized needs of the student.

- II. Instructional strategies: How will you teach the seminar?

Directed discussion (Interactive Lecture Notes)     Lecture     Videos     Activities     Case Studies  
 Demonstrations     Other

- III. List Reference Resources Used: Websites, Videos etc.

All readings, videos and resources are listed and provided on the LMS.

- IV. Grading Requirements: Students may elect to have a Pass/Fail grade or a letter grade. Please state your criteria for each. What do students need to do to pass/fail. What do students need to do for a grade of A, B, C, etc.

<u>Criteria</u>	<u>Percentage</u>
Attendance/Participation	<u>20%(no more than 20%)</u>
Project/Paper*	<u>30%</u>

C Grade: average rubric score of 2.5

B Grade: average rubric score of 3.25

A Grade: average rubric score at 4.00

#### Pass/Fail

Students must receive a passing score in all assignments including discussion board interactions in order to earn a passing score for this course.

V. Describe your out-of-class final project assignment. **\*NOTE: An outside paper/project is required to complete 15 contact hours mandated for one credit hour. This project MUST BE completed OUTSIDE of your instructional class time.**

#### TIME VALIDATION

#### Assignment

#### # of Hours

Reaction Paper: Youth Who Have Caused School-Associated Violent Deaths	2
Put yourself in your student's shoes questionnaire	2
Create and Modify current classroom rules - we will review, critique and modify as necessary	3
Article reaction: how to teach appropriate behavior (167 pro-social behaviors)	3
Article "The Power of Praising Positive Behavior" and YouTube case study - reaction	3
"Eight approaches that often deescalate anger"	4
Task Transitions and Strategies to help ED students stay in control	4
Reaction paper Classifications.	4
Reaction paper: Working with students who have Oppositional Defiant Disorder.	4
Reaction to video -- How can we deal with the ODD student in the classroom	4
Final Class Project	8
News Forum responses (all five sections)	4

## **SESSION TOPICS, ASSIGNMENTS, RESOURCES**

### **The student with an emotional disability in the mainstream classroom**

Issue: With the increase in inclusion movements, more students with emotional disabilities are being educated inside the regular education classroom and are receiving instruction from regular education teachers. Research has shown that these students can be successful in the mainstream setting, yet this group has the worst GPA of all special education classifications in the mainstream setting (Salmon 2006).

**Definition/Legislation:** According to IDEA: a student with an emotional disturbance has a “condition exhibiting one or more of the following characteristics over a period of time and to a marked degree that adversely affects a child’s performance:

- An inability to learn that cannot be explained by intellectual, sensory or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school factors.”

Manifestations: Depression, Anxiety, ODD, Conduct Disorder, Schizophrenia

Characteristics/Behaviors: Students with emotional disabilities present in a very individualized fashion. Some of the most common behaviors that manifest themselves in the classroom are: disrupting activities, impulsiveness, inattention, preoccupation, disregard of classroom rules, resisting change of routine or transitions, intimidating or bullying other students, demonstrating aggressive behavior, low self esteem, difficulty working in groups and manipulation of others and situations.

Academic Strategies: Through coaching, modeling and teaching, students with emotional disabilities can learn the self control needed to meet success in the mainstream classroom. There are several easy strategies that can be implemented without much effort to increase the success of the student in your mainstream class, including allowing test retakes, using a taped read along and scheduling student conferences and tutoring sessions.

Homework Strategies: Give clear and appropriate assignments that increase the likelihood of completion. Make homework accommodations such as alternate assignment formats and adjusting the length of the assignment. Other strategies for homework include teaching study skills, using a homework calendar and communicating with the home.

Student/Teacher Relationship Strategies: Although interacting with students who suffer from emotional disabilities can be difficult it is important to keep the following guidelines: keep a cool head during crisis, develop a thick skin, think on your feet, allow for flexibility in meeting requirements, and keep directions firm and concise.

