DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED  COURSE NUMBER: 651  CREDIT HOURS: 3

I. TITLE:
Social Competence for Safe Environments

II. COURSE DESCRIPTION AND PREREQUISITE(S):
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.
Prerequisites: none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. 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; CHETL #1),
B. demonstrate different instructional discipline strategies to use with children/youth with targeted/intensive level challenging behaviors (KTS #1, 2, 3; CHETL #1),
C. research instructional discipline techniques for targeted/intensive level and identify the children/youth they can be used with (KTS #1, 6, 10; CHETL #3),
D. identify the historical perspectives of instructional discipline strategies and techniques (KTS #1, 5; CHETL #5), and
E. write professionally for the field of special education (KTS #1; CHETL #2).

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.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. 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
   M. Senate Bill 1 Initiatives

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

VI. 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 timesheet listing the dates and times of each observation must be submitted in order to earn points.

VII. TEXT(S) AND RESOURCES:


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

VIII. EVALUATION AND GRADING PROCEDURES:
OBSERVATIONS: 200 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.* The resources listed below are some of the possible resources, but not limited to those listed.

- *Journal of Applied Behavior Analysis*
- *Journal of Early Childhood Research*
- *Journal of Learning Disabilities*
- *Beyond Behavior*
- *Behavior Disorders*
- *Exceptional Children*
- *Teaching Exceptional Children*
- *Teaching Tolerance*

BEHAVIOR INTERVENTION PLAN: 300 pts.
Design a behavior intervention plan (BIP) 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 a student with EBD. Use the data to reflect on and analyze the strengths and weaknesses of this classroom for the student. 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 PowerPoint (PP) presentation to the class about a specific case. This will involve answering questions about the case. The cases will be chosen from those listed at the following site:

http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=behavior_plans/positive_behavior_support/case_studies

A functional behavior assessment (FBA) will be conducted on each case, and a BIP will be developed. The BIP must consist of positive behavioral supports. A hard copy of the PP must be turned in prior to the presentation.

Students will submit hard copies of assignments on the designated dates. Dr. Calderhead will still accept assignments up to one week late for a 20% point deduction.

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.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university.
committee as determined by the Provost.

XI. 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 the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).