

SILVER LAKE COLLEGE
MANITOWOC, WI. 54220
DIVISION: PROFESSIONAL STUDIES
DEPARTMENT: SPECIAL EDUCATION
Educating Professionals for All Learners

Course #: SED 587-001
Course Title: Handling Challenging Behaviors and Teaching Social Skills
Credit: 1 OR 2
Term: Fall 2009
Date/Time October 9, 2009
8:00 a.m. -3:30 p.m.
Location: Holiday Inn South County Center
6921 S. Lindbergh Blvd.
St. Louis, MO 63125
314-892-3600
Presenter/s: Jed Baker, Ph.D.
Instructor: Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “No More Meltdowns: Handling Challenging Behaviors and Teaching Social Skills.” If it is necessary to “withdraw” from this course after sending an official registration for credit to Silver Lake College, a formal “withdraw” from credit must be made no later than one (1) week after the workshop to be exempt from tuition penalties. Call (920-686-6157) if you need to withdraw from credit after official credit registration.

The cost PER CREDIT is \$180.00. Credit tuition cost is in addition to the workshop fee. Payment is due with the credit registration form.

Nature of the Course:

Participants, who choose to earn credit from Silver Lake College, will have the opportunity to extend the knowledge and skills gained in the workshop training “No More Meltdowns: Handling Challenging Behaviors and Teaching Social Skills” in an independent and authentic application of theory to practice within his/her relevant educational and/or professional setting. Evaluation Criteria Checklists for written requirements outline the specific components and content which participants need to include for each requirement. It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit option requirements.

Workshop Content Description:

This workshop will provide an overview of a social skill instructional model which uses a systematic and comprehensive framework to guide the development and implementation of effective social skills instruction for learners with Autism Spectrum Disorders. Social deficits affect life at home, school, and eventually the work place. Practical and effective strategies and solutions that can be used across a variety of settings and routines will be explored throughout the workshop

Objectives of the course:

Participants who choose to complete the independent and authentic application of theory to practice for one (1) **OR** two (2) graduate credit/s will demonstrate the following knowledge and skills related to handling challenging behaviors and teaching social skills (e.g., social interactions) for learners on the autism spectrum.

One (1) Graduate Credit Course Objectives

1. Identify the social interaction and communication challenges and associated issues for learners on the autism spectrum.
2. Define the term “social skills.”
3. List and explain the basic components of social skills instruction.
4. Identify the components of a behavior management plan to assist learners in developing social interaction skills.
5. Explain the relation between social skill deficits and social anxiety for learners on the Autism Spectrum Disorder.
6. Differentiate between skill acquisition and performance deficits as the terms relate to social interaction skills.

7. Match social interaction intervention strategy with a specific type of skill or performance deficit in the area of social competence.
8. Describe strategies that promote pre-skill/skill acquisition, proficiency, maintenance, and generalization of social, language, and communication for learners on the autism spectrum
9. Analyze, compare and contrast current research and best practice strategies for teaching social, language, communication skills to children/adolescents on the autism spectrum.

Two (2) Graduate Credit Course Objectives:

Objectives 1-9 above, **PLUS**

10. Assess learner knowledge and pre-skill/skill level in one (1) of the social skill need areas addressed in the workshop—core conversation skills (e.g., responding/initiating, etc.), cooperative play/work skills (e.g., joining in, compromising, winning, losing, working in a group, etc.), friendship management (e.g., informal vs. formal, personal boundaries, etc.) problem solving skills (e.g., conflict resolution, teasing, friendship skills, etc.), employment skills, etc.
11. Summarize assessment data and information.
12. Develop an instructional intervention plan for minimum of 1- 2 weeks (5-10 instructional days), which uses one of the strategy options from the workshop (e.g., incidental teaching, structured learning—model, role play, practice, social stories, etc.) to proactively teach the knowledge and pre-skill/skill to the learner assessed in Objective #10.
13. Implement the instructional/intervention plan with the learner on the autism spectrum assessed in objective #10.
14. Collect data on learner performance (progress) in acquiring or performing (using) identified skill.
15. Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be made based on the learner data.

