

**UNIVERSITY OF WISCONSIN- EAU CLAIRE**  
**Department of Special Education**

Summer 2009  
July 6- July 30  
HSS 177  
1:00- 3:45 M-Th

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Office hours by appt.

**Course:** SPED 455/655 Advanced Behavior Interventions for Students with Emotional/Behavioral Disabilities

**Required Readings (Identified in syllabus)**

Kerr, M. M. & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom* (5<sup>th</sup> ed.).  
Upper Saddle River, NJ: Merrill Prentice Hall.

Additional readings will be assigned and obtained through **e-reserve, hand-out, or email**

**Course Description**

The purpose of this course is to develop and implement intensive behavioral approaches based upon behavioral assessment such as functional behavior assessment. This course will assist the students in acquiring the knowledge and skills for the delivery of services to children and youth with emotional/behavior disabilities. Areas that will be addressed are: behavioral interventions, social skills curriculum methods and materials, instructional activities and strategies, classroom management techniques, and the educator's roles as teacher, advocate, and consultant.

**UW-Eau Claire Liberal Education Learning Goals**

**Respect for Diversity Among People**

- UW-Eau Claire students will develop and use skills for promoting equity, diversity, and inclusivity in civic and professional contexts.

**Knowledge of Human Culture and the Natural World**

- UW Eau Claire students will develop a depth of knowledge about human culture.

**Creative and Critical Thinking**

- UW-Eau Claire students will develop and use creative thinking skills in academic and social contexts.
- UW-Eau Claire students will develop and use critical thinking skills in academic and social contexts.

**Effective Communication**

- UW-Eau Claire students will effectively write, read, speak and listen in academic and social contexts.

**Individual and Social Responsibility**

- UW-Eau Claire students will develop skills and values for ethical reasoning.
- UW-Eau Claire students will use ethical reasoning in civic and professional contexts.

<b>Course Objectives</b>	<b>WTS</b>	<b>Artifacts</b>
1. To develop a personal philosophy for understanding and implementing behavior management and discipline with students with Emotional/behavioral Disabilities. (7a,7c,7d,7e,7f)	9	Written philosophy
2. To read, analyze, and critique pertinent and current professional literature relating to management of disruptive behavior in school setting. (4b)	1	Article reviews
3. To identify the components of a comprehensive program for children and youth with emotional disturbance. (4g)	1, 7	Article review
4. To establish and maintain a positive learning environment in the classroom, including: reasonable expectations, consistent classroom routines, preventative discipline, behavior management, and self-control techniques which supports the BIP. (4g, 6p)	5	Disclosure development
5. To design and implement a continuous measurement system to monitor student progress in academic, behavioral, social, cognitive, and vocational areas.(3g, 3e)	3, 8	Progress monitoring activity
6. To use assessment data to write long-term and short-term instructional objectives appropriate for the IEP, which identify a variety of measurable goals, strategies, materials, settings, and responsible personnel for meeting the needs of children and youth with emotional disturbance.(3f, 3g, 4e)	2, 4	IEP Generalization activity
7. To select and apply the least restrictive behavior management strategies relating to children or adolescents with Emotional/Behavioral Disabilities and other challenging behaviors, relating to legal, ethical. Safety and training issues. (6a, 6b)	3, 5, 7	Disclosure development
8. To discuss special curricular considerations such as, social skills training, transition issues, generalization training, issues with specific forms of E/BD and specific classroom issues. (4h, 4i, 6f, 6n)	4, 7	Social Skills lessons Generalization activity
9. To develop instructional approaches to learning for children and youth with emotional disturbance and other challenging behaviors that address academic, cognitive, behavioral, social, technology, and vocational areas. (4d, 5c, 6a, 6b,6c,6g, 6h, 6i, 6k, 6m)	2,3,4,7	Social skills lessons Instructional strategies
10. To identify issues, strategies, and concerns involving the responsible inclusion of students with E/BD (5b, 6o)	3, 5, 6, 10	IEP
11. To attain the knowledge about school-wide behavior management systems as a part of a comprehensive school based program for students with Emotional/Behavioral Disabilities. (6a, 6g)	1	Test
12. To identify effective strategies for effective collaboration and communication among all persons involved with students with E/BD including a home-school intervention program. (4a, 5b, 7a, 7b, 7c, 7d, 7e)	3, 6, 9, 10	Home note activity Progress monitoring
13. To become an advocate for children and youth with emotional disturbance. (7f)	9, 10	Disclosure Development

