Course & Title: CPSE 442 Social and Behavioral Strategies for Students with Mild/Moderate Disabilities

Course Credit: 3.0 credit hours

Room & Time: MCKB 160
Tuesdays & Thursdays 9-10:15

Instructor: Michelle Marchant, Ph.D.

Office Hours: Mondays 11-12:00 and Thursday 10:30-11:30 or by appointment
MCKB 340-B
422-1238 (office)
e-mail: michelle_marchant@byu.edu

Social Skills Video Taping: This will be done in the Video Studios that are located on the 2nd floor of the McKay School. The studio is open on Monday and Friday from 8-5 and T, W. & Th from 8-7. (Studio hone number: 422-5249)

Course Description: Principles, procedures, and strategies for classroom behavior management, social skills development, assessment of social behavior, and learning environment enhancement. Required course.

Prerequisites: Admission to special education program and CPSE 410

Guiding Framework: As a department, we embrace the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as our guiding framework for preparing teacher candidates.

The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards: The INTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Expected Learning Outcome: Candidates use effective behavior improvement strategies to help students increase appropriate social behavior and to prevent and reduce inappropriate behaviors.

Course Objectives: These will be demonstrated by the students at a level of 80% or higher.

(Knowledge-based Objectives)
1. Describe and define the components of schoolwide positive behavior support, its relationship with risk and protective factors and multicultural issues.
2. Describe how to assess and create a positive learning environment in schools.
3. Describe how to build strong, positive relationships with children and youth.
4. Describe how to use a positive, teaching (discipline) approach.
5. Describe how to assess and address the social needs of individuals and groups of students.
6. Describe and list the procedural and content steps of an effective social skills program.
7. Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs (i.e., schedules, procedures, routines, signals, physical setup of room, rules and consequences, monitoring, transitions).
8. Describe the various components and appropriate use of Utah’s Least Restrictive Behavioral Interventions (LRBI).
9. Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions.
   a. Token economy and response cost
   b. Group contingencies
   c. Behavioral contracts
   d. Home notes
   e. Precision commands
   f. Time-out
   g. Self management
   h. Response cost
   i. Administrative intervention
   j. Other procedures

(Skill-based objectives)
1. Assess a school climate and identify strengths and areas in which to improve the environment.
2. Build strong, positive relationships with children and youth. Develop and use praise notes as one way in which to build such relationships.
3. Demonstrate correct use of social skills assessments, procedures and curriculum that can be used in a classroom environment.
4. Design a positive behavior support system for classroom and nonclassroom environments, including data collection system for evaluating individual student behavior. Develop a classroom management plan/disclosure document.
5. Demonstrate a variety of effective behavior intervention strategies appropriate to the needs of individuals with exceptional learning needs.
6. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities. Consider LRBI and multi-level evidence-based practices that offer prevention and intervention with various behaviors.

Course Expectations
- Course Work: Written work is expected to be professionally appropriate; please proof-read your work prior to submission. Assignments should typed and be free from spelling, grammatical, and typographical errors.
- Assignments: All written work must reflect the efforts of the individual student.
- Time Commitment: University standards are 2 to 3 hours of out-of-class work for each credit hour. For this class you may spend 6 to 9 hours a week completing course work.
- Personal Responsibility: Students are expected to check the online course information and/or the course syllabus for clarification needed regarding assignments prior to contacting the instructor. Students are responsible for completing course work and for managing learning behavior in and out of class. If you encounter problems completing course work, it is your responsibility to contact the instructor to resolve issues.
- Classroom Behavior: Reading and sending emails, completing work for other courses while in class, working on puzzles, or any other multi-tasking type activity is not an appropriate use of the learning opportunity available in class. Cell phones should be turned off prior to class.
- **Professionalism:** You are expected to behave in a professional manner. This includes attending all class sessions, coming to class prepared, participating in all learning activities, with learning teams, and handing assignments in on time. If you have concerns about the course, you should discuss your concerns privately with the instructor. The classroom is not an appropriate forum for airing personal frustration or stress.

- **Observe BYU Honor Code:** Self-explanatory. Review code as needed.

**Success in the Course**
I hope that all students enrolled in this course will achieve desired results. Students who have been successful in this course attend class, read the lessons, complete assignments on time, and revise assignments when given corrective feedback.

Completing work on time is especially important. Typically, this is a busy semester for students. If you get behind early in the semester, it becomes increasingly difficult to catch up.

The purpose for providing feedback is to help you refine your work. Successful students turn in assignments on time so that they can receive and address corrective feedback.

Students who contact me when they encounter problems completing assignments or attending class, work with me to resolve problems. I am willing to work with students who proactively manage their learning experience.

