

Mayville State University

SPED 585, Emotional Disturbances

Spring 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information: carly.theis@mayvillestate.edu, Education Rm 116E, (701)788-4821

Hours of Availability: M-F 8:00 am- 4:00 pm

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom Link ([Share Course Zoom Link](#)):

Course Materials and Technologies

Required

No Texts Required for a Practicum

Recommended

Instructional Technologies Utilized in this Course:

- Blackboard – MSU's learning management system and virtual class environment
- Yuja – screen and video recording
- PowerPoint or Prezi

Instructional Strategies

- Hands on Learning
- Experiential
- Discussion Boards

Course Description

This clinical course is designed for students who are earning a degree in special education and compliment coursework on emotional and behavioral disorders. The course is a 60 hour field experience in a regional school or outside agency that serves individuals with emotional disturbances. Students will apply methods with a student with an emotional disturbance. Students will implement the action research intervention plan and other course assignments as outlined in their accompanying methods course concerning emotional disturbances.

This course requires students to have an approved background check and liability insurance prior to the field experience.

Mayville State University

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by [ND ESPB](#):

1. **Apply Theoretical Knowledge (ACEC 2):** Students will apply theoretical knowledge from coursework on emotional and behavioral disorders to real-world settings involving individuals with emotional disturbances.
2. **Develop Intervention Plans (ACEC3):** Students will develop and implement action research intervention plans tailored to the needs of students with emotional disturbances.
3. **Conduct Field Experience (ACEC 4, A 2.2):** Students will complete a 60-hour field experience in a regional school or outside agency, gaining hands-on experience in working with individuals with emotional disturbances.
4. **Evaluate Intervention Effectiveness (ACEC1):** Students will assess the effectiveness of their intervention plans and make necessary adjustments to improve outcomes for students with emotional disturbances.
5. **Collaborate with Professionals (ACEC 7, A.2.1):** Students will collaborate with educators, counselors, and other professionals in the field to enhance their understanding and skills in managing emotional and behavioral disorders.
6. **Reflect on Practice (ACEC 6):** Students will engage in reflective practice to evaluate their experiences and identify areas for professional growth in the field of special education and emotional disturbances.

Advanced Council for Exceptional Children Preparation Standards (ACEC):

Standard 1: Assessment	Special Education specialists use valid and reliable assessment practices to minimize bias.
Standard 2: Curricular Content Knowledge	Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
Standard 3: Programs, Services, and Outcomes	Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
Standard 4: Research and Inquiry	Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
Standard 5: Leadership and Policy	The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
Standard 6: Professional and Ethical Practice	Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Mayville State University

Standard 7: Collaboration	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
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Advanced Preparation Standards (2015) (exceptionalchildren.org)

Advanced CAEP Standards:

A.2.1	Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes
A.2.2	Clinical Experience The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, carly.theis@mayvillestate.edu. The instructor usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number (701)788-4821. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.
- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All

Mayville State University

assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.

- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Mayville State University

Students who are in the MEd Program have made the conscious choice to be a part of the courses. In this course, students are viewed as participants in their learning. Active participation demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for professional application. Read through the following guidelines to help you throughout this learning experience:

- Read the syllabus in its entirety. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- Actively participate in discussions and activities. This is required for successfully completing this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- Read all assigned readings and complete all activities as scheduled. The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Student preparation for class is not only important to meet the learning objectives for the course, but more importantly, for their use of concepts/content in their future professional application.
- Online Posting: Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research or other pertinent course information. Use appropriate citation and reference formatting when referring to any resources. Reference to your readings is expected. Substantive postings are postings that demonstrate understanding and application of course content, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- Students are held accountable for all academic communications sent to their Mayville State University e-mail address as this is designated as the official communication method for the university.
- It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date. This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.
- Adhere to the code of student conduct found in the MaSU Student Handbook:
<http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing

Mayville State University

other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01>.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates and participate in all aspects of this course in a professional manner

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments may require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Weekly Discussion Posts and Responses:** Completion of weekly course discussions with responses are required as part of the reflective learning process and will be an expectation of the course. Specific instructions and due dates for each post will be outlined each week on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.
- **Assessments:** Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

**Liability Insurance & Fingerprinting/ Background Checks: (REQUIRED- no points)
Due Prior to the first student contact time**

Mayville State University

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation). Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the teacher education program and prior to contact time in clinical settings. Students are required to:

1. Request a fingerprinting packet from the Division of Education by emailing education@mayvillestate.edu or stopping by Office 116C.
2. Complete the fingerprinting process as stated in the obtained packet; and
3. Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required)

Contact Time (5 points) Due: May 9th

Fulfill all of the required hours for the number of internship credits in which you are enrolled. Hours should include direct client contact time (time spent instructing or assessing students). Observing the mentoring teacher, collaboration with teachers, parents, and paraprofessionals, conducting of IEP/assessment meetings and designing the activities for each session will occur outside the hour requirement. One credit equals 30 contact hours. The attached time log must be scanned and submitted on Blackboard at the conclusion of the internship.

