# Program 1: Perspectives in Emotional and Behavioral Disorders

*G = General education student, I = Inclusion student, S = Special placement student*

| Matthew | Matthew is six years old and completing his first grade year in a regular classroom.  
His grandparents won custody of Matthew in the spring and he now resides with them. The principal and teacher are aware that Matthew has some difficulties with distractibility, immaturity, and peer interactions.  
They are undecided as to whether his problems warrant a referral for a special education evaluation. |
| --- | --- |
| Zach | Zach is 13 years old and completing the sixth grade. He has received special support in a resource room program for three years due to low achievement in reading, writing, mathematics and hyperactivity.  
Zach’s school is moving toward greater inclusion of special education students and has increased Zach’s time in regular classes this year with mixed success.  
Zach will transfer to a junior high school next year. |
| Shawn | Shawn is 12 years old and was placed in the sixth grade prior to undergoing an evaluation at a children’s residential treatment center.  
She has some of the skills needed to do academic work in the regular class although her progress has seemed to decline in recent years. She has a history of difficult classroom behavior and supportive help may be needed. Shawn will be returning to her home school in the next month. |
Trisha is a four-year old girl who lives with her mother and father. She attends preschool in an inclusionary early childhood setting.

Trisha has been evaluated by a clinical psychologist and has a diagnosis of Oppositional Defiant Disorder. She has an Individualized Education Plan and has made some progress during this semester.

The classroom staff are concerned about her continued impulsivity and delayed social skills.
Content Outline: Program 1

Supporting Web Site:  http://www/coe.missouri.edu/vrcbd/

Opening Scenario Challenge to the User

_Student_ had some behavioral problems in _student’s_ grade. We need to understand the important concepts underlying _Student’s_ problems. We need to consider their implications for assisting _Student_.

Information within the Program

I. Behavioral Disorders Fact Sheets

A. Aggression
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources

B. Autism
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources

C. Anxiety disorders
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources

D. AD/HD
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources
E. Depression
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources

F. Huntington’s Disease
   1. Characteristics
   2. DSM-IV criteria
   3. Etiology
   4. Treatment
   5. Education
   6. Resources

II. Theoretical Perspectives in Behavioral Disorders

A. Biophysical with Audio Explanation by Robert Reichler
   1. Theoretical base
   2. View of deviance
   3. Assessment
   4. Interventions
   5. Program elements
   6. Resources

B. Psychodynamic/Psychoeducational Audio Explanation by Bill Morse
   1. Theoretical base
   2. View of deviance
   3. Assessment
   4. Interventions
   5. Program elements
   6. Resources

C. Behavioral Audio Explanation by Polly Nichols
   1. Theoretical base
   2. View of deviance
   3. Assessment
   4. Interventions
   5. Program elements
   6. Resources

D. Ecological Audio Explanation by Al Marshall
   1. Theoretical base
   2. View of deviance
   3. Assessment
   4. Interventions
   5. Program elements
   6. Resources
E. Integrative Audio Explanation by James Kauffman
1. Theoretical base
2. View of deviance
3. Assessment
4. Interventions
5. Program elements
6. Resources

III. Glossary
1. Antidepressant
2. Apgar
3. Attribution retraining
4. Autosomal dominant inheritance
5. Bereavement
6. Choreoathetosis
7. Chromosome
8. Cognitive restructuring
9. Compulsion
10. Delusion
11. Dopamine
12. Dysthymic
13. Eating disorders
14. Ego
15. Encopresis
16. Enuresis
17. Fragile X syndrome
18. Frontal lobe
19. Hallucination
20. Hypersomnia
21. Id
22. Insidious
23. Locus of control
24. Neurotransmitters
25. Norepinephrine
26. Obsession
27. Perinatal
28. Phenylketonuria
29. Phobia
30. Psyche
31. Psychoactive
32. Psychomotor
33. Psychosocial
34. Psychotic features
35. Reticular activating system
36. Stereotyped
37. Stimulant drug
38. Superego
Embedded Activities within the Program

This is the main menu for Zach.