**Course Content:**
1. Review of Applied Behavior Analysis.
2. Ethical use of PBS, ABA and LRBI.
3. Significance of building strong, positive relationships with children and youth.
4. Share methods for designing and implementing effective behavior management techniques for a classroom, including those with disabilities.
5. Share methods for selecting, designing and implementing positive behavior support for children and youth, including those with exceptionalities.
6. Share methods for designing an effective social skills program for children and youth, including those with exceptionalities.

**Methodologies/Teaching Strategies:** The instructor will use a variety of teaching approaches including discussion, recitation, small group problem solving, and out of class application activities in practicum setting.

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<thead>
<tr>
<th><strong>Assignments</strong></th>
<th><strong>Points</strong></th>
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<tbody>
<tr>
<td>1. Five Quizzes @ 25 pts. each</td>
<td>125</td>
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<tr>
<td>2. Final Group Exam @ 100 pts. (on-line)</td>
<td>100</td>
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<tr>
<td>3. EBS Assessment (10 pts.) and Interpretation/Report (20 pts)</td>
<td>30</td>
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<td>5. Ten Praise Notes and Write-up</td>
<td>15</td>
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<td>6. 2 Social Skills Video Demonstrations @ 15 pts.</td>
<td>30</td>
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<td>7. Professionalism Development Activity</td>
<td>20</td>
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<tr>
<td>8. Pacing notes @ 5 pts. each</td>
<td>15</td>
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<tr>
<td>9. Group Problem Solving Activity</td>
<td>50</td>
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<td>10. IRIS Website Activities (2 @ 5 pts)</td>
<td>10</td>
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<tr>
<td>11. Preparation Self-Evaluations 3 @ 15 pts.</td>
<td>45</td>
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<tr>
<td>12. Professionalism Evaluations (PIBS) 2 @ 10 pts.</td>
<td>20</td>
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</table>
Assignment/Assessment Description

Please draw from your readings, the IRIS modules, and class discussion to complete these requirements. Written language is considered a key part of the grading process.

1. **Quizzes:** You will take 5 quizzes that are designed to monitor your reading, class participation, and attendance. Each quiz is worth 25 points.

2. **Final Exam:** A final, group exam will be given as a take-home. This will be a practical exam in which you apply all that you have learned over the course of the term. It is worth 100 points. The due date will be announced later. As part of the 100 points you will be expected to evaluate the contribution of your team members toward the final outcome of the exam.

3. **Professional Development Activity:** To prepare you for the profession of teaching, during this class you will be required to demonstrate your commitment to the profession by becoming involved in a professional organization in the field of special education. This assignment is designed to help you investigate the various organizations prior to your official entry into the profession. You are to write a 1-2 paragraph paper (typewritten) describing your professional development activities this semester and how they have benefitted you professionally. This assignment is worth 20 points.

4. **EBS Self-Assessment:** You will conduct an environment assessment of a school or learning facility using the EBS Assessment found at http://www.pbis.org/tools.htm. The checklist will be completed for a total of 10 points. From the results of the checklist you will assess and write a report in which you share the strengths of the environment as well as areas that need strengthening. The written report is worth 20 points.

5. **Classroom Management/Disclosure Document:** You will design a classroom management plan that includes a statement of purpose, rules, consequences, monitoring system, and procedures. This assignment not only fulfills a requirement that is critical for this class, but it also prepares you for the upcoming practicum and teaching experiences in the school. This is worth 35 points.

6. **Praise Notes:** You will deliver ten praise notes to a student, child, spouse, roommate, friend, or co-worker. These notes will be specific. After you have delivered these notes you are required to write a summary about the experience, including why you selected the individual and how the praise notes impacted him/her. This assignment is worth 15 points.

7. **Social Skills Video Demonstrations:** You will participate in 2 social skill video demonstrations. As a team you will access the video recording lab where each person is required to teach each social skill strategy to his/her team while being recorded. I will then review your roleplays and determine if you have passed the roleplay at a proficient level. You are required to master it in order to move to the next strategy. Each demonstration is worth 15 points. (Note: The strategies you learned are assigned.

8. **Pacing Points:** In an effort to help you progress in learning the social skill strategies, 5 pacing points are assigned for completing the video demonstrations by the date indicated in your syllabus. In order to earn these 5 points, it is expected that you will complete the demonstrations by the date included in your syllabus. If you do not complete them by the assigned date, you will not receive the 5 pacing points per social skill.

