

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 319 – Winter 2009
Problem Behaviour in the Classroom

Course Outline

Instructor: Dr. M. Drysdale
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Email: mdrysdal@watarts.uwaterloo.ca
Office Hours: T 4:30 – 5:00, & TH 12:00 – 1:00 or by appointment ONLY
Lectures: Tuesday and Thursday 2:30-3:50, STJ 2017
Teaching Assistants: Leia Saltzman, lsaltzman@artsmail.uwaterloo.ca

Course Overview:

This course will address current issues in educational psychology, with a specific focus on exceptional students and the problems they encounter in special education classrooms and mainstream classrooms. Theories related to problem behaviours in the classroom; the incidence and etiology of conduct problems and behavioural disorders; and the learning outcomes of children with such disorders will be examined. Special emphasis will be placed on critically examining the current research on the classroom experiences of students with emotional and behavioural problems and teachers of such students. Strategies on how best to teach and manage these children will also be addressed.

Learning Objectives:

- To understand the behavioural problems encountered in education
- To review the theoretical perspectives concerning exceptional learners
- To review the empirical research on exceptional learners
- To review the theories and practices of special education
- To fully understand special education in Canada
- To gain an overview of special education in other countries
- To understand school-based psychological assessment
- To understand the teaching strategies and educational interventions used for EBD students
- To develop professional and scholarly writing in the field of educational psychology

Required Text:

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P. T. (2004). *Educating Students with Behaviour Disorders (third edition)*. Boston MA: Allyn and Bacon.

Correspondence:

Students using email or the telephone to contact the T.A or me **must** include their first and last names, student number, and course in which they are enrolled. Always email us via UW-ACE unless it is an emergency.

Please allow at least 24 hours for a response made between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

For course related questions, request for extra help with the content, or to go over one of your exams, please contact the TA (Leia). For all other inquiries or questions, please contact me (Dr. Drysdale) (e.g., missing an exam).

Please do not ask if you can borrow my notes if you miss class.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or Internet. If my door is open feel free to approach. Please knock first. If the door is closed, I am away or busy. Please respect this.

Evaluation:

Midterm Exam:	40%	March 3
Final Exam:	25%	March 31 or April 2
Literature Review:	25%	Variable depending on topic. See Literature Review Guidelines
Class Presentation & Handout:	10%	Variable depending on topic. See Literature Review Guidelines

NOTE: All Due Dates and Exam Dates ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded, see below).

Exams

- Both the midterm and final exams will cover the lecture material, handouts, video material, guest lectures, and the corresponding material in the textbooks.
- The final exam will NOT be cumulative.
- Each exam will have two components. A multiple-choice component and a short-answer component.
- Requests for changing the weighting of tests will not be considered.
- **CHEATING WILL NOT BE TOLERATED**; students are referred to the university policy on scholastic offences. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, invigilators of the tests will ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. It is strongly recommended that you **do not** sit with friends during the examinations.
- All incidences of cheating will be reported to the Department Chair and the Associate Dean. The Associate Dean will then record the offence in the students record. In addition, the professor will recommend that the student be required to withdraw from the university.

Literature Review

- Students will select and write a scholarly paper on one specific group of exceptional students (see list below).
- Papers should include the following (which will be gathered from both the theoretical and empirical literature)
 - A description of the exceptionality or group
 - The school problems they encounter: academic and social
 - Problems teachers and school administrators encounter
 - Predicted learning outcomes (short-term achievement and long term transitional issues)
 - Pros and cons of inclusive education and special education
 - Specific strategies on how best to teach these students
- The quality, clarity, and content of “what you say” (i.e., the scholarship of what you write) account for 50%. This includes the APA format (reference citations), spelling, grammar and punctuation. Please review the editorial style guidelines for APA especially in regards to citation references.
- Empirical evidence should be current (1998 to the present)
- Length and format: **Maximum 12 pages, including references, 12-point font, and 1” margins.**
- Topics must be selected by January 27th, 2009. Sign up sheets will be available during every class. Each exceptional group has two grade levels (primary/elementary & secondary) and possibly two subgroups (victim & perpetrator). Each of these can be selected by one student or group only. See the sign-up sheet for more details.
- Late papers will not be accepted (i.e., a grade of zero) as the dues dates correspond to class presentations.
- Papers can be completed individually or in groups of 2 students.
- All students in a group will receive the same grade. If you believe a group member has not contributed equally, please bring this to the professors' attention. If there is agreement between all group members that a student did not contribute, then the student may receive a penalty of up to 20% on the project. Grades will not be raised for group members who did more work. It is the responsibility of all group members to do a final edit and check of the paper prior to submission.
- The following is a list (with due dates) of the exceptional groups you can choose from. Due dates are arranged according to the presentation date for that topic.
 - ADHD/Hyperactive Behaviour March 5
 - Aggressive Behaviour & Violence March 5
 - School Bullying March 10
 - Rule-Breaking/Juvenile Delinquency March 10
 - Social Withdrawal March 12
 - School Refusal March 12
 - Obsessive Compulsive Disorder March 17
 - Autism March 17
 - Asperger's Syndrome March 19
 - Tourette's March 19
 - Schizophrenia and Paranoia March 24
 - Drug Addiction and Abuse March 24
 - Selective Mutism March 26
 - Child Abuse/Neglect March 26
 - Inappropriate Sexual Behaviour March 26