Course Outline

<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
July 6	Introduction Components of Comprehensive Program <b>Philosophy Activity</b>	Lewis Shores, Gunter, & Jack DPI form P-6-20
July 7	Guiding Principles Components of Comprehensive Program Classroom Management and Organization	Chapter 1 (Kerr & Nelson) pp. 6-15
July 8	Instructional and Classroom Techniques Practical proactive/ reductive techniques LRBI <u>DISCLOSURE GROUPS ASSIGNED</u>	Gunter et al. Chapter 3 (K) Blueprint for Success P-41-123
July 9	Instructional and Classroom Techniques (cont.) Multicultural education and issues <u>DISCLOSURE GROUP TIME</u>	Fitzpatrick Small groups readings
July 13	Social Skills Curriculum Multicultural Education <u>Selection of SS and group time</u>	Gresham, Sugai, & Horner Chapter 8 (K) Gresham
July 14	Special Curriculum Considerations For Social Skills training Transition issues <b>Social skills presentations</b> <u>DISCLOSURE GROUP TIME</u>	Elksnin & Elksnin Lane et al. ***
July 15	Generalization and Maintenance	Korinek & Popp Morgan & Jenson
July 16	Generalization and Maintenance <b>Generalization Case study activity</b>	Smith & Gilles Gable & Hendrickson
July 20	Interventions for Specific Behaviors Disruptive Behavior Passive Aggressive Behavior	Chapter 7 (K) Walker, Ramsey, & Gresham
July 21	Interventions for Specific Behaviors (cont.)	Marquoit Chapter 11
July 22	Interventions for Aggressive Behaviors (cont.) Verbal de-escalation/Crisis management	Chapter 9 (K) Guidelines P-147-165

July 23	Interventions for Aggressive Behaviors (cont.) Data-based Decision Making IEP/BIP Development <b>Reflection on “Ugly” interactions</b>	“Doing it Right” P-175-193 Chapter 4 (K) Johns, et al.
July 27	IEP development/ Practice Monitoring Skills/Progress <b>IEP due</b>	Chapter 5 (K)
July 28	Responsible Inclusion Practices Collaboration and Roles of the Educator School-wide programming Home connections <b>Disclosure due</b>	Cartledge Chapter 2 (K) Boutte **
July 29	Positive Behavior Support School wide (PBIS) Final wrap-up and Evaluation	
July 30	Final Exam <b>Graduate Presentations</b>	

**Course Requirements**

1. Each student is responsible for attending class and participating in class discussion and activities. In addition, each student is responsible for reading the assigned readings in advance of class meetings. Article summaries and chapter questions are due on the day the readings are assigned. They are worth 2 points each.
2. Test: Final Exam (50 points)
3. Each student will be expected to complete a series of assignments which coincide with the components of a comprehensive program. Projects: descriptions of projects:

**a. Personal Philosophy 5 pts**

- i. Describe your belief system with regards to behavioral interventions, required educational programming, and potential future outcomes.

**b. IEP/BIP 30 pts**

- i. Create IEP based on assessment
- ii. Identify current issues
- iii. Identify strategies and materials to be used
- iv. Identify monitoring system
- v. Strategies for BIP

- c. Generalization Case study activity** **20 pts**
- i. Based on the findings from case study, select two interventions
  - ii. For each intervention explain:
    1. What generalization technique you would use
    2. How would you implement within other environments
    3. How would you evaluate for change/success
      - a. Monitoring activities
- d. Cultural discussion** **10 pts**
- i. Identify Key ideas that would assist teachers
  - ii. Create a handout for group
  - iii. Participate in discussion about your section
- e. Reflection on “Ugly” interactions** **5 pts**
- i. Reflect on your feelings when engaged in any type of conflict in which you feel threatened, out of control, scared, unsure...
  - ii. What is your personal mantra
  - iii. How will you disengage from the aftermath
- f. Presentation of social skills training and materials** **10 pts**
- i. Provide critique of social skills curriculum
  - ii. Discuss pros and cons
  - iii. How does it measure up to the identified instructional steps
- g. Disclosure—a general classroom description of the classroom organization plan that addresses differing levels of need** **60 pts**

Your group will be developing a plan for one particular age group and severity level. You will need to include the following items in your disclosure. Include examples of each item, if possible.