9. **Group Problem Solving Activity and Class Discussion:** With your assigned group, you will prepare a problem solving scenario to teach the assigned behavioral strategy. In other words, you will teach the class on the day you are assigned. The scenario will facilitate a problem solving activity for the class to work through and discuss. Additional instruction will be given later. This assignment is worth 50 points. As part of the 50 points you will evaluate the contribution of your team members in developing the activity and leading the class discussion.
10. Iris Website Activities: Two times during the semester you will participate in on-line instruction with the IRIS website. Each of these learning activities will be worth 5 points. IRIS can be found at: iris.peabody.vanderbilt.edu

11. Self-Evaluation of Readings: In an effort to place an emphasis on readings, you can choose to complete the study guides or merely read the materials. You will complete a self-evaluation of how you maintain your reading efforts three times across the semester at a time randomly selected by the instructor. Please keep up with your reading and these will be an easy 45 points!

12. Panel Questions: Toward the end of the semester we will be honored to have some guests who will participate in a panel discussion. You will be required to submit one question about behavioral issues for this panel. This question is worth 5 points.

13. Instructor Evaluation: Please complete the course and instructor evaluation on-line for 5 points.

Assignment Policy:
Assignments are to be handed at the beginning of class on the due date designated by the instructor. (This applies in the case of absences, also.) Assignments will be lowered 10% for each day late. No assignments will be accepted after the last day of class.

Grading Criteria

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<thead>
<tr>
<th>Grade</th>
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<td>A</td>
<td>95 - 100%</td>
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<td>90 - 94</td>
<td>B+</td>
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<td>C+</td>
<td>77 - 79</td>
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<td>D</td>
<td>60 - 63</td>
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**Course Outline:** (Attached)
This schedule is tentative and will be adjusted as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments and Assessments</th>
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<tbody>
<tr>
<td>Jan 8</td>
<td>Introduction, Syllabus, and Overview</td>
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<tr>
<td>29</td>
<td>Praise</td>
<td>BPRSS pp. 9-13 Kohn (2001) CHAMPS Module 5</td>
<td>Study Guide—Section II Class Preparation Check #1</td>
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<td>31</td>
<td>Praise &amp; Discipline vs. Punishment</td>
<td>BPRSS pp. 15-29</td>
<td>Study Guide—Section II &amp; III EBS Checklist and Interpretation Summary due</td>
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<td>Date</td>
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<td>Resource/Notes</td>
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<td>7</td>
<td>Classroom Management—Expectations: IRIS Activities</td>
<td>Study Guide—Section III Quiz #2 due</td>
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<td>12</td>
<td>Classroom Management Continued: Rules and Consequences</td>
<td>Study Guide—Section III Praise Notes due</td>
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<td>14</td>
<td>Classroom Management Continued</td>
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<td>19</td>
<td>NO CLASS—MONDAY INSTRUCTION DAY</td>
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<td>21</td>
<td>Procedures and Physical Layout of a Classroom</td>
<td>Study Guide—Section III CHAMPS Module 2—Attention Signal (p. 61), Routines (p. 63), Daily Schedule (p. 49), CHAMPS for classroom activities (pp. 108-112)</td>
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<td>26</td>
<td>Social Skills—General Info and Assessment</td>
<td>Study Guide—Section IV Class Preparation Check #2</td>
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<td>Social Skills—Book Kits/Book in a Bag</td>
<td>Study Guide—Section IV Classroom Management Plan due</td>
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<td><strong>Social Skills—Strategies</strong></td>
<td>Study Guide—Section IV Quiz #3 due</td>
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<td>5</td>
<td><em>Mar</em> Social Skills Wrap up</td>
<td>Study Guide—Section IV</td>
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<td>7</td>
<td>Social Skills Wrap up</td>
<td>Study Guide—Section IV</td>
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<td>12</td>
<td>LRBI</td>
<td>Study Guide—Section IV Class Preparation Check #2</td>
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<td>14</td>
<td>Token Economy and Response Cost—Group 1</td>
<td>Study Guide—Section V SS Demo #1 due</td>
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<td>19</td>
<td>Group Contingencies—Group 2</td>
<td>Study Guide—Section V Quiz #4 due</td>
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<td>21</td>
<td>Behavioral Contracts (&amp; Home Notes)—Group 3</td>
<td>Study Guide –Section V SS Demo #2 Due</td>
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<td>26</td>
<td>Time-Out—Group 4</td>
<td>Study Guide –Section V Class Preparation Check #3</td>
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<td>28</td>
<td>CLASS AT GROVECREST ELEMENTARY 3:30-5:00 P.M</td>
<td>Panel Questions due</td>
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<td><strong>Apr</strong></td>
<td><strong>NO CLASS</strong></td>
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<td>Assignment</td>
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<td>4</td>
<td>Behavioral Strategies in Secondary Schools and a PBS Model—Heidi Mathie Mucha</td>
<td>Quiz #5 due</td>
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<td>9</td>
<td>Panel</td>
<td>Professionalism Development Paper due</td>
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<td>11</td>
<td><em>Acting Out Cycle—IRIS Module #1—outside of class</em></td>
<td><a href="http://iris.peabody.vanderbilt.edu/">http://iris.peabody.vanderbilt.edu/</a></td>
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<tr>
<td>16</td>
<td>Discussion on Acting Out Cycle and Other Challenging Behaviors</td>
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<td>22</td>
<td><em>Final Exam due Monday, April 22nd by 10 a.m.</em></td>
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<tr>
<td>Core Course Outcomes</td>
<td>Conceptual Framework Aims</td>
<td>INTASC Evaluation Standards</td>
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|                      | CF 1: Embrace and Apply the Moral Dimensions of Teaching  
|                      | • Practicing nurturing pedagogy  
|                      | • Providing access to knowledge  
|                      | • Enculturing for democracy  
|                      | • Ensuring responsible stewardship of the schools  
|                      | CF 2: Demonstrate Academic Excellence  
|                      | CF 3: Model Collaboration  
|                      | CF 4: Act with Social Competence | S1: Subject Matter  
|                      | S2: Student Learning  
|                      | S3: Diverse Learners  
|                      | S4: Instructional Strategies  
|                      | S5: Learning Environments  
|                      | S6: Communication  
|                      | S7: Planning Instruction  
|                      | S8: Assessment  
|                      | S9: Reflection and  
|                      | Professional Development  
|                      | S10: Collaboration, Ethics, & Relationships |