The main menus for Shawn and Matthew are identical.

I. See Scenario – user is introduced to Student and receives challenge from the principal

II. Get Information – user collects case information

III. Take Notes and Read My Notes – user can write and retrieve personal electronic notes
IV. Prepare to Meet – user takes a quiz checking understanding of case information and writes three questions he/she would like answered at the meeting

V. Attend Meeting – user “sits in” on a meeting including school personnel and parent/grandparent to discuss Student; user is introduced to roles of resource personnel: teacher aide, school nurse, speech clinician, social worker, support personnel, school psychologist, collaborating teacher

VI. Make My Report – user writes his/her answer to five case questions:
1. What is your view of Student?
2. Why do you believe this?
3. From your perspective, what are Student’s needs?
4. Who do you want on Student’s team and why?
5. What views do your team members share?
**Information Provided for Each Case Student** *(varies across cases)*

I. School Records
   1. Social history
   2. Developmental history
   3. Medical history
   4. Behavior in the home
   5. Behavior in the school
   6. Behavior in the community
   7. Academic achievement
   8. Cognitive assessment
   9. Affective assessment
   10. Sensory assessment
   11. Behavioral assessment
   12. School placements
   13. Support Services
   14. Religion

II. Observations- 3-5 classroom videos for each student *(variation across cases)*

III. Case Commentaries
   1. James Kauffman – Integrative Perspective
   3. Bill Morse – Psychoeducational Perspective
   4. Polly Nichols – Behavioral Perspective
   5. Robert Reichler – Biophysical Perspective

**Tools Available for Use within the Program – Planning Guides**

I. Identifying Concerns – typical characteristics of the major childhood behavioral disorders

II. Gathering Information – information from multiple perspectives

III. Meeting Needs – meeting needs from multiple perspectives

IV. Building a Team – building an integrated team

**Break-off Tools for Continued Use**

Four tools listed above and provided in separate program: *Planning Guides.exe*
**User Records Saved on Specified Computer Location**
Names in bold are folder names.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shawn</strong></td>
<td><strong>Zach</strong></td>
<td><strong>Matthew</strong></td>
</tr>
<tr>
<td>User Data.txt</td>
<td>User Data.txt</td>
<td>User Data.txt</td>
</tr>
<tr>
<td>Shawn RePR.txt</td>
<td>ZachRePR.txt</td>
<td>MattRePR.txt</td>
</tr>
<tr>
<td>SQtPr.txt</td>
<td>ZQstPr.txt</td>
<td>MQstPr.txt</td>
</tr>
</tbody>
</table>

**SQuests**
- SpedQs.txt
- RegIEdQs.txt

**ZQuests**
- SpedQs.txt
- RegIEdQs.txt

**MQuests**
- SpedQs.txt
- RegIEdQs.txt

**SReport**
- Quest1.txt
- Quest2.txt
- Quest3.txt
- Quest4.txt
- Quest5.txt

**ZReport**
- Quest1.txt
- Quest2.txt
- Quest3.txt
- Quest4.txt
- Quest5.txt

**MReport**
- Quest1.txt
- Quest2.txt
- Quest3.txt
- Quest4.txt
- Quest5.txt

**Notes**
- Informtn.txt
- Observn.txt
- Personal.txt
- Records.txt
- Views.txt

**Instructional Resources Located on the Program 1 CD**


II. Perspectives Overview – Full pdf transcriptions of audios excerpted on CD to explain theoretical perspectives; use to supplement audio excerpts on CD

III. *Student* Commentaries – Full pdf transcriptions of audios excerpted by experts providing commentaries on each *Student*

IV. Instructor Suggestions – implementation suggestions for trainers
   1. Orienting Yourself to the Materials
   2. Technology Pre-requisites for Users
   3. Content Pre-requisites for Users
   4. Instructional Procedures
Trisha

Trisha is a four-year old girl who lives with her mother and father. She attends preschool in an inclusionary early childhood setting.