While dealing with students who suffer from anxiety it is important to stress the importance of school and goal setting (especially in instances of school phobia). You must build a strong relationship built on trust to allow for these students to feel safe and calm in your classroom. You must also give the student the opportunity to voice their frustrations and emotions in a safe, controlled environment (student conference, journaling).

When dealing with students who suffer from depression it is important to create an inviting classroom where students feel safe to take risks. Teachers must keep a positive tone, avoid sarcasm, and be good listeners. Small acts, such as meeting a student at the door to check in on them before class, can make a great difference. These students need to be taught problem solving strategies to combat the depression in their daily lives.

Building positive relationships with students with conduct disorder can be very difficult. It is important to be consistent, understanding and aware of the student's triggers, patterns of behavior, and releases. Public correction of behavior needs to be avoided as it will often escalate the behavior. Using "start" requests rather than "stop" requests is an effective strategy to employ.

Giving students time to respond to your request is essential – pushing students without wait time will create confrontation

### ***Introduction***

Introductions and Ice-breaker activities.

Discussion of what individual teachers hope to get out of the course and why – news forum

Introduction to emotional disabilities.                      Posted content and two article links

    Definition

    Characteristics

    Categories

Explanation of final project: participants will create the following:

Classroom Expectations/Consequences chart that will address the needs of students with emotional disabilities.

A token economy that each participant can implement in their classes this year for students with emotional disabilities.

A best practices database that includes several methods discussed throughout the course

Reaction paper: Youth Who Have Caused School-Associated Violent Deaths

Which of the characteristics from the checklist surprised you the most? How many of these characteristics do you see in your classroom?

What are the possible ramifications of this reading on your future lesson planning and classroom management techniques?

What are the possible implications of this reading on what you hope to get out of this course?

Newton Conn. discussion on the news forum. – A troubled youth is responsible for the most devastating school shooting in United States history. Implications on students with emotional disabilities will be discussed – is there a worse stigma now than years ago?

### ***Relationship Building -- how to limit the discipline issues with students with ED***

“The importance of building positive relationships with students that have emotional disabilities” "It's not about you...it's about how you respond to it." As teachers we need to change our perception that the student has a problem and the student is to blame. The way we respond to situations is the only thing that we have control over. Yes, the student should be able to do certain things but they can't - so what are we going to do to work with this student?

Put yourself in your student's shoes questionnaire:

Why are these students often difficult to work with?

Can be disruptive, persistently defiant, demanding of attention

Students who defy your authority, cause you stress and frustration, and even anger

When planning your responses to these students you must consider the following:

Frequency, Intensity, Emotionality

Goals for this class - you will leave with a handful of methods to use with students with emotional disabilities that will increase your skills, reduce your stress, help students have more success and build more positive relationships with these students.

Importance of small group expectations for students with ED

Clearly defined rules, roles and expectations will help keep these students on task and aware of what is expected from them at all times – Students will research small group instruction techniques for emotionally disturbed students.

Proactive vs. Reactive      Position Paper

Think about one situation you experienced this past year in which you responded in a reactive manner with a difficult student.

Answer the following questions:

What did you do?

How did the student respond to you?

How did you feel?

Now think about a situation this past year in which you were proactive.

Answer the following questions:

What did you do?

How did the student respond?

How did you feel?

News Forum: Share with the group your personal response to the two situations above.

Three ways to build a trusting relationship

Reach out to your difficult student - "I'm not going away..." (Our natural response is to distance ourselves from difficult students)

Hold the student accountable

Identify individualized needs of the student

### ***Classroom Management Techniques***

Building an effective classroom management plan for students with ED

Must address baseline behaviors - what you as the teacher need to have a successful class

Participants share current classroom rules - we will review, critique and modify as necessary

Why we need to teach appropriate behavior: if we take the time to teach a difficult student appropriate behavior you are not only proactively preventing problems from continuing, but you are also showing that you care enough to do what needs to be done to help him or her succeed.

