

MANCHESTER COLLEGE

Department of Education

LESSON PLAN by Kaitlin Hughes and Stephanie Green

Lesson: Causes of Emotional and Behavioral Disorders

Length: 45-50 minutes

Age or Grade Intended: Adolescent Exceptional Learners College Course

Performance Objective(s):

1. Given note cards with specific terms on them, the teacher candidates will be able to modify their lessons for students with emotional and behavioral disorders including at least three adaptations for the lesson.
2. Given a set of questions after the presentation, the teacher candidates will answer at least one question correctly using their materials from the presentation.

Assessment:

1. The teacher candidates will be able to modify their lessons for students with emotional and behavioral disorders. They will learn from the presentation many different adaptations that can be made for students with emotional and behavioral disorders. From these adaptations, they will use three to modify their next lesson.
2. The teacher candidates will be asked several questions at the end of the lesson. The teacher candidate may use their materials from the presentation to answer these questions. The teacher candidate must answer at least one question correctly.

Advance Preparation by Teacher:

1. Create a PowerPoint that the teacher candidates can take notes from.
2. Create a note card packet with the terms on the front and room for the teacher candidates to write down the definitions on the back.
3. Create a check list that will be handed out to each teacher candidate of what we will cover in our presentation.
4. Create questions that will be asked at the end of the lesson.
5. Prepare charades for the six celebrities with emotional and behavioral disorders.

Procedure:

Introduction/Motivation: Explain to the class that we are going to play Celebrity Charades. Explain to the class that they will draw out a slip of paper from the hat that has a

celebrity written on the paper. The teacher candidate must then act out the celebrity while the rest of the class guesses who the celebrity is. After the activity is finished, ask how these celebrities are important to our discussion of emotional and behavioral disorders. Explain that these celebrities have different types of emotional and behavioral disorders. **(Bloom: Comprehension) (Gardner: Bodily/Kinesthetic, Interpersonal)**

Step by Step Plan:

1. Pass out the note card packet. Explain that these will be used throughout the presentation. The teacher candidates should write the definition of the word on the back of the card that it belongs with and at least three of the adaptations given. Also write the instructions for the note card packet on the board so the rules are clear. **(Gardner: Visual/Spatial, Verbal/Linguistic)**
2. Explain that if the teacher candidates find anything interesting that does not follow the other cards they can write those facts on the Things You Find Interesting note card.
3. Explain the definition of emotional and behavioral disorder. Talk about the facts of emotional and behavioral disorder. Talk about the three major causes of emotional and behavioral disorders. Have the teacher candidates write the facts about emotional and behavioral disorders as well as the three major causes of emotional and behavioral disorders on the note card packet. **(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)**
4. Talk about the types of emotional and behavioral disorders. Explain that these are the common ones found in the classroom. **(Gardner: Visual/Spatial)**
5. Discuss Anxiety Disorder. Go over the signs and adaptations of this disorder. Have the teacher candidates write down some signs and adaptations of anxiety disorder in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial, Intrapersonal)**
6. Have the teacher candidates work with another person from the content area to discuss some adaptations of the disorder in the classroom. Call on a few groups to discuss what they could do in their classroom. **(Bloom: Knowledge) (Gardner: Interpersonal, Verbal/Linguistic)**
7. Discuss Severe Depression. Go over the signs and adaptations of this disorder. Have the teacher candidates write down some signs and adaptations of severe depression in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial, Intrapersonal)**
8. Ask the class if they have any other examples of how to handle severe depression within their classroom. **(Bloom: Application)**
9. Discuss Bipolar Disorder. Go over the signs and adaptations for this disorder. Have the teacher candidates write down some signs and adaptations of bipolar disorder in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial, Intrapersonal)**

10. Discuss Conduct Disorder. Go over the signs and adaptations for this disorder. Have the teacher candidates write down some signs and adaptations for conduct disorder in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial, Intrapersonal)**
11. Have the teacher candidates split off into groups of twos within their content area so that there are two groups from each content area. Have one group discuss adaptation for bipolar disorder in their classroom and the other group discuss adaptations for conduct disorder in their classroom. Call on the groups to share one adaptation for their classrooms. **(Bloom: Application) (Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)**
12. Discuss Eating Disorders. Go over the signs and adaptations for this disorder. Have the teacher candidates write down some signs and adaptations for eating disorders in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial)**
13. Discuss Schizophrenia. Go over the signs and adaptations for this disorder. Have the teacher candidates write down some signs and adaptations for schizophrenia in their note card packet. **(Gardner: Verbal/Linguistic, Visual/Spatial)**
14. Have the teacher candidates split off into groups within their content area. Have one group discuss adaptations for eating disorders and schizophrenia in their classroom and have the other group discuss how to handle the other students' reactions to these disorders in their classroom. Have the groups share some of their ideas with the other groups. **(Bloom: Application, Synthesis) (Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)**
15. Ask questions about the information in the presentation to make sure that the teacher candidates understand the information in the presentation. **(Bloom: Knowledge, Comprehension) (Gardner: Intrapersonal, Verbal/Linguistic)**