Trisha has been evaluated by a clinical psychologist and has a diagnosis of Oppositional Defiant Disorder. She has an Individualized Education Plan and has made some progress during this semester.

The classroom staff are concerned about her continued impulsivity and delayed social skills.

Supporting Web Site:  http://www.coe.missouri.edu/vrcbd/

Opening Scenario Challenge to the User

The treatment team will meet to review Trisha’s progress and discuss her needs. We need to understand concepts underlying Trisha’s problems. We need to consider their implications for assisting Trisha.
Information within the Program

I. Behavioral Disorders Fact Sheets (one modified and one new fact sheet)
   
   A. PDD/Autism (modified)
      1. Characteristics
      2. DSM-IV criteria
      3. Etiology
      4. Treatment
      5. Education
      6. Resources
   
   B. Communication Disorder (new fact sheet)
      1. Characteristics
      2. DSM-IV criteria
      3. Etiology
      4. Treatment
      5. Education
      6. Resources

II. Theoretical Perspectives in Behavioral Disorders (one new perspective added)
    Developmental Audio Explanation Mary Wood
    1. Theoretical base
    2. View of deviance
    3. Assessment
    4. Interventions
    5. Program elements
    6. Resources

Information Provided for Trisha

I. School Records
   1. Social history
   2. Developmental history
   3. Medical history
   4. Social interactions
   5. Behavior in the home
   6. Behavior in school
   7. School progress
   8. Assessment
   9. School placement
   10. Diagnosis
   11. Support services

II. Observations- 11 home and classroom videos for Trisha

III. Case Commentaries
    1. Barb Aston
    2. Sue Bryde
3. Linda Bufkin
4. Paula Goff
5. Tim Lewis

Tools Available for Use within the Program – Planning Guides

The tools are modified to include items related to Communication Disorders and the developmental perspective.

Break-off Tools for Continued Use - ECSE Planning Guides.exe

Four tools listed above and provided in separate program: ECSE Guides.exe

User Records Saved on Specified Computer Location
Names in bold are folder names.

<table>
<thead>
<tr>
<th>Trisha</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Data.txt</td>
</tr>
<tr>
<td>Trisha’s Report</td>
</tr>
<tr>
<td>• Prompts.txt</td>
</tr>
<tr>
<td>• Question 1.txt</td>
</tr>
<tr>
<td>• Question 2.txt</td>
</tr>
<tr>
<td>• Question 3.txt</td>
</tr>
<tr>
<td>• Question 4.txt</td>
</tr>
<tr>
<td>• Question 5.txt</td>
</tr>
<tr>
<td>Questions</td>
</tr>
<tr>
<td>• Special Education Teacher for Trisha.txt</td>
</tr>
<tr>
<td>• Preschool Teacher for Trisha.txt</td>
</tr>
<tr>
<td>• Trisha Question Prompts.txt</td>
</tr>
<tr>
<td>Notes</td>
</tr>
<tr>
<td>• Information.txt</td>
</tr>
<tr>
<td>• Observations.txt</td>
</tr>
<tr>
<td>• Personal.txt</td>
</tr>
<tr>
<td>• Records.txt</td>
</tr>
<tr>
<td>• Views.txt</td>
</tr>
</tbody>
</table>

Instructional Resources Located on the Program 1 CD


II. Perspectives Overview – Full pdf transcriptions of audios excerpted by experts to explain theoretical perspectives; use to supplement audio excerpts on CD (adds Developmental perspective)

III. Trisha Commentaries – Full pdf transcriptions of audios excerpted by experts providing commentaries on each Student (all new for Trisha)
Instructor Suggestions – (same as Program 1)
Expert Map of Case Content and Procedures