Presentation

- Each student or group will prepare and deliver a short 10-minute presentation describing:
 - The options available for teaching their exceptional group
 - Strategies and tools for teaching & learning
 - Strategies and tools for behavioural management
- Presentations should be professional
- Students may incorporate Power-Point slides, a poster display, demonstrations, props, etc...
- A scholarly handout for the entire class with a summary of the strategies and teaching tools (with references) should be submitted to the 319 ACE drop box by 10:00am on the day of your presentation. Your handout will then be posted on ACE as course content.
- Presentation = 5%: students working in a group will be graded individually on their contribution
- Handout = 5%: students in a group will all receive the same grade for the handout. The handouts will be incorporated as course content and covered on the final exam. If the handout is not scholarly, and of poor quality, you will receive a zero because it will require editing by us so that it can be used as valid course content.

POLICY REGARDING ILLNESS OR ACCOMMODATION

- Students are entitled to a rescheduling of exams or an extension of deadlines for legitimate medical or compassionate reasons. Students are also entitled to rescheduling of exams based on religious grounds. However, **it is the student's responsibility** to inform the instructor ***PRIOR*** to the due date or exam date, to arrange a timely makeup, and to provide acceptable documentation to support a medical, compassionate, or religious claim (University of Waterloo Calendar).
- If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (University of Waterloo Calendar. If a student completes an exam while ill, the grade stands).

PROFESSOR'S REQUIREMENTS REGARDING ILLNESS

- Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up test or receive an extension for their paper. In the case of illness, a student ***must*** contact the professor (Dr. Drysdale) ***PRIOR TO THE TEST OR DUE DATE*** (the voice mail stamps the date and time of telephone calls). The student must provide an ***official "Verification of Illness" certificate*** from the University of Waterloo, which states that, due to medical reasons, it was ***impossible*** for the student to write the exam at the scheduled time (i.e., severe illness) or complete their paper. **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS *NOT* AN ACCEPTABLE MEDICAL CERTIFICATE** (see page 1:8-9 of the University of Waterloo Calendar regarding the standard practices with respect to illness). The University of Waterloo charges a fee for a ***"Verification of Illness" certificate***.
- ***If you are sick and you contact me after the exam, you will not be permitted to write the test.*** You will receive a 'zero' on that test. Exception to this: if you are involved in an accident on your way to the exam (documentation required) and as a result you are not able to call me. If you are extremely incapacitated, in hospital or have had an unexpected death in the family within 24 hours of the test, then have a friend or family member call ASAP.
- If you miss an exam because of a family emergency such as a death, you must provide a copy of the death certificate and funeral/memorial announcement or card.
- Any student missing an exam with a valid reason must write a make-up exam. ***The make-up exam may differ in format from the original exam (e.g., an entire essay exam).*** Eliminating an exam from the course requirements and redistributing grades is not an option. If you miss an exam, you will receive an "INC" for the course.
- Any student missing their presentation date and paper due date with a valid reason must reschedule. ***If we are not able to schedule you during regular class time then you will be given an alternate time outside of class. In this case, my colleagues will be your audience and will be evaluating you.***
- Please note that the following are ***NOT*** valid reasons for rescheduling an exam:
 - Travel plans (athletic or personal)
 - Missing your bus or ride to campus
 - Work overload. You can have as many as 5 exams in a single day during the regular term.
 - Sleeping-in or alarm clock problems.
 - Forgetting you had an exam or forgetting you were registered in the course.