Closure:

Explain that these disorders are seen everyday within the classroom. We must as teachers be prepared to handle these disorders with variety and understanding. Explain that the celebrities at the beginning had emotional and behavioral disorders but teachers helped them to succeed. Let's be those teachers to help our students with emotional and behaviors disorders to succeed.

Self-Reflection: How did the presentation go? Do the teacher candidates understand the important concepts of emotional and behavioral disorders? Did the teacher candidates seem engaged the whole lesson? Was there enough time to cover the whole presentation?

Questions to ask the Teacher Candidates:

1. What was one adaptation for eating disorders?
2. What is one fact about emotional and behavioral disorders?
3. What is one sign of bipolar disorder?
4. Which celebrity suffered from social anxiety?
5. What is one cause of emotional and behavioral disorder?
6. What is the second cause of emotional and behavioral disorder?
7. What is the third cause of emotional and behavioral disorder?
8. What is an adaptation for schizophrenia?

Handwritten initials/signature

Names of group members:

Kaitlin Hughes

CONTENT

40 POINT LEVEL

38

See notes

Presentation is thorough and contains all of the necessary components as outlined in the directions. Presentation is engaging and contains visual, auditory, and hands-on segments for all learners. Information is accurate and clearly understood by all group members. Presentation is well-planned and creative. Presentation clearly extends beyond the textbook.

35 POINT LEVEL

Presentation is thorough and contains most of the necessary components as outlined in the directions. Presentation is engaging and contains visual, auditory, and hands-on segments for most learners. Information is accurate and clearly understood by most group members. Presentation is mostly well-planned and creative. Presentation extends slightly beyond the textbook.

30 POINT LEVEL

Presentation contains some of the necessary components as outlined in the directions. Presentation needs more planning and contains some visual, auditory, and/or hands-on segments for learners. Information is accurate, but some group members do not understand all of the information. Presentation simply summarizes the textbook.

25 POINT LEVEL

Presentation contains few of the necessary components as outlined in the directions. Presentation needs more planning and contains little opportunity for learners to interact. Information is mostly accurate with a few group members demonstrating little understanding of the information.

LENGTH

10 POINT LEVEL

Presentation is 40 – 50 minutes in length.

5 POINT LEVEL

Presentation is 30 – 40 minutes in length.

LESSON PLAN

15 POINT LEVEL

Lesson plan meets all of the elements of the Manchester Education Department lesson plan format. Lesson is well-developed and engaging; it contains clearly developed objectives.

10 POINT LEVEL

Lesson plan meets some of the elements of the Manchester Education Department lesson plan format. Lesson is somewhat developed and attempts to be engaging; it contains developed objectives.

5 POINT LEVEL

Lesson plan meets few of the elements of the Manchester Education Department lesson plan format. Lesson lacks development and fails to engage learners; it contains few developed objectives.

INDIVIDUAL GRADE

10 POINT LEVEL

Presenter uses exemplary communication skills: adequate voice volume and rate; presenter has excellent eye contact. Presenter is obviously prepared for lesson and relies little on notes; appears confident in himself/herself as teacher.

7 POINT LEVEL

Presenter uses adequate communication skills: volume is mostly audible and rate varies; presenter has eye contact most of the time. Presenter is prepared for lesson and relies somewhat on notes; appears somewhat confident in himself/herself as teacher.

5 POINT LEVEL

Presenter uses some communication skills: volume is soft and/or rate is too slow or too fast; presenter neglects most of audience with eye contact. Presenter lacks preparation for lesson and relies on notes; needs more confidence in himself/herself as teacher.

(8) All notes slow down!
(11)

Notes on "Emotional and Behavioral Disorders" presentation

- **Excellent handout/note cards**
- **I loved how you pulled us into the presentation by doing celebrity charades (excellent idea)**
- **Confident and at ease in front of your peers**
- **Slow down – you talked pretty fast, Kaitlin-**
- **Make sure you know the words – mispronounced a word**
- **You used some important methods for teaching : think-pair-share**
- **Do make sure you aren't reading from the slides**
- **The slides had a lot of information on them, perhaps too much information**
- **Great details in your lesson – very clear and organized**
- **I liked how you ended with review/candy**