

Murray State University
COURSE SYLLABUS

Revised Spring 2011

DEPARTMENT: ACS COURSE NUMBER: SED 651 CREDIT HOURS: 3

I. TITLE: Social Competence for Safe Environments

II. COURSE DESCRIPTION: This course is designed to facilitate an understanding of the priority role that social competence should take in the school and post-school success of children and youth with severe behavior problems. Theories underlying social skills acquisition and practical approaches for implementation will be emphasized. Training strategies discussed will be applicable to a variety of educational environments, including residential, day-treatment, alternative education programs, public, and private schools. Field hours are required.

III. PURPOSE: This course is designed to inform education professionals of universal/targeted/intensive level instructional discipline strategies and techniques that can be used to deal with students with challenging behaviors.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are the number of the Kentucky Teacher Standards (KTS) for Preparation and Certification. Upon successful completion of this class, students will be able to:

- A. Recognize the needs of children/youth with universal/targeted/intensive level challenging behaviors. (KTS #3, 4, 5, 7)
- B. Demonstrate different instructional discipline strategies to use with children/youth with targeted/intensive level challenging behaviors. (KTS #1, 2, 3)
- C. Research instructional discipline techniques for targeted/intensive level and identify the children/youth they can be used with. (KTS #1, 6, 10)
- D. Identify the historical perspectives of instructional discipline strategies and techniques. (KTS #1, 5)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to design/plan instruction, create/manage learning climates, implement/manage instruction in their individual behavior change project; assess/communicate learning results with their social competence case study assessment; and reflect/evaluate teaching/learning and utilize technology on all presentations and projects.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are addressed in the case study assessment, case study intervention plan, case study social competence intervention implementation, and observation assignments throughout the course.

V. CONTENT OUTLINE:

- A. Identifying and Serving Students with Behavior Problems
- B. School and Classroom-Wide Positive Behavior Support
- C. Principles of Intervention Planning
- D. Assessment-Based Intervention Planning
- E. Monitoring Student Progress
- F. Evaluating Intervention Effects
- G. Addressing Disruptive Behaviors
- H. Improving School Survival Skills and Social Skills
- I. Addressing Aggressive Behaviors
- J. Developing Alternatives to Self-Stimulatory and Self-Injurious Behavior
- K. Supporting Students with Psychiatric Problems
- L. Extending Intervention Effects

VI. INSTRUCTIONAL ACTIVITIES:

The class format will be lecture/discussion, hands-on activities, demonstration, and application projects.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Fifteen hours of observation in a behavior disorder classroom is required. During the observation, artifacts of behavior programs and procedures should be collected. A minimum of a 5-page analysis and summary is to be written following the observations. An analysis consists of positive and negatives interactions, procedures, behaviors, etc. that were observed in the classroom. A summary consists of what you learned from the observation and how you can apply it to your classroom. Failure to include the application to your classroom will result in a minimum of a 50 point deduction.

VIII. RESOURCES:

Computer Labs, MSU COE Resource Library, Internet, MSU Waterfield Library, public library

IX. GRADING PROCEDURES:

OBSERVATIONS: 400 pts.

LITERATURE REVIEW: 500 pts. Each student will read five research articles and write a literature review of the articles. The articles must be peer-reviewed research articles. *Articles from Google, Yahoo, Wikipedia, and other such internet resources will not be accepted.* An explanation of a literature review is at the end of the syllabus. The resources listed below are some of the possible resources, but not limited to those listed.

BEHAVIOR INTERVENTION PLAN: 300 pts.

Design a support plan for use in a classroom for students with EBD, citing research-based practices. This plan is to include a data-based evaluation system. Implement the plan or

assist a classroom teacher in doing so. Generate data to reflect the extent to which the classroom is therapeutic for students with EBD. Use the data to reflect on and analyze the strengths and weaknesses of this classroom for these students. Prepare a written summary of the results, include an abstract and references. The written summary must be a minimum of 5 pages. The summary must include the positives and negatives of the BIP implementation, whether it was successful, why or why not, and application to your classroom. Failure to include the application to your classroom will result in a minimum of a 50 point deduction.

CASE STUDIES: 200 pts. Each group will be responsible for developing a power point presentation to the class about a specific case. This will involve answering questions concerning the case. The cases will be chosen from the case study text used in class. The case studies may not be ones discussed in class. A behavior analysis will be conducted on each case study and a behavior intervention program will be developed. The behavior intervention program must consist of positive behavioral supports. A hard copy of the PP must be turned in prior to the presentation.

The following grading scale will be used to compute the final grade.

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- E = below 59%

There will be no make-up for in-class activities.

X. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy published in the current MSU *Graduate Bulletin*.

XII. TEXT AND REFERENCES:

Kerr, M. M., & Nelson, M. C. (2006). *Strategies for addressing behavior problems in the classroom*. Upper Saddle River, NJ: Pearson Education, Inc.

Kauffman, J. M. (2005). *Cases in emotional and behavioral disorders of children and youth*. Upper Saddle River, NJ: Prentice Hall,

XIII. PREREQUISITES:

None

XIV. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

Class Schedule

| Date | Content | Assignment |
|-------------|---|---|
| January 16 | Syllabus Class Orientation | Chapter 1 |
| January 23 | Identifying and Serving Students with Behavior Problems | Chapter 2 |
| January 30 | School-and Classroom-Wide Positive Behavior Support | Chapter 3 |
| February 6 | Principles of Intervention Planning | Chapter 4 |
| February 13 | Assessment-Based Intervention Planning | Chapter 5 |
| February 20 | Monitoring Student Progress | Chapter 6 |
| February 27 | Evaluating Intervention Effects | Chapter 7 |
| March 5 | Addressing Disruptive Behaviors | Chapter 8 Literature Review Due |
| March 12 | Work on Case Studies | |
| March 19 | Spring Break No Class | |
| March 26 | Improving School Survival Skills and Social Skills | Chapter 9 |
| April 2 | Addressing Aggressive Behaviors | Chapter 10 |
| April 9 | Developing Alternatives to Self-Stimulatory and Self-Injurious Behavior | Chapter 11 Behavior Intervention Plans and Analysis/Summaries Due |
| April 16 | Supporting Students with Psychiatric Problems | Chapter 12 |
| April 23 | Extending Intervention Effects | |
| April 30 | Case Study Power Points | |

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.