



WILLIAM PEACE
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EDU 372

Developing Social and Emotional Skills in the Adapted Curriculum (3 credits)

Spring 2021

January 25, 2021-March 13, 2021

Location: Moodle

Instructor: *H. Nicole Myers, Ph.D.*

Phone: 540-735-5137 (Please text during business hours, M-F, and please start your text by stating your name and the course you are enrolled in. Thank you!)

Email: hnmyers@peace.edu, preferred method of communication.

Virtual Office Hours: Virtual office hours are offered by appointment as I teach online. Please text the instructor to set up an appointment.

Course Catalog Description:

In this course, teacher candidates will develop skills and strategies to support the social, emotional, and behavioral development of students in the adapted curriculum.

Objectives

Teacher candidates will be able to:

Design explicit and systematic social skills instruction.

Demonstrate competency to conduct and analyze a functional behavior assessment.

Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.

Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Guide social and emotional development to prevent and decrease behavior problems.

Build communication skills to prevent and decrease behavior problems.

Understand individual students' sensory needs to prevent and decrease behavior problems.

Develop social, emotional, and behavioral skills that enable students to be included in the academic and social aspects of the school, and to be successful after graduation.

NCDPI Specialty Area Standards

Standard 4: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Required Course Material:

There is no textbook required for purchase for this course. Assigned readings will be posted in Moodle.

Recommended Course Materials:

Howard, J. A. (2013). *Distressed or Deliberately Defiant? Managing challenging student behavior due to trauma and disorganized attachment*. Sydney: Australian Academic Press.

Myers, H. N. (2013). *Social Skills Deficits in Students with Disabilities: Successful Strategies from the Disability Field*. Maryland: Rowman and Littlefield.

Email/Communication Policy:

Email is the preferred method of communication. To communicate with the instructor, please email hnmymers@peace.edu during business hours, M-F, 9-5 p.m. Emails are checked throughout the day M-F until 5 p.m. Emails received over the weekend will most likely be returned on Monday.

You may also text the instructor during business hours, M-F, 9-5 p.m. Please start your text by stating your name and the course in which you are enrolled.

Virtual Office Hours: Virtual office hours are offered by appointment as I am teaching online and do not live locally. We can touch base via facetime, or conference via Zoom (free download). Please text the instructor to set up an appointment.

Online Courses:

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend an average of 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts, and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily or at least 4-5 times per week.

Missed and Late Assignments:

Successful professional special educators are effective time managers who meet deadlines. Given the condensed collaborative nature of the course, it is imperative that students stay up-to-date on assignments as they will build on one another and one late class assignment may have a domino effect on multiple assignments. Therefore, **late class assignments** are generally **NOT accepted** unless a student has a serious, mitigating circumstance that prevents them from completing assignments by the due date and time. Students who find themselves with a serious mitigating circumstance, should **contact the instructor via email PRIOR to the assignment deadline and be prepared to provide documentation/verification of the circumstances that prevent them from submitting the work on time. In these cases, a contract will be established to outline the conditions for an extension.**

Proctoring Policy

All online courses at William Peace University require one (1) proctored exam or activity during the final week of the course. For more information on proctoring options, see: http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.odf

Completing Assignments: Please check your assignment descriptions early and contact the instructor during the work week, during normal business hours, if you have questions regarding any assignment. Email is checked several times throughout the day, Monday-Friday, 9-5 p.m. Weekend emails will typically be returned on Monday. Work submitted via an extension contract and turned in late, will be graded as the instructor's schedule allows.

Academic Integrity:

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code.

All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the *2018-2019 Academic Catalog*.

Tutorial Services

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPU Connect or in person at the Center for Student Success, located in the 2nd floor of Finch

Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at drrogers@peace.edu or 919-508-2080.

Disability or Learning Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to Disability@peace.edu.

Attendance Policy

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. However, the University's policy is that students may not miss more one (1) class in a 7-week session or two (2) classes in a 15-week session or the student is subject to course failure. It is the responsibility of the student to meet the attendance policy.

In this online course, your weekly collaboration, participation and submission of assignments in Moodle serves as attendance and is a necessary participation requirement due to the collaborative nature of some of the assignments. In the event that a student does not complete the weekly assignments, they will be considered absent from the course. Students not participating in more than one week of Moodle assignments will be considered absent for more than one week of class and will fail the course.