Small group activity: how to teach appropriate behavior (167 pro-social behaviors article)

Reaction paper to article: describe how characteristics such as hyperactivity, aggression, withdrawal, immaturity and learning difficulties can impact a student and a class.

Article "The Power of Praising Positive Behavior"

Initial reaction - how many of these methods/elements of reinforcement do you use in your classroom? Which could you implement easily?

What are the possible ramifications of this reading on your future lesson planning and classroom management techniques?

What are the possible implications of this reading on what you hope to get out of this course?

### ***How to avoid/reduce "blow-ups"***

Discussion: escalation vs. de-escalation techniques. How we deal with a student during a "meltdown" often creates many of the outcomes. How can we deescalate as opposed to escalating the situation?

Article: "Eight approaches that often deescalate anger" Reaction Paper

Pick 4 of the eight techniques listed and explain how you could implement them during a "meltdown" moment.

Focus on the three calming statements:

"I know this is a difficult time for you right now. Hang in there and you'll get through this"

"I understand how you feel, I'd be upset too"

"Do you need to be alone right now?"

Structuring unstructured time. Participants will create task transitions for their classroom that are structured and well defined. Participants will describe "unstructured" times in their classroom and how that could be difficult for an ED student. Participants will then develop strategies to help ED students stay in control during these activities.

Reaction paper on article: Classifications. Participants will analyze elements of conduct disorders, bipolar disabilities, eating disorders, obsessive compulsive disorders and anxiety disorders -- all types of emotional disabilities.

News Forum: Participants will work cooperatively to address how the following techniques could be employed in their classrooms: seating arrangements and traffic rules, grouping, involving student in class activities, using non-verbal cues, time management, and cooperative learning.

### ***Behavioral Strategies***

News Forum more behavioral strategies. We will focus discussion on the following: exposing students with emotional disabilities to other students who demonstrate appropriate behaviors, direct instruction on appropriate behaviors, pre-established consequences for misbehavior, administering immediate consequences, using time-out sessions, making sure you treat student with respect and consideration, disciplining with dignity, and trying to improve self esteem within the classroom. These techniques will help teachers build positive and effective relationships with students with emotional disabilities.

Reaction Paper Working with students who have Oppositional Defiant Disorder.

How is ODD different than ED?

How do behaviors manifest in the classroom?

How can we deal with the ODD student in the classroom?

3. You Tube Video Clip -- ODD in action

4. News Forum discussion - The effectiveness of token economies in today's classroom.

## ***VI. Conclusion***

1. Work on final course project

2. Participants will produce:

Classroom Expectations/Consequences chart that will address the needs of students with emotional disabilities.

A token economy that each participant can implement in their classes this year for students with emotional disabilities.

A best practices database that includes several methods discussed throughout the course

3. Reflection/course suggestions



VII.. Bibliography/ Recommended Reading and Research Base

**TEXT AND RESOURCES**

[http://cecp.air.org/aft\\_nea.pdf](http://cecp.air.org/aft_nea.pdf)

<http://www.k12.wa.us/SpecialEd/pubdocs/bestpractices.pdf>

[http://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/modifications\\_xp.pdf](http://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/modifications_xp.pdf) -

<http://tep547azusa2012.wikispaces.com/Students+with+Emotional+Disturbance>

<http://www.behavioradvisor.com/InclusionOfEBD.html>

<https://scholarworks.iu.edu/dspace/bitstream/handle/2022/201/salmon%20educating%20students%20with.pdf?sequence=1>

[http://podcasts.shelbyed.k12.al.us/thhs\\_sped/files/2010/09/EDTeacher.pdf](http://podcasts.shelbyed.k12.al.us/thhs_sped/files/2010/09/EDTeacher.pdf)

<http://www.hannahdreier.com/specialstudents.html>

<http://www.gpo.gov/fdsys/pkg/ERIC-ED466076/pdf/ERIC-ED466076.pdf>

<http://www.docstoc.com/docs/66469084/Effective-classroom-teaching-strategies-for-emotionally-disturbed-children>