1. Classroom set-up  
What areas would you include, provide rationale (quiet area, time-out/chill out, academic area, free time...)
2. Identify expectations/rules  
What rules or classroom expectations would you like to reinforce in your room?
3. Identify proactive procedures (reinforcement system)  
What main/primary strategies (more than one) would you use in your room? What would they look like? How would they be implemented? Monitoring system? Would you use a group contingency? Show what it would look like.
4. Identify reductive measures  
What main/primary strategies would you use in your room? What would they look like? Monitoring system? How would they be implemented?
5. Identify Crisis plan  
What will be your plan when a major crisis occurs. Plan for the worst case scenario

6. Identify instructional strategies (Inclusive practices)  
What strategies, accommodations, or modifications will you consider to be appropriate for your students? Include examples of collaboration with all school personnel
7. Home connection with introductory letter to parents  
What types of correspondence will you implement? How will you keep parents/guardians aware of progress? Include a sample letter home. How will you communicate this plan?

**h. Graduate Project**

**60 pts**

Prepare a research paper and presentation that focuses on current behavioral practices/intervention used within the educational and mental health environment.

Instructions for the project are:

1. Select a minimum of four articles.
2. Four of your chosen articles must have an abstract written following the attached format. Try to find articles that assist you in providing answers for # 3.
3. Your **paper** should address the following:
  - a. An introduction to the importance or/and significance of this intervention
  - b. How the intervention, strategy, program option could be defined for a treatment plan or IEP. Give your definition or description of the intervention, strategy, or program option, refer to articles.
  - c. With what types of behaviors or students has the intervention, strategy, or program option been used? Cite special factors such as suitable population or variations.
  - d. Give instructions on how the intervention, strategy, or program option should be implemented in a step-by-step approach; samples of forms, data sheets, products, etc. can be given.
  - e. What cautions should be exercised in using this intervention, strategy, or program option?
4. Your presentation and handout should be a summary of your paper.

\*\*Grading criteria for paper/poster presentation

➤ Abstracts	20
➤ Content of paper	15
➤ References/APA style	5
➤ Oral Presentation	10
➤ Content/Visual	5
➤ Summary Handout	<u>5</u>
Total	60

Grading Policy

The following criteria will be used to determine the grade earned by each **graduate** student:

- 94% and above of the total points = A  
 84 - 93% of the total points = B  
 74 - 83% of the total points = C  
 64 - 73% of the total points = D  
 Less than 64% of the total points = F

The following criteria will be used to determine the grade earned by each **undergraduate** student:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

### Attendance and Participation

Attendance and participation in class discussion and activities are expected.

Any person requesting absence from class because of religious observance should notify the course instructor within the first two weeks of class. Assignments may be done at another time without penalty. The instructor reserves the right to raise or lower a grade based on participation.

Late items will be penalized 10% of their value for each school day they are late.

### Academic Misconduct

Academic misconduct (e.g., cheating, plagiarism) is a serious matter and will be treated according to University policy.

### Students with Disabilities

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

**The instructor reserves the right to change requirements or course outline as deemed necessary.**

### Earned points

Philosophy	SS Presentation	Disclosure	IEP	Graduate Project	Ugly reflection	Cultural discussion	Generalization	Study Guides	Final	Total
5	10	60	30	60	5	10	20	54	50	U = 244 G = 304

Shores Lewis	1(K)	Gunter Fitzpatrick 3 (K)	Gresham Gresham 8(K)	Elksnin Lane	Korinek Morgan	Gable Smith	7(K) Walker	Marquoit 11(K)	9(K)	4 (K) 6 (K) Johns	5(K)	Boutte 2 (K) Cartledge	Total
4	2	6	6	4	4	4	4	4	2	6	2	6	54

## Chapter Questions

### Chapter 1

1. From your perspective why do the authors the necessity of utilizing positive behavior support?
2. How has each of the federal laws impacted the education of students with emotional behavioral disabilities?

