Course & Title: CPSE 443: Social and Behavioral Strategies for Students with Severe Disabilities.

Credit Hours: 3 Semester hours

Room & Time: 166 MCKB
Thursdays 4:00 – 6:50 p.m.

Instructor: Karolyn Peery
237-B MCKB
Home: 465-8884 (10:00-11:50 Mornings/ 7:00-8:00 Evenings)
B_KPEERY@MSN.COM

Office Hours: On campus Tuesday and Thursday. Open door policy

Course Description: Principles, procedures, and strategies for creating positive educational environments both at school and at home, including functional assessment, behavior intervention plans, and developing social competence. REQUIRED course.

Prerequisites: Admission to special education program and successful completion of CPSE 410 (or equivalent).

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.

Course Objectives: This course is designed to meet the requirements needed for a state of Utah teaching license in Elementary Education, Secondary Education, and Special Education and also meets the standards of the Council for Exceptional Children. INTASC standards are also met in this course as listed below.
**(Knowledge-Based Objectives)**

Students will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>INTASC/CEC Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Describe the correct, ethical, and responsible use of Functional Behavior Assessment (FUBA) for students with severe disabilities.</td>
<td>Content: CC1: K1</td>
<td>LRBI Quizzes</td>
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<tr>
<td></td>
<td>Content: IC1: K6</td>
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<td></td>
<td>Planning: CC7: S4</td>
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<td>• Demonstrate knowledge of adaptive behavior assessment.</td>
<td>Assessment: IC8: 51</td>
<td>Final Exam</td>
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<td>Assessment: CC8: S4</td>
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<td>• Demonstrate knowledge of common environmental and personal barriers that hinder accessibility and acceptance of individuals with severe disabilities.</td>
<td>Learning Environment: IC5: K2</td>
<td>Family Support Project</td>
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<td></td>
<td>Learning Environment: IC5: K3</td>
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<td></td>
<td>Instructional Strategies: CC4: S1</td>
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<td>• Demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.</td>
<td>Individual Learning Differences: CC3: K3</td>
<td>Final Exam</td>
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<td>• Demonstrate knowledge of cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.</td>
<td>Individual Learning Differences: CC3: K4</td>
<td>Final Exam</td>
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<td>• Demonstrate knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</td>
<td>Language: CC6: K3</td>
<td>Final Exam</td>
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<td>• Demonstrate knowledge of how to coordinate activities of related services personnel to maximize direct instruction time for individuals with severe disabilities.</td>
<td>Learning Environment: CC5: S6</td>
<td>Final Exam</td>
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<td>Learning Environment: CC5: S15</td>
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<td>Planning: CC7: K5</td>
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<td>• Demonstrate knowledge of theories of behavior problems in individuals with severe disabilities, including self-stimulation and self-abuse.</td>
<td>Content: IC1: K7</td>
<td>Final Exam</td>
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<td>Content: IC1: K8</td>
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<td>Student Learning: CC2: K2</td>
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<td>• Demonstrate knowledge of the impact of multiple disabilities on behavior.</td>
<td>Diversity: IC3: K3</td>
<td>Final Exam</td>
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<td>Student Learning: CC2: K3</td>
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<td>Student Learning: CC2: K5</td>
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<tr>
<td>• Demonstrate knowledge of how to integrate functional and social skills training into the curriculum.</td>
<td>Student Learning: IC2: K4</td>
<td>Family Support Project</td>
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<tr>
<td></td>
<td>Learning Environment: CC5: K5</td>
<td></td>
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<tr>
<td></td>
<td>Instructional Strategies: IC4: S3</td>
<td></td>
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<tr>
<td>• Demonstrate knowledge of sources of unique</td>
<td>Planning: IC7: K1</td>
<td>Final Exam</td>
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services, networks, and organizations for students with severe disabilities.

<table>
<thead>
<tr>
<th>Objective</th>
<th>INTASC Standard</th>
<th>Assessment</th>
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- **Demonstrate the ability to select and implement effective behavior management techniques appropriate to the needs of individuals with severe disabilities.**
  - Learning Environment: CC5: S5
  - Learning Environment: CC5: S11
  - Final Exam
  - Visual Support Materials

- **Demonstrate the ability to use a FUBA to develop appropriate Behavior Intervention Plans (BIP).**
  - Content: CC1: K1
  - Content: IC1: K6
  - Planning: CC7: 54
  - Final exam

- **Demonstrate the appropriate use of Utah’s Least Restrictive Behavioral Interventions (LRBI).**
  - Learning Environment: CC5: S11
  - Content: IC1: K6
  - LRBI Quizzes

- **Demonstrate the ability to implement the least intensive intervention consistent with the needs of individuals with severe disabilities.**
  - Learning Environment: CC5: S11
  - Visual Support Materials

- **Demonstrate the ability to appropriately modify learning environments to manage behavior of both verbal and non-verbal students with severe disabilities.**
  - Learning Environment: IC5: K3
  - Learning Environment: IC5: S3
  - Visual Support Materials

- **Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities.**
  - Learning Environment: CC5: S3
  - Learning Environment: IC5: S7
  - Family Support Project

- **Participate in the activities of professional organizations relevant to the field of severe disabilities.**
  - Professional: CC9: K3
  - Professional: CC9: K4
  - Professional Development Activity

- **Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.**
  - Collaboration: CC10: S10
  - Family Support Project

*(Skill-Based Objectives)*

Students will:
Course Expectations:

1. Honor Code: Students are expected to adhere to the BYU Honor Code, and dress/grooming standards.

2. Preparation: Students are expected to be prepared for each class by completing assignments, readings, quizzes, and exams prior to class. Quizzes can only be completed during class time; no make-up quizzes will be given.

