# Dissemination Module for Program 1: Perspectives in Emotional and Behavioral Disorders

## Instruction

Activities within Software

<table>
<thead>
<tr>
<th>Activity</th>
<th>Supporting Tools Planning Guides</th>
<th>Application Bridges</th>
<th>Evaluation Rubrics</th>
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</thead>
<tbody>
<tr>
<td>1. Quiz to check understanding of case information</td>
<td>1. Use these guides with the cases or applied to real work:</td>
<td>1. Do an individual or class behavior change plan from one of the perspectives; gather baseline and change data, write results, and reflect. This activity requires information beyond what is provided within the case.</td>
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<td>2. Write questions to take to the meeting</td>
<td>10. Identifying Concerns</td>
<td>2. Apply perspectives learned in the cases to paper cases and real students in field or classroom settings</td>
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<tr>
<td>3. Write report on perspectives about case student and needed teamwork</td>
<td>3. Gathering Information</td>
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<td>3. Meeting Needs</td>
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<td>4. Building a Team</td>
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**In-Class Activities**

1. Create a present levels-of-performance statement based on case information.
2. Develop a full IEP for a case student including how the disability affects performance in general education curriculum.
3. Participate in a mock case conference taking a specific provider or parent role.
4. Complete a perspectives matrix in a group where each student serves as an expert on one of the theoretical perspectives.
5. Based on the information and needs presented in the case, plan interventions for the student.
6. Summarize the information on the planning guides in a report suitable for use with parents and/or other service providers.
7. Identify factors that influence the case student’s behavior. List those under teachers’ control.
8. Develop an intervention list for the case student; include rationale and identify its theoretical perspective.

## Online Discussion Questions

1. A) Observe the video clips from each case and choose one to describe. Discuss appropriate and inappropriate teacher behaviors seen in the clip and the student responses elicited by those behaviors.
2. Do you believe that there is a medical intervention occurring in any of the Program 1 cases? If so, what do you believe is the result of the medical intervention and what do you think would happen if medication were withdrawn? What behaviors might be manifested? How might they then be accommodated/replaced in the context of the school?
3. There are extensive records and data included in each of the cases. What do you think is missing from the cases? What other information do you need to participate in an eligibility meeting and the subsequent IEP meeting?
4. How does the amount of information presented in these cases compare to the amount of information in your actual experience? What are the implications of this for your practice?

* Match to CEC Standards- the Big 10