

**Please note: This is an online course.**  
**The syllabus is subject to change.**

**COURSE SYLLABUS**

SPED 5220. W1      3 credits

DONNA CAMPBELL, PH.D.

Difficult Students: A Survival Guide  
Working with Difficult Students

TERM: SU    YEAR: 2005

961-2660, Ext 7642  
campbedm@webster.edu

1.    **Course Description:** (Student focus, rationale, scope, prerequisites)

This course focuses on students who are difficult to teach, “inflexible and explosive” (Greene, 2000). We will examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. We will read professional literature, review case studies, interview professionals and family members who are familiar with these students, survey intervention approaches, and summarize our findings into class presentations.

2.    **Learner Outcomes:**

- a.    Students will be familiar with the characteristics of students who are inflexible-explosive and disruptive in the classroom.
- b.    Students will be knowledgeable about the etiological pathways to the development of inflexibility-explosiveness.
- c.    Students will be familiar with intervention approaches recommended by professionals for working with difficult students.

3.    **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:**

W	Topic	Working with Difficult Students: Readings	Working with Difficult Students: Assignments
1	Characteristics of Children who are	Readings: Text, Chap 1, 2	Discussion Quiz

	Inflexible-Explosive		Interview with Family or Professional/Teacher Annotated Bibliography: Question
2	Pathways to Inflexibility-Explosiveness: Temperament Oppositionality ADHD	Readings: Text, Chap 3 Temperament ADHD Oppositional/Defiant	Discussion Quiz Interview with Family or Professional/Teacher (continued) Annotated Bibliography: Article Summaries
3	Pathways to Inflexibility- Language Processing Anxiety Depression	Readings: Articles on Language Processing Impairment, Anxiety, Depression	Quiz Case Study Discussion c <b>DUE:</b> Case Study
4	Case Studies Understanding the impact of punishment	Readings: Text, Chap 4, 5 Articles	Quiz Case Study Discussion: Understanding the impact of consequences Annotated Bibliography: Article Summaries
5	Prevention strategies: Creating user-friendly environments	Readings: Text, Ch 6 Articles	Quiz Case Study Discussion : Strategies to create user-friendly environments Annotated Bibliography: Article Summaries
6	Interventions: Basket Case Approach	Readings: Text, Ch 7 Articles	Discussion Quiz Case Study: Prioritizing issues Annotated Bibliography: Article Summaries
7	Roadmaps	Readings: Text, Chap 9 Articles	Discussion Quiz Case Study: Problem-solving Annotated Bibliography: Article Summaries

8	Creating user-friendly Schools	Readings: Text, Ch 12 Articles	Discussion Quiz Case Study: Strategies to create user-friendly schools <b>DUE:</b> Reflections

4. **Resources:**

Text Used:

Greene, Russell (2001) The explosive child. New York: Quill (HarperCollins).

Supplemental Readings:

Rourke, Byron (Editor) (1995). Syndrome of nonverbal learning disabilities. New York: Guilford Press.

Weyandt, Lisa L. (2001). An ADHD primer. Boston: Allyn & Bacon.

5. **Evaluation:**

Case Study:	11%
Quizes	33%
Discussions:	22%
Article Summaries	16%
Reflection	16%

6. **Supplements:**

7. **Other:**

a. **Please read Course Overview found under Getting Started.**

b. Students who do not complete the requirements of the course by the end of the term will **not** receive credit, nor will an incomplete grade be considered unless there is a serious emergency. If a student has an emergency, the student must contact the instructor to develop a contract for completion of the course, or should consider withdrawing from the course.

- c. **Plagiarism** (copying and using the words and ideas of another person without giving proper credit to the author), and **excessive copying** (more one paragraph, approximately 75 words from one article) from an author's published materials, will be met with disciplinary action, including the possibility that no credit for the course will be awarded to the student. The specific assignment involved will not receive credit.

This syllabus is subject to change at the discretion of the instructor.