RELEASE OF GRADES:

When tests are graded, the results will be posted on ACE. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding “when will the grades be posted?” We endeavour to complete the grading as quickly as possible.

AVOIDANCE OF ACADEMIC OFFENSES

A note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts and its colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their academic actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating), or about “rules” for group work/collaboration should seek guidance from the course professor, TA, academic advisor, the appropriate ST. Jerome’s departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome’s University. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline) which is supplied in the university of Waterloo Undergraduate Calendar (on the web at <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html>) and St. Jerome’s University Calendar.

If you believe you have been wrongfully or unjustly penalized, you may grieve this decision in accord with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. If you need help in learning how to avoid offenses such as plagiarism, cheating and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor; the appropriate St. Jerome’s departmental chair and ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome’s University. Further information on “*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*” can be found at <http://watarts.uwaterloo.ca/~sager/plagiarism.html>.

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS*

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be made to the course instructor. If the student is not satisfied, the written appeal should then be sent to the Departmental Chair or appropriate authority. If the formal response of the department is considered unsatisfactory to the student, he/she may then initiate a hearing before a tribunal established at the Faculty or University level (see Policy 70, Academic Grievances, Type 1 in the St. Jerome’s University Calendar or the University of Waterloo Calendar). More information regarding appeals can be obtained by contacting the St. Jerome’s Student Appeals Officer or the Ombudsperson’s Office (Student Life Centre, Room 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall, Room 3060). <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.pdf>

OTHER INFORMATION

- Students with documented or suspected disabilities (i.e., physical, learning, or sensory disabilities or chronic medical conditions) are encouraged to contact the Office for Persons with Disabilities (OPD) to determine eligibility for their services. OPD is located in Needles Hall 1132, 888-4567, ext. 35082.
- Student ID Cards are necessary for examinations. Please place them on the corner of your desk.
- Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations. Baseball caps should not be worn during examinations. If you must wear one, the cap must be worn backward so that your eyes are visible to proctors.
- Backpacks must be stored beneath your desk or at the front of the classroom during examinations. Purses and other personal items must also be stored beneath the desk.
- Do ***NOT*** sit with friends during examinations.
- Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (**888-4567, Ext. 32655**), the teaching assistant, or the professor *prior* to their next exam(s).
- If you bring coffee & other drinks and/or muffins & other food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket.
- Please do not email the professor or the TA requesting information on required readings/chapters for exams. Please refer to your outline.
- Please turn off your cell phones during class.

*Portions of these sections were taken from the following sources: Academic Calendars of St. Jerome’s University, the University of Waterloo, the University of Western Ontario and the University of Calgary.

Lecture Schedule and Required Readings

Date	Topic	Textbook Chapter
January 6	Introduction	
January 8	Defining Behaviour Disorders	1
January 13	Theories & Prevalence of Behaviour Problems	1
January 15	Class Cancelled	
January 20	Theories & Prevalence (cont'd)	1
January 20 & 22	Assessment & Classification	4
January 27	Functional Assessment	5
Jan. 29 & Feb. 3	Special Education and The Inclusion Debate	6
February 3 & 5	Special Education in Canada	
February 10	Teacher Training & International Perspectives	
February 12	High-Incidence Behaviour Disorders	2
February 17-19	Reading Week	
February 24	High-Incidence Behaviour Disorders (cont'd)	2
February 24 & 26	Low-Incidence Behaviour Disorders	3
March 3	Midterm Exam (40%)	1 - 6
March 5	Managing Hyperactive Behaviour/ADHD Managing Aggressive Behaviour	7 8
March 10	Managing Bullying Managing Rule-Breaking Behaviour & Delinquency	- 10
March 12	Managing Socially Withdrawn Behaviour and School Refusal	9
March 17	Managing Obsessive Compulsive Disorder Managing Autism	11
March 19	Managing Asperger's Syndrome Managing Tourette's	11
March 24	Managing Schizophrenia and Paranoia Managing Drug Addiction and Abuse	-
March 26	Managing Selective Mutism Managing Child Abuse Neglect Managing Inappropriate Sexual Behaviour	9 -
March 31	Final Exam	7 - 11
April 2	Flex Snow Day	

NOTE: In the event of a "Snow Day" where all classes are cancelled, the schedule will continue as planned with everything moving forward by one day. If the snow day is not used, the course will end on March 31. If the snow day is required, the final exam will be on April 2, 2009.