**Knowledge**

Describe and define the components of school-wide positive behavior support, its relationship with risk and protective factors and multicultural issues.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S10

Describe how to assess and create a positive learning environment.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S8, S10

Describe how to build strong, positive relationships with children and youth.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S8, S10

Describe how to use a positive, teaching (discipline) approach.

CF1, CF2, CF3, CF4  
S1, S2, S3, S4, S5, S6, S10

Describe how to assess and address the social needs of individuals and groups of students.

CF1, CF3, CF4  
S1, S2, S3, S7, S8

**Skills Based**

Describe how to assess and create a positive learning environment.

CF1, CF2, CF4  
S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

Describe how to build strong, positive relationships with students.

CF1, CF2, CF4  
S1, S2, S3, S5, S6, S10

Describe how to address the social needs of individuals and groups of students.

CF1, CF2, CF3, CF4  
S1, S2, S3, S4, S5, S6, S7, S8, S9

Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs.

CF1, CF2, CF4  
S1, S2, S3, S4, S5, S6, S8, S10

Describe the various components and appropriate use of Utah's Least Restrictive Behavioral Interventions (LRBI).

CF1, CF2, CF3, CF4  
S1, S2, S4, S5, S6, S7, S8, S9

Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S7, S8, S10

Describe how to assess and address the social needs of individuals and groups of students.

CF1, CF2, CF3, CF4  
S1, S2, S3, S7, S8, S9, S10

Describe how to assess and address the social needs of individuals and groups of students.

CF1, CF2, CF3, CF4  
S1, S2, S3, S7, S8, S9, S10

Describe how to assess the school climate and identify strengths and areas in which to improve the environment.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S8, S9

Demonstrate correct use of social skills assessments, procedures and curriculum that can be used in a classroom environment.

CF1, CF2, CF3, CF4  
S1, S2, S3, S4, S5, S6, S7, S8, S10

Design a positive behavior support system for classroom and nonclassroom environments. Develop a classroom management plan/disclosure document.

CF1, CF2, CF3, CF4  
S1, S2, S3, S5, S6, S8, S9, S10

Demonstrate a variety of...
**Grading:** Grading your performance is a complex process. As your teacher I consider myself a mentor, but as your evaluator I must be as impartial and objective as possible. Your grades reflect both effort and achievement, not effort alone.

**Other critical information:** Please be courteous to all students in this class and **turn off your cell phones and beepers during class time.** Also, I intend to communicate with you via e-mail this term. As a BYU student, each of you has access to an account. Please obtain your account information and inform us of your e-mail address. You are also expected to learn how to use Blackboard to access information for this course. Information will follow. **THANKS!**

**Honor Code Standards:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Harassment**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**Students With Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 1520 WSC (422—2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-82 ASB.

**BYU Special Education Mission Statement:** We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:
- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

**Bibliography**
Required Texts:
LRBI Manual—Utah State Office of Education (LRBI)—Download from USOE website


Other Required Materials and Resources:
*The other assigned readings are on reserve via Blackboard and in the CPSE department.

IRIS Website: iris.peabody.vanderbilt.edu

Bibliography of Additional Readings