Class Participation and Professional Behavior

This class is designed to foster discussion, interaction and collaboration. Students are expected to participate weekly in the Moodle activities in a way that demonstrates they are prepared to apply readings in discussions and activities. It is your responsibility to actively participate in Moodle. Engaging with others in the course is required along with assignment submission to Moodle. This helps support the practice of engaging in professional dialogue around special education issues and collaboration needed for successful development of IEPs. It is imperative that professional educators respect the multiple viewpoints that may be addressed within the class. Please be respectful and professional in all of your interactions with faculty and students, especially as tone can often be misinterpreted in online situations.

The WPU Education Department requires all students to use the writing guidelines established by the American Psychological Association (APA). The rules of the APA style are designed to ensure clear and consistent presentation of written material. Students may access information on the APA style from the latest edition of the [Publication Manual of the American Psychological Association](#).

Incompletes

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

Readings and Collaborative Activities

In addition to textbook chapters, this course utilizes online web-shop/webinar information from national disability agencies, institutes of educational research, exemplars from multiple locations, including web-shops and trainings from various agencies and other states. Many come from the *IRIS Center*. IRIS is a federally supported instructional web resource for educators that will be available and useful to you in other courses as well as in your professional career long after completion of your teacher preparation program. Each module requires interaction and personal exploration, and these assignments hold you accountable to those processes. Special education is governed by federal regulations and while different states and local county school systems may have different forms, the mandates and process that should be followed remain the same. Examples chosen for the course pull from these various areas.

Special educators must become experts at collaboration. As a new teacher, you will most often be paired with a mentor teacher or department chair to help you work through your first IEP and behavior plans. Therefore, some assignments that you complete for this course will require that you respond to and/or collaborate with another student/s to complete the assignment. While the readings and videos/webshops may appear “dry” at first, your work with a partner is intended to assist in making the class experience more “authentic.” It is important that you practice talking through the reasons why you choosing the methods you choose in your work with students with disabilities and can provide the justification for the goals/strategies you have chosen. Please make sure that you contact your partner/s early and are actively participating and collaborating. In the event that it is clear that one student has not pulled their fair share of the work, your participation will be reviewed and it may impact your grade on assignments. In addition, work submitted that was supposed to be collaborative but was not, may be considered an Honor Code violation. Please professionally collaborate with one another and be sure to maintain a log of your collaborative activities in case any concerns arise.

Assignments and Grading

Every effort will be made to provide timely feedback on assignments by one week following assignment submission. Grades will be determined by points earned divided by possible points.

Grading Scale

- A= 100-90
- B= 89-80
- C= 79-70
- D= 69-60
- F= 59 and below

Graded Assignments

| Assignments | Points |
|---|------------|
| FG Intro Response | 5 |
| FG Response Week 1 | 10 |
| Module Cert IRIS Classroom Management Part 1 | 50 |
| FG Response Week 2 | 10 |
| TTAC Module Clear Rules Certificate | 15 |
| IRIS Module Classroom Management Part 2 Certificate | 50 |
| FG Response Week 3 | 10 |
| IRIS Module Addressing Disruptive Behaviors Part 1 | 50 |
| FG Response Week 4 | 10 |
| IRIS Module Addressing Disruptive Behaviors Part 2 | 50 |
| IRIS Module FBA/BIP | 100 |
| FG Response Week 5 | 10 |
| Collaborative Case Study FBA/BIP | 100 |
| FG Response Week 7 | 10 |
| Total Points | 480 |

| Frequent Websites in this Course | |
|----------------------------------|---|
| Flipgrid | https://flipgrid.com/332d474f |
| IRIS Center | https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/ |
| TTAC | https://ttaonline.org/online-training-webshops |
| VCU ACE | https://vcuautismcenter.org/te/how_to/ |

Each of these will require that you sign up for a free account.