### Chapter 2

Questions 2, 3, 4

### Chapter 8

Questions 1, 2, 3

### Chapter 7

Questions 1, 2, 3, 7

### Chapter 11

Questions 1, 2, 3, 6

### Chapter 9

Questions 1, 2, 3, 6, 7

### Chapter 4

Questions 1, 3, 4,

### Chapter 6

Questions 3, 4,

## **Chapter 5**

Questions 1, 2,

## **Chapter 3**

Questions 1, 2, 4

## Social Skills Curriculum Critique

**Program Title:** \_\_\_\_\_

**Author(s)** \_\_\_\_\_

**Publisher(s)** \_\_\_\_\_

**Publication year** \_\_\_\_\_

**Description of Content:** What skills is the curriculum covering? Prerequisite skills necessary? If so, which ones?

**Age/Grade appropriateness (circle all that apply):** preschool   primary   early elementary  
upper elementary   middle school   high school

**Assessment:** Does the curriculum provide an assessment of skills? How would you determine which skills to teach?

**Sequence of teaching steps:** Does it provide the suggested sequence of steps?

**Identify the Pros and Cons of Program:** Think about user friendliness, adaptability, provided materials, price, and any other factor that may influence a teacher to use or not to use this curriculum.

Pros	Cons

**Overall Critique:**

## Article Summary Form

Names \_\_\_\_\_

Article \_\_\_\_\_

Author(s) \_\_\_\_\_

Main Ideas:

Implications for you as a teacher:

## ABSTRACT INSTRUCTIONS (Graduate)

**Reference** APA format: Author's name (year). Title of article. Journal Name, volume, (number), pages.

**Descriptors** What type of subjects (i. e. students with hyperactivity), setting (school classroom), intervention or activity (on-task behavior, positive reinforcement)

**Introduction** This section should briefly describe any background information found in the introduction of the article. Items may include rationale for the study, important previous studies, special issues.

**Discussion** This section of the abstract should include a more detailed description of the subjects, design and setting. Enough detail should be given to the intervention so that someone reading the abstract might use it.

**Comments** This section should include in your own words what you thought was important about this study and what makes it unique. Include any drawbacks or criticisms of the study.

**Cautions** This section should include any procedural concerns you may have about the techniques used in the study (i.e., duration of time out inappropriate for behavior/age of subjects, study failed to address replacement behaviors).

## Readings (E-reserve and emailed)

**Boutte**, Effective techniques for involving "difficult parents".

**Cartledge**, Inclusive classrooms for students with EBD: Critical variables

**Elksnin & Elksnin**, Teaching social skills to students with learning and behavioral problems.

**Fitzpatrick, Hudson, Richter & Johnson**, Scientifically supported practices in Emotional and Behavioral Disorders: A proposed approach and brief review of current practices

**Gable & Hendrickson**, Strategies for maintaining positive behavior change stemming from...

**Gresham**, Social Competence and students with EBD: Where we've been, where we are, and where we should go.

**Gresham, Sugai, & Horner**, Interpreting outcomes of social skills training for students with high-incidence disabilities

**Gunter, Hummel, & Venn**, Are effective academic instructional practices used to teach students with...

**Johns, Crowley, & Guetzloe**, Planning the IEP for students with emotional and behavioral disorders

**Korinek & Popp**, Collaborative mainstream integration of social skills with academic

**Lane, Wehby, & Barton-Arwood**, Students with and at risk for emotional and behavioral disorders : Meeting their social and academic needs.

**Lewis, Hudson, Richter, & Johnson**, Scientifically supported practices in EBD: A proposed approach and brief review of current practices

**Morgan & Jenson**, Teaching for mainstreaming : Generalizing improved performance (chpt. 4 :...

**Shores, Gunter, & Jack**, Classroom management strategies: Are they setting events for coercion?

**Smith & Gilles**, Using key instructional elements to systematically promote social skill...

**Walker, Ramsey, & Gresham**, How disruptive students escalate hostility and disorder -- and how teachers...

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.