



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Behavioral and Emotional Disorders	

Academic staff	Core academic unit(s)
Coordinating: assoc. prof. dr. Renata Geležiniene Other:	Vilnius University Šiauliai Academy, Institute of Education

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
On-site/Blended learning	Spring/Autumn	English

Requisites	
Prerequisites: Developmental and Pedagogical Psychology, Psychology of Personality”	Co-requisites (if relevant): None specified.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	53	80

Purpose of the course unit		
To acquire knowledge about the identification of behavioral and emotional disorders, based on the current classification, the ability to apply coping strategies for behavioral and emotional disorders (BED), updating evidence-based teacher activities, and supporting positive behavior in the context of a social ecological perspective.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Knowledge of behavioral and emotional disorders, their causes, and strategies and methods for the development and socialization of children of different ages with these disorders.	Discussion, Interactive lecture, Literature analysis	Colloquium, Group homework, Scientific paper (text) analysis
Will be able to collect and analyse data on factors related to the situation of a child with behavioral and emotional disorders/difficulties from the perspective of different participants in the educational process, identifying emotional and behavioral problems.	Case analysis (Case study), Group work, Individual project	Case analysis (study), Problem-solving task
Will be able to identify, analyze, and solve problems related to the education of children with EES, meeting their needs.	Case analysis (Case study), Problem-based learning	Group homework, Problem-solving task
Will be able to plan activities, develop individual behavioral plans (IBPs), set goals and objectives, utilize resources, and apply criteria for assessing the effectiveness of plan implementation.	Case analysis (Case study)	Case analysis (study)
Will be able to choose appropriate prevention and/or intervention methods and strategies that promote positive behavior at the individual,	Case analysis (Case study), Interactive lecture	Case analysis (study), Colloquium

group/class/institution level, and are acceptable to the educational process participants.		
Understand, respect, and tolerate the diverse cultural backgrounds of children with EES and their families, and empathetically communicate with the participants in the educational process to learn together and from one another.	Case analysis (Case study), Group work, Problem-based learning	Case analysis (study), Problem-solving task

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Specifics and expression of behavioural and emotional disorders, aspects of identification.	2		2	2			6	10	Literature analysis (see Moodle for each topic): https://emokymai.vu.lt/mod/folder/view.php?id=169391
2. Theoretical preconditions of the education of pupils having behavioural and emotional disorders.	2		2	2			6	12	
3. Pupil having behavioural and emotional disorders and his/her relationship with the environment, analysis of discourses	2		4	4			10	12	Preparation for seminars, group work, and study of literature
4. Modern therapy systems. Modern models of behaviour management.	2	1	4	4			11	10	Preparation for the seminar, document analysis
5. Strategies for constructing desirable behavior.	2		2	2			6	12	Preparation for seminars, group work, and case study
6. Joint activity of a pupil having BED, his/her parents, teachers, and specialists: planning, performance, reflection, and evaluation.	2	1	2	2			7	12	Group work, case study
7. Implementation of the culture of the maintenance of positive behaviour in institutions educating pupils with BED.	2	1	2	2			7	12	Group work, case study
Total	14	3	18	18			53	80	

Assessment strategy	Weight %	Deadline	Assessment criteria
Group homework (analysis of a scientific article (text), case studies)	20	Until the start of the exam session	The system of ten grades and the gathered evaluation system are being employed. Assessment criteria are presented at the first meeting with students. During the exam session, the final grade is determined by multiplying the individual grades by a weighting factor and summing the products. At least 3 business days before the exam session, the student must report on all intermediate and exercise tasks. Group homework - 20%, colloquium - 30%, case study - 50%. It is mandatory to report and receive positive marks from all intermediate tasks. The assessment of three levels of study achievements is applied: 1) Excellent level - when the student is aware and understands the specifics and expression of behavioral and emotional

			disorders and is able to identify them well. Excellent understanding and ability to apply positive behavior support at the individual, class, and institutional levels. Excellent ability to carry out evidence-based teacher activities, construct individual education plans. 2) Typical level - when the student is aware and understands the specifics and expression of behavioral and emotional disorders and is able to identify them well. Is aware and able to apply positive behavior support at the individual, class, and institutional levels. Ability to carry out evidence-based teacher activities and construct individual education plans. 3) Threshold level - when the student knows and understands the specifics and expression of behavioral and emotional disorders. Understands and is able to apply positive behavior support at the individual, class, and institutional levels. Able to perform evidence-based teacher activities, construct individual education plans, and model desired behaviors. To achieve at least the typical achievement level (7-8) in the subject, students are given the opportunity to refine their prepared case study, taking into account the lecturers' comments and suggestions.
Colloquium (5 short tests after theoretical lectures, e-learning and seminars). Test volume up to 10 questions.	30	Semester period	Structured tests passed. Calculate the total average of all tests (overall score not less than 5).
Case study or scientific essay	50	Until the start of the exam session	Recommendations and evaluation criteria for case analysis and scientific essay preparation are provided in the Moodle environment: https://emokymai.vu.lt/course/view.php?id=8256

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
	2014	Handbook of evidence-based practices for emotional and behavioral disorder: applications in schools /edited by Hill M. Walker, Frank M. Gresham.		New York: The Guilford Press
Kauffman, J. M., Landrum, T. J.	2013	Characteristics of emotional and behavioral disorders of children and youth.		Boston: Pearson Education
Scheuermann, B. K., Hall, J. A.	2008	Positive behavioral supports for the classroom.		USA: R. R. Donnelley & Sons.
Recommended reading				
Benisek, A.	2024	ADHD and Dopamine: What's the Link?	https://www.webmd.com/add-adhd/childhood-adhd/adhd-dopamine	
Cudo, A., Misiuro, A., Kopiś-Posiej, N., Jaśkiewicz, M., & Misiuro, T.	2022	Cognitive functioning and social networking sites addiction - a review.	https://pubmed.ncbi.nlm.nih.gov/36342980/	
Kazdin, A. E.	2019	Parent Management Training: Treatment	https://www.researchgate.net/publication/27532	

		for Oppositional, Aggressive, and Antisocial Behavior in Children and Adolescents.	4202_Parent_Management_Training_Treatment_for_Oppositional_Aggressive_and_Antisocial_Behavior_in_Children_and_Adolescents	
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