Weekly Activities/Assignments

***Please note that all class assignments are due by 11:59 p.m. on the due date. Due dates vary throughout the week, (i.e., not all assignments are due on Sunday nights).**

Please check the schedule closely and Moodle often.

| Week 1, 1/25/21: Introduction to the course, Social Skills and Students with Disabilities. | |
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| Learning in the Classroom | |
| <p>Introduction to the Course</p> <ul style="list-style-type: none"> • Familiarize yourself with Syllabus, Course Assignments, and Expectations, Flipgrid • Create IRIS account for Modules <p>Introduction to Social Emotional challenges associated with Disabilities</p> <ul style="list-style-type: none"> • Understand how social emotional and communication skills are impacted by development • Understand how explicit instruction supports social skill development • Understand how to help students build social and emotional vocabulary <p>Introduction to Managing Disruptive Behavior in the Classroom</p> <ul style="list-style-type: none"> • Identify the effects of disruptive behavior • Explain the core components of a comprehensive behavior management plan. | |
| Learning Outside the Classroom | |
| <p>Complete:</p> <ul style="list-style-type: none"> • IRIS Module: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan on iris.peabody.vanderbilt.edu <p>Lectures:</p> <ul style="list-style-type: none"> • Watch: Rick Lavoie's, "Last one Picked, First one Picked on" https://www.youtube.com/watch?v=TyaHIOYtkl4&t=21s | |
| Reading (<i>All readings will be posted in Moodle classroom</i>) | |
| <ul style="list-style-type: none"> • Flipgrid Information File and IRIS Behavior Management Resources File • "Professional Roles in Supporting Students with Disabilities" • "Current Issues related to Social Skills" • "How Special Education Supports Social Skills" | |
| Assignments | Date Due |
| <ul style="list-style-type: none"> • Flipgrid Introductions, (our flipgrid is https://flipgrid.com/332d474f) • Flipgrid response to "Last One Picked, First one Picked on" • Review IRIS information, sign up for account, put web-shops into your account and bookmark this site for later use. Certificate of Completion for IRIS Module: Classroom Management Part 1 (see above) | FG Intro 1/25 FG resp 1/27 Module Cert 1/29 |

| Week 2, 2/1/2021: Social Skills and Behavior Interventions, Positive Behavioral Supports | |
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| Learning in the Classroom | |
| <p>Research based social skills and behavior Interventions</p> <ul style="list-style-type: none"> • Describe and discuss how to set up a classroom that supports social skill development and positive classroom management. • Explain how teachers can foster relationships (Student-Student, Student-Adult) • Describe how to meet student needs through use of trauma-informed teaching and sensory supports. • Understand how to build a classroom community that supports differences. • Describe how to develop classroom rules and expectations. • Explain how to establish classroom routines to support learning and behavior • Understand how to create positive and negative consequences. • Understand how to teach play skills in order to promote social skills development <p>Positive Behavioral Supports</p> <ul style="list-style-type: none"> • Understand the major concepts behind Positive Behavioral Supports (PBS) • Explain strategies used to examine student behavior and re/design learning environments and choose teaching strategies to support behavior. | |
| Learning Outside the Classroom | |
| <p>Complete:</p> <ul style="list-style-type: none"> • IRIS Module: Classroom Management (Part 2): Developing your own Comprehensive Behavior Management Plan • TTAC Module: Clear Rules and Expectations (Choose Either Elementary <u>OR</u> Secondary) <p>Lectures:</p> <ul style="list-style-type: none"> • "I'm not a brat" • "Distressed or Deliberately Defiant" • "Teaching Play" • VCU Ace: How to: Emotions and Regulation at https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=29 | |
| Reading <i>(All readings will be posted in Moodle classroom)</i> | |
| <ul style="list-style-type: none"> • "My Sensory-Perceptions are Disordered" • "Positive Behavior Supports for Children and Youth with Autism" • "Promoting Social Skills among Students with Non-Verbal LD" • "The Combined use of Video-modeling and Social Stories in Teaching Students with Intellectual Disabilities" • "Using Video Prompting to Teach Leisure Skills" | |
| Assignments | Date Due |
| <ul style="list-style-type: none"> • Flipgrid response to either: "I'm not a brat/My Sensory Perceptions are Disordered" or "Teaching Play" • TTAC Module Certificate • IRIS Module Completion Certificate | FG 2/1 TTAC Mod 2/3 IRIS Mod 2/5 |

| Week 3, 02/08/2021: The Acting Out Cycle, Antecedent Based Interventions, Peer Process Social Skills Groups | |
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| Learning in the Classroom | |
| <p>The Acting Out Cycle</p> <ul style="list-style-type: none"> • Recognize the different phases of the Acting-Out Cycle. • Describe steps teachers can take to manage disruptive and non-compliant behaviors • Understand appropriate responses for each phases of the Acting-Out Cycle <p>Antecedent Based Behavior Interventions-add more here</p> <ul style="list-style-type: none"> • Understand the relationship with between antecedents, behavior, and consequences. • Recognize which antecedents are likely to increase behavior and behavioral interventions that can be used to support behavior change. <p>Peer Process Social Skills Groups</p> <ul style="list-style-type: none"> • Understand the concepts and considerations behind using groups to facilitate social skills • Describe how Peer Process social skills groups work and how they might be incorporated into the school setting. | |
| Learning Outside the Classroom | |
| <p>Complete:</p> <ul style="list-style-type: none"> • IRIS Module: Addressing Disruptive and Non-compliant Behaviors (Part 1): Understanding the Acting-Out Cycle. <p>Lectures:</p> <ul style="list-style-type: none"> • TTAC: <i>Ready to Learn: A Whole School Approach to Meeting Sensory Needs</i> • <i>Antecedent Based Intervention How-to's:</i> <ol style="list-style-type: none"> 1. Incorporate Strengths and Special Interests 2. Physical Structure 3. Routines 4. Schedules 5. Visual Supports 6. Providing Choices <p>*All are found here: https://vcuautismcenter.org/te/how_to</p> | |
| Reading (<i>All readings will be posted in Moodle classroom</i>) | |
| <ul style="list-style-type: none"> • "Understanding how Sensory Input affects Children and helps them cope." • "Peer Process Social Skills Groups" • Positive Behavior Supports: https://worksupport.com/documents/Positive_Behavior_Support1.pdf • Q and A: Positive Behavior Support Plans: https://vcuautismcenter.org/resources/factsheets/printView.cfm/976 • Antecedent Based Interventions: https://vcuautismcenter.org/documents/Antecedent_Based_Intervention.pdf • The Foundational Five: https://vcuautismcenter.org/resources/factsheets/printView.cfm/1192 | |
| Assignments | Date Due |
| <ul style="list-style-type: none"> • Flipgrid Response to either Sensory Input or Peer Process Groups • IRIS Module Certificate, Addressing Disruptive and Non-compliant Behaviors, part 1 | <p>FG 2/10 Mod Cert 2/12</p> |

| Week 4, 02/15/21: The Acting Out Cycle, Part 2, Positive Behavior Supports | |
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| Learning in the Classroom | |
| <p>The Acting Out Cycle, Part 2</p> <ul style="list-style-type: none"> • Understand how to use high probability requests. • Determine how to use choice as a way to reduce behaviors. • Understand the use of behavioral contracts. • Understand the use of token economies. • Describe ways to motivate individual learners. <p>Positive Behavior Supports</p> <ul style="list-style-type: none"> • Define positive behavior supports • Understand how teachers can use positive behavior support strategies to influence behavior and development of social skills | |
| Learning Outside the Classroom | |
| <p>Complete:</p> <ul style="list-style-type: none"> • IRIS module: Addressing Disruptive and Non-compliant Behaviors, (Part 2). • TTAC Module: Behavior Contracts (Either Elementary or Secondary) <p>Lectures:</p> <ul style="list-style-type: none"> • “When the Chips are Down,” https://www.youtube.com/watch?v=78bwTPUCBsE&t=38s • VCU Ace: How to’s <ul style="list-style-type: none"> ○ Dealing with Changes ○ Motivating the Individual with ASD ○ Emotions and Regulation ○ Token Economies • Special Education-social autopsy: https://www.youtube.com/watch?v=fxuEjRxtAA • Behavior Mapping: https://www.youtube.com/watch?v=77PAIMzayd8 • Behavior Contingency Maps: <ul style="list-style-type: none"> ○ Tutorial: https://www.youtube.com/watch?v=xWR50KcKZI8 ○ Utilizing: https://www.youtube.com/watch?v=mNWbcOo7NNs • I am Working For: https://www.youtube.com/watch?v=1G2X6kngoP0 • WV Autism Training Center, <ul style="list-style-type: none"> ○ First, Then Boards: https://www.youtube.com/watch?v=zhay7pQH-54 ○ Visuals II, https://www.youtube.com/watch?v=da_qB3jBOoo | |
| Reading | |
| <ul style="list-style-type: none"> • Positive Behavior Supports: https://worksupport.com/documents/Positive_Behavior_Support1.pdf • Q and A: Positive Behavior Support Plans: https://vcuautismcenter.org/resources/factsheets/printView.cfm/976 • Antecedent Based Interventions: https://vcuautismcenter.org/documents/Antecedent_Based_Intervention.pdf • The Foundational Five: https://vcuautismcenter.org/resources/factsheets/printView.cfm/1192 | |
| Assignments | Date Due |
| <ul style="list-style-type: none"> • Flipgrid Response to either “When the Chips are Down” or “Positive Behavior Supports” • IRIS Module Certificate, Addressing Disruptive and Non-compliant Behaviors, part 2 | FG 2/17 Mod Cert 2/19 |