Choose 1 student with whom you will be working to carry out the assigned tasks below. All completed assignments will be submitted on Blackboard.

Reflective Journaling (25 points)

Due: As hours are completed (5 hours, 10 hours... 60 hours)

Final Due Date: May 9th

As certain hour increments of contact time are completed, (5, 10, 20, 30, 40, 50, 60 hours) you will submit a journal entry online. Each entry must be a response to the prompts below. See course checklist. You must reference the following topics at some point within your journaling:

- Methods of instruction & management used by cooperating teacher
- Supports needed for the student to be integrated into various program placements
- Techniques of physical positioning techniques and management and/or appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
- Sensory stimulation

Each entry must follow this four-step reflection writing format (Hole & McEntee, 1999):

1. What happened? Describe briefly one (1) event or experience as it happened. Record your observations relating to application of course work (teaching techniques, instructional strategies, research-based interventions, remediation, inclusion, behavior management, RTI, curriculum-based measurements, progress monitoring).
2. Why did it happen? Explain why you think this behavior or situation occurred.
3. What might it mean? Think about what this incident might mean...you may well raise more questions than answers as you think through possible meanings and record them.
4. What might this mean for my teaching and for students' learning? This final step should prompt you to rethink your teaching practice (or that of the teacher you are observing) now that you have thought through the previous steps. Describe how you justify actions, solve problems, and look for deeper meaning and ways to change teaching practice to improve the process for the students in the classroom to learn more effectively.

Hour 60:

Mayville State University

- Recommendations for future goals and objectives for the individual
- What did you learn during this internship about working with individuals with intellectual disabilities?
- Reflect upon your aptitude for working with populations with intellectual disabilities. Could you make a permanent commitment to teaching/working with individuals with special needs? Why or why not-explain.

Emotional Or Behavioral Disorder Scale (20 points)

Due: May 2nd

Using the EBDSR provided in SPED 585, complete the Behavioral Component Rating Scale and the Profile Sheet for a student with ED you are working with. Write a narrative interpretation of the results and complete the Item Analysis & Intervention form. Upload all the completed materials to Blackboard.

Project ED Application: (30 points)

Due May 9th

This project is a compilation of instructional strategies and techniques for students with many types of emotional disturbances and will be implemented in the practicum course SPED 585. You will choose a digital presentation style to organize and submit the required components (website, Prezi, narrated PowerPoint, Word or PDF document/report etc..) and keep for use in your future teaching. You will implement one strategy and document the progress of one case study student. A written analysis is required with documentation to support any further action for student success A detailed assignment sheet will be provided.

Dispositions Report (Not graded)

Due – May 9th Email Mayville University Practicum Coordinator

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. See the guidelines for Continuance in Teacher Education in the Mayville State University Catalog. The cooperating professional you are working with will be asked to complete a Dispositions Report at the conclusion of your internship. (Submitted via email from Division Administrative Coordinator)

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

Mayville State University

Attendance/Participation Policies

Participation in all course activities, assignments, discussion posts and responses, quizzes, and exams are required to earn a grade of D or above.

Grading Scale

100-94%=A 93-87%=B 86-80%=C 79-70%=D 69-0%=F
A: 100-94 pts. B: 93-87 pts. C: 86-80 pts. D 79-70 pts. F < 69 pts.

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Activity	No. of Occurrences	Points Possible
Project Ed Application	1	50
Reflective Journaling	7	25
Emotional or Behavioral Disorder Scale	1	20
Contact Time	1	5

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities

Mayville State University

- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Week	Topics
#1	Introductions & Placement Information
#2	Project ED
#3	Emotional or Behavioral Disorder Scale
#4	Project ED Application
#5	Project ED Application
#6	Journaling
#7	IEP Documentation
#8	Completion of field experience

References / Bibliography

Davis, B.G. (1993). Tools for teaching. San Francisco: Jossey-Bass.

Palomba, C.A., & Banta, T.W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass