



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Emotionally Impaired Students

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post and ONE written response assignment.

COURSE DESCRIPTION:

Participants in the course, Emotionally Impaired Students, will learn how to assess, support, and teach Emotionally Impaired students. Using tools for screening and assessing, participants will learn to classify students' social emotional needs, define the Emotionally Impaired Student, and develop intervention plans for identified emotionally at-risk students. Causes of Emotional Disabilities in students will be explored, including methods for differentiating Emotional Disabilities from Trauma Induced experiences. Course topics will include Tier One and Two educational approaches and Tier Three student best practice service delivery models. Participants will learn instructional strategies and interventions for students with Emotional Impairments. Additionally, course participants will research the comorbidity of Emotional Disorders and Learning Disabilities.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of Emotional Impairment to define an Emotionally Impaired Student
2. Discuss, evaluate, and apply theories of Emotional Impairment to support an Emotionally Impaired Student in the school setting

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of screening and assessment to classify students' social emotional needs
2. Examine components of Emotional health screenings and assessments for application in a school setting
3. Discuss, evaluate, and apply theories of instructional intervention plans for Emotionally Impaired Students
4. Execute techniques to design and implement Emotional Learning interventions for Tier One, Two, and Three students
5. Select, through a criteria, appropriate Emotional interventions for Tier One, Two, and Three students based upon research of Social Emotional Learning in the school setting

6. Evaluate assessments to differentiate between the Emotional Impairment and Trauma Induced experience
7. Evaluate assessments that differentiate between the comorbidity Reading Disorders and Emotional Disorders for instructional practice design
8. Apply understandings of the comorbidity Reading Disorders and Emotional Disorders for school application

TEACHING/LEARNING ACTIVITIES:

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). Toward the integration of education and mental health in schools. *Administration and policy in mental health*, 37(1-2), 40–47.

doi:10.1007/s10488-010-0299-7

Fenwick-Smith, A., Dahlberg, E.E. & Thompson, S.C. Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. *BMC Psychol* 6, 30 (2018)

doi:10.1186/s40359-018-0242-3

Siceloff, E. R., Bradley, W. J., & Flory, K. (2017). Universal Behavioral/Emotional Health Screening in Schools: Overview and Feasibility. *Report on emotional & behavioral disorders in youth*, 17(2), 32–38.

EVALUATION METHODS:

1. **Discussion Board Posts:** Our Course Discussion Board serves as an extension of the face-to-face classroom in a traditional class. It is an important part of the online learning experience and should be maximized by all participants. Participants are required to post to the Course Discussion Board at least 2 times before the end of the course. Course Discussion Board posts should be meaningful and reflective of course content.

Discussion Board Posts Rubric

Integration: post incorporates the course's topic(s) (30 pts)

Critical Thinking: post expresses a critical analysis of course's topic(s); not just recitation of facts (30 pts)

Learning Community Contribution: post contributes meaningfully to the discussion and assists to further participant learning (20 pts)

Requirements: post has a minimum of a 100 word count and uses correct spelling, punctuation, and grammar (20 pts)

2. **Course Reflection:** Participants will be provided with required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a three to five page response to the given prompt.

Course Reflection Rubric

The Course Reflection must include...

An Answer to the Given Prompt that is thoughtful, insightful, and analytical (40 pts)

Required Reading Content incorporated and cited into the written response (20 pts)

Integration of Course Concepts (20 pts)

A Description of Course Content's Application to the participant's professional practice (10 pts)

Assignment Requirements: 3-5 page written response, 12 pt Times New Roman, double spaced (10 pts)

3. **Topic Quizzes:** Quizzes are assigned on Weeks Two and Four. Quizzes check participants' understanding of the course topics. These will be multiple choice in format. Quizzes will include an assessment of newly presented information from the current week's topic and previously learned content from previous weeks' topics.
4. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on one aspect of Socially Impaired Students presented in this course. Participants' can choose from any one of the following topics as the focus of their final assignment: Screening, Assessing, and Classification of Emotionally Disturbed Students, Tier One, Two and Three Interventions for Socially Impaired Students, or the Comorbidity of Emotional Disorders and Learning Disabilities.

Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

- Digital presentation (i.e. PowerPoint, Google Slides) teaching/relaying information on the topic of the workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. (50 points)
- Creation of one workshop audience activity designed to teach a topic of the workshop (30 points)
- Inclusion of course content. Sources are cited directly on corresponding slides or on a reference slide at the end of the presentation (20 points)

TESTING AND GRADING:

- 30% Course Reflection
- 10% Discussion Board Posts
- 20% Quizzes
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

ADA POLICY

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at learningtreepdn@gmail.com. Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for tests and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Topic(s) Covered:
 - Definition of an Emotionally Impaired Students

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Two

- Topic(s) Covered:
 - Causes of Emotional Disabilities
 - Differentiating Emotional Disabilities from Trauma Induced

Assignment:

- Week Two Quiz

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Three

- Topic(s) Covered:
 - Screening, Assessment, and Classification

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Four

- Topic(s) Covered:
 - Tier One and Two Educational Approaches

Assignment:

- Week Four Quiz

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Five

- Topic(s) Covered:
 - Tier Three Student Best Practice Service Delivery Models

Ongoing Assignments (due by the end of the course):

- Course Reflection
- Discussion Board Posts

Week Six

- Topic(s) Covered:
 - Comorbidity of Emotional Disorders and Learning Disabilities

Assignment due before the course closes:

- Final Assignment

Other Assignments due before the course closes:

Course Reflection

Discussion Board Posts

** Syllabus is subject to change.*