| Week 5, 02/22/21: Functional Behavioral Assessments and Behavior Plans, Prompting | |
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| Learning in the Classroom | |
| Functional Behavioral Assessments <ul style="list-style-type: none"> • Describe Problem Behavior • Identify Reasons for problem behavior • Conduct an ABC analysis • Conduct a functional behavioral assessment • Design and implement a behavior plan based on FBA Prompting <ul style="list-style-type: none"> ○ Understand how prompting can support students ○ Describe different types of prompting | |
| Learning Outside the Classroom | |
| Complete: <ul style="list-style-type: none"> • IRIS Module: <i>Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan.</i> Lectures: <ul style="list-style-type: none"> • VCU ACE How to: Prompting Series <ul style="list-style-type: none"> ○ Model Prompts ○ Verbal ○ Visual ○ Gesture ○ Physical <p><i>*https://vcuautismcenter.org/te/how_to/</i></p> | |
| Reading (All readings will be posted in Moodle classroom) | |
| None assigned, please spend time working on IRIS Module and Connecting with your group | |
| Assignments | Date Due |
| IRIS Module Certificate on FBA/BIP Flipgrid Review of Sample Behavior Plan Begin working on Case Study FBA/BIP | IRIS Mod Cert 2/24 FG Response 2/26 Begin Work on Case Study FBA/BIP |

| Week 6, 3/01/21: Tying it all together, How Teachers can Best Support the Social Emotional and Behavior Needs of Students with Disabilities in the Classroom through the FBA/BIP Process | |
|--|-----------------|
| Learning in the Classroom | |
| Review Positive Behavioral Supports Components | |
| Learning Outside the Classroom | |
| <ul style="list-style-type: none"> • Work on FBA/BIP Case Study in Groups online • The instructor is available by Zoom for consultation with your group if necessary. Email to set this up by appointment. | |
| Reading <i>(All readings will be posted in Moodle classroom)</i> | |
| <ul style="list-style-type: none"> • Review readings as you work on FBA/BIP Case Study | |
| Assignments | Date Due |
| Submission of Final Case Study | Case Study 3/8 |

| Week 7, 03/08/21: Modifying Behavior Intervention Plans, Supporting Parents, Issues of Bullying | |
|--|----------------------------------|
| Learning in the Classroom | |
| <p>Supporting Parents</p> <ul style="list-style-type: none"> • Recognize the importance of community involvement to social skill development. • Recognize the challenges parents face when accessing the community • Understand ways to support parents in helping their child access the community while social skills and behavior skills are developing. <p>Issues of Bullying</p> <ul style="list-style-type: none"> • Recognize characteristics of students with disabilities that make them vulnerable to bullies. • Understand school responsibilities related to bullying of students with disabilities. • Recognize steps that teachers can take to prevent bullying and how to support a student with a disability who has been bullied. | |
| Learning Outside the Classroom | |
| <p>Watch:</p> <ul style="list-style-type: none"> • Video Clip, R. Lavoie's It's so much work to be your friend, https://www.youtube.com/watch?v=ODxwotH5lEo | |
| Reading <i>(All readings will be posted in Moodle classroom)</i> | |
| <ul style="list-style-type: none"> • "Helping Parents Help their Child Access the Community" • "Pacer's Bullying and Harassment of Students with Disabilities" • "Bullying and the Special Needs Student" | |
| Assignments | Date Due |
| <ul style="list-style-type: none"> • Flipgrid response to either: "Helping Parents Help Their Child Access the Community" or "Bullying" • Any necessary revisions to BIP • Course Evaluation (due according to university schedule-sent via email) | FG due 3/10 BIP Rev. due 3/12 |