

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education

Summer 2011
July 18- August 4
HSS 226
1:00- 4:45 M-Th

Instructor: Rose Battalio, Ph.D.; Brad Larrabee
HSS 836-5352
email: battalrl@uwec.edu
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* (5th ed.).
Upper Saddle River, NJ: Merrill Prentice Hall.

Additional readings will be assigned and obtained through **e-reserve, hand-out, or D2L**

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

UWEC Goals of the Baccalaureate

This course addresses the following UWEC Goals of the Baccalaureate. For each goal, several artifacts have been listed that may be used for your portfolio.

Knowledge of Human Culture and the Natural World: will demonstrate a depth of knowledge about human culture and/or the natural world. (Philosophy, Article review)

Creative and Critical Thinking: will develop creative thinking skills that include creative expression and/or creative approaches to problem solving. (Disclosure development, Progress monitoring activity, Social Skills lessons, Generalization activity, Instructional strategies, IEP development)

Effective Communication: will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts. (Philosophy, Social Skills lessons, Generalization activity, Instructional strategies, IEP development)

Individual and Social Responsibility: will develop skills and values for ethical reasoning and life-long learning and will connect their knowledge and skills to social and civic contexts. (Philosophy, Disclosure development, IEP development)

Respect for Diversity among People: will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Philosophy, Article review, Disclosure development, Social Skills lessons, Generalization activity, Instructional strategies)

Course Objectives	WTS	Artifacts
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 18(Obj 1)	Introduction Components of Comprehensive Program Give out Yell chapters Give out multicultural chapters	DPI form P-7-21 Chapter 1 (Kerr& Nelson) pp. 6-15
July 19(Obj 3)	PBIS/RtI Guiding Principles Classroom Management and Organization Mr. Larrabee's classroom	Shores, Gunter, & Jack Kostewicz Colvin Chapter 10
July 20 (Obj 8)	Generalization and Maintenance	Smith & Gilles Morgan & Jenson (reference)
July 21(Obj 8)	Generalization and Maintenance Disclosure Groups	Korinek & Popp Morgan & Jenson (reference)
July 25(Obj 4, 6, 9)	Instructional and Classroom Techniques Practical proactive/ reductive techniques Yell activity	Gunter et al. Chapter 3 (K) Yell chapter 11,12,13,14,15 Blueprint for Success P-45-128
July 26(Obj 8)	Social Skills Curriculum Multicultural Education activity	Gresham, Sugai, & Horner Chapter 8 (K) Gresham
July 27(Obj 7)	Interventions for Specific Behaviors Disruptive Behavior Passive Aggressive Behavior Reflection on "Ugly" interactions	Chapter 7 (K) Walker, Ramsey, & Gresham
July 28 (Obj 7)	Interventions for Specific Behaviors (cont.) Disclosure work	Marquoit Chapter 11
August 1 (Obj 7)	Interventions for Aggressive Behaviors (cont.) Verbal de-escalation/Crisis management	Chapter 9 (K) Guidelines P-147-165 P-143-143 P-155-174

August 2	Interventions for Aggressive Behaviors (cont.) Data-based Decision Making IEP/BIP Development Disclosure due	“Doing it Right” P-181-199 Chapter 6 (K) Johns, et al.
August 3 (Obj 5, 6)	IEP development/ Practice Monitoring Skills/Progress IEP due	Chapter 5 (K)
August 5	Final Exam Graduate Presentations	

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 and chapter questions are due on the day the readings are assigned. They are worth 2 points each. Chapter questions are listed in the syllabus. The write-up for articles consists of one aha, thought or idea from the articles as well as one question.
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:

- | | |
|--|---------------|
| <p>a. Programming Activity (group)</p> <ol style="list-style-type: none"> i. Read one Yell chapter ii. Create a handout for your group iii. Discuss your findings iv. As a group, report your findings—key ideas | 10 pts |
| <p>b. IEP/BIP (pairs)</p> <ol style="list-style-type: none"> 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 | 30 pts |
| <p>c. Generalization Case study activity (group)</p> <ol style="list-style-type: none"> i. Based on the findings from case study, select two interventions ii. For each intervention explain: <ol style="list-style-type: none"> 1. What generalization technique you would use 2. How would you implement within other environments 3. How would you evaluate for change/success <ol style="list-style-type: none"> a. Monitoring activities | 20 pts |
| <p>d. Cultural discussion (group)</p> <ol style="list-style-type: none"> i. Identify Key ideas that would assist teachers ii. Create a handout for group iii. Participate in discussion about your section | 10 pts |

- e. **Reflection on “Ugly” interactions (Individual)** **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. **Critique of social skills training and materials (group)** **10 pts**
- i. Provide critique of social skills curriculum
 - ii. Identify 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 (group)** **40 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

SS Presentation	Program Jigsaw	Disclosure	IEP	Graduate Project	Ugly reflection	Cultural discussion	Generalization	Study Guides	Final	Total
10	10	60	30	60	5	10	20	48	50	U = 248 G = 308

Shores Kostewicz	Lane 10 Simonsen	Gunter 3 (K)	Gresham Gresham 8(K)	Elksnin Lane	Korinek Morgan(OP) Smith	7(K) Walker	Marquoit 11(K)	9(K)	6 (K) Johns	5(K)	Boutte 2 (K)	Total
4	4	4	6	4	4	4	4	2	4	2	4	48

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 3--Questions 1, 2, 4, 5

Chapter 8 --Questions 1, 2, 3, 4

Chapter 7--Questions 1, 2, 3, 7

Chapter 9--Questions 1, 2, 3, 6, 7

Chapter 5--Questions 1, 2

Chapter 6--Questions 1, 3

Chapter 11--Questions 1, 2, 3, 6

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:

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).

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.

Readings

- Elksnin & Elksnin**, Teaching social skills to students with learning and behavioral problems.
- 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
- Kostewicz, et al.** Creating Classroom rules for students with EBD: A decision making guide
- Lane, Wehby, & Barton-Arwood**, Students with and at risk for emotional and behavioral disorders : Meeting their social and academic needs.
- Morgan & Jenson**, Teaching for mainstreaming : Generalizing improved performance (chpt. 4 :...
- Shores, Gunter, & Jack**, Classroom management strategies: Are they setting events for coercion?
- Simonsen, et al**, Evidence-based practices in classroom management: Considerations for research and practices
- Smith & Gilles**, Using key instructional elements to systematically promote social skill...
- Walker, Ramsey, & Gresham**, How disruptive students escalate hostility and disorder -- and how teachers