3. Participation: Students are expected to attend each class period and to actively participate in classroom presentations, collaborative learning groups, and classroom discussions.

4. Written Work: Written reports are expected to be professional: proof-read your report at least once prior to submitting it. Reports should be free of spelling, grammatical, and typographical errors. Type-written reports should be written in American Psychological Association 5th Edition style. Handwritten reports should be legible (D'Nealian or Zaner-Bloser style).

5. Assignments: All assignments are due at the beginning of class on the day assigned. Late assignments will be accepted, but will lose 10% of the total points per day late. No late assignments will be accepted 10 days after due date. No assignments will be accepted after the last day of class. It is expected that all written work reflect the efforts of the individual student (except for cooperative learning group projects). Identical work submitted by two or more students will be regarded as plagiarism.

6. Personal Responsibility: Students are expected to check the online course information or course syllabus for clarification needed regarding assignments prior to contacting the professor.

7. Out of Class Work: Students are expected to spend approximately 6-9 hours per week studying and preparing for this 3 semester hour course (2-3 hours out-of-class work per semester hour).

8. Exams: The final exam will be administered during the scheduled time and date indicated by the university, unless otherwise noted. Exceptions to this will be permitted only for extreme cases (documented illness, family emergency, etc.).

9. Competency: It is expected that all students will achieve a minimum level of competency for all objectives (82% of total allotted points for each assignment). Therefore, students have the responsibility to increase their level of competency by revising their assignments until at least an average level of competency is reached. Assigned revisions are due five working days after the assignment has been returned to the student. No revisions may be made to increase grades earned on exams or quizzes.

10. Students are expected to work with families in a professional manner. Strict confidentiality is required. Working with the Families HOPE Project allows students to increase skills in
ABA and PBS, as well as implementing knowledge and skills required by IDEA 2004. Students are expected to maintain a positive attitude with their assigned families, mentor graduate students, and fellow classmates. If personality conflicts arise, students are expected to handle them with a mature and professional attitude, and to report these conflicts to course instructor. Course instructor will expect student to meet with her with strategies in mind that will eliminate or decrease the conflict. Student will be expected to follow the instructor’s guidance, and implement suggestions.

**Course Content:** This course is designed to prepare special educators to effectively complete applied behavioral assessments, develop behavior intervention plans, manage student behaviors, build positive student-teacher relationships, teach pro-social skills, and complete proper documentation of behavioral intervention procedures for both verbal and non-verbal students with severe disabilities.

**Methodologies/Teaching Strategies:** The course content will be learned primarily through the following strategies: demonstration, multi-media lecture, large/small group discussion, cooperative learning groups, role play, library/Internet access, and viewing videotapes.

**Assignments:**
- LRBI/Text Quizzes (weekly@10 pts each) 120
- Visual Support Materials Development (6 @ 25 pts each) 150
  - Classroom Rules
  - Social Story
  - Power Card
  - Token Economy
  - Peer Tutor Outline
  - Open Disclosure
- Family Support Project 150
- Family Support Project Professionalism 25
- Professionalism Self-Evaluation (12 @ 4 pts each) 48
- Guest Speaker Lecture Summary 30
- Final Exam 50
- Portfolio 50
- Course Evaluation 5
- **Total** 628

**Evaluation:** Points earned on assignments, quizzes, and exams will be divided by the total course points possible to determine a percentage. Percentages relate to grades as follows:

<table>
<thead>
<tr>
<th>% Range</th>
<th>Grade</th>
<th>% Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 - 100%</td>
<td>A</td>
<td>73 - 76%</td>
<td>C</td>
</tr>
<tr>
<td>90 - 94%</td>
<td>A-</td>
<td>70 - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>87 - 89%</td>
<td>B+</td>
<td>67 - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>83 - 86%</td>
<td>B</td>
<td>63 - 66%</td>
<td>D</td>
</tr>
<tr>
<td>80 - 82%</td>
<td>B-</td>
<td>60 - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>77 - 79%</td>
<td>C+</td>
<td>below 60%</td>
<td>E</td>
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</tbody>
</table>
Bibliography:

Required Text:


*Least Restrictive Behavioral Interventions (LRBI) Manual*


or

1. Go to the Utah State Office of Education website: www.usoe.k12.ut.us
2. Click on USOE A to Z
3. Scroll down and click on Special Education
4. Click on blue link to LRBI Manual

Supplementary Materials:

*Handouts; Websites as noted by the professor throughout the semester;*


*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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

*Students with Disabilities:*

Brigham Young University is committed to providing a working and learning atmosphere which 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 (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-282 ASB.

Statement on Diversity:

The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills and dispositions to effectively apply the course content when working individuals and groups with varying abilities and background.

Mission Statement of the BYU Special Education Programs:

We maximize the potential of diverse 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 collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- 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.

Professionalism Expectations:

Students are expected to participate in class discussions, group work, and guest lectures. Professionalism points (4) will be given for each class. Students choosing to use cell phones or text messaging during class will receive no professionalism points for that class. Students choosing to use laptop computers for email, DVD watching, surfing the internet or any other use other than note taking or information gathering as part of class work with receive no professionalism points for that class.