General Requirements

Attendance and participation in all sessions of the Spectrum Training Systems Inc workshop activities **is mandatory for both the one-(1) credit AND two-(2) credit options.**

General Directions for credit options:

- It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements #1 and #2 must be word processed/typed.
- Requirement # 3 must be word processed with the exception of data in charts, graphs, and actual assessment protocols etc. which do not need to be computer-generated.
- Graduate quality work (e.g., critical analysis, synthesis, evaluation, and professional writing skill) is expected for all requirements.
- **An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus.**
 - Use the Evaluation Checklist as a guide to the components and specific content which must be included for successful completion of each indicated requirement.
 - The content and information from the workshop and additional outside research on specific topics related to your project choices should be used as you prepare your requirements for submission.
 - Attach the correct Evaluation Criteria Checklist found at the end of this syllabus to each completed requirement prior to submitting for evaluation and feedback.

One (1)-Credit Requirements

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

Two (2)-Credit Requirements

- Write a brief biographical sketch of your professional experience and current /professional position.
- Complete Requirement #3

General Descriptions of Credit Requirements—Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contain more specific information.

Requirement #1 (Required for 1- and/or 2-credits) – Key Concepts, New Learning & Application (Summary, synthesis, application) (100 points)

This requirement involves summarizing the key concepts addressed in the workshop. The content of the key concepts summary includes synthesis of workshop information, identification of new knowledge and skills or extension of knowledge and skills, and authentic application to relevant educational or professional setting. The outline below (a-c) delineates the topic headings for Requirement # 1.

Please identify each section as indicated below:

PART A: Summarize 8-10 key concepts (knowledge and skills) from the workshop.

PART B: Identify (in paragraph form) new knowledge and skills or the extension of prior knowledge and skills for each of the summarized key concepts in Part A.

PART C: Apply, analyze, evaluate the above new knowledge and skills or extension of prior knowledge and skills for each of the identified concepts to your educational and/or professional setting (i.e., how and/or when you can use the knowledge & skills, etc., usefulness of the knowledge and skills to you professionally (i.e., what information was most helpful, interesting, and why the knowledge and skills will be helpful to you. Be specific. Give examples.

Requirement #2 (Required for 1- and/or 2-credits) Journal Article Critique (100 points)

- a. Read an article from a professional journal on challenging behaviors and/or teaching social skills for learners on the Autism Spectrum.
- b. Write a brief summary of the article (3-4 paragraphs).
- a. Critique the article using Evaluation Criteria Checklist Form.
- b. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

Requirement # 3 (2-credit option only) Authentic Application of Theory to Practice (200 points)

PART A:

- 1) Assess learner knowledge and pre-skill/skill level in one (1) of the social skill need areas addressed in the workshop—core conversation skills (e.g., responding/initiating, etc.), cooperative play/work skills (e.g., joining in, compromising, winning, losing, working in a group, etc.), friendship management (e.g., informal vs. formal, personal boundaries, etc.) problem solving skills (e.g., conflict resolution, teasing, friendship skills, etc.), employment skill, etc.
- 2) Summarize assessment data and information for the identified skill.

PART B:

- 3) Develop an instructional intervention plan for minimum of 1- 2 weeks (5-10 instructional days), which uses one of the strategy options from the workshop (e.g., incidental teaching, structured learning—model, role play, practice, social stories, etc.) to proactively teach the knowledge and pre-skill/skill to the learner assessed in Objective #10. **Be sure that the instructional goal/objective is written in observable and measurable terms and includes specific behavior (skill), conditions, criteria of acceptable performance, and # of consecutive demonstrations (use) of the skill so that you can collect data on learner performance.**
- 4) Implement the instructional/intervention plan with the learner on the autism spectrum assessed in objective #10.

PART C

- 5) Collect data on learner performance (progress) in acquiring or performing (using) the social interaction skill—core conversation skills (e.g., responding/initiating, etc.), cooperative play/work skills (e.g., joining in, compromising, winning, losing, working in a group, etc.), friendship management (e.g., informal vs. formal, personal boundaries, etc.) problem solving skills (e.g., conflict resolution, teasing, friendship skills, etc.), employment skills, etc.)
- 6) Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be implemented based on the learner data.

Graduate Evaluation of Requirements

Grade	Percentage	PR/LL	Achievement
A	97% - 100%	PR 4/LL 4	Excellent
A/B	92% - 96%	PR 4/LL 4	Excellent
B	89% - 91%	PR 4/LL 3	Satisfactory
B/C	84% - 88%	PR 3/LL 3	Need for Improvement
C	80% - 83%	PR 3/LL 2	Unsatisfactory for Graduate Level
F	Below 80%	PR 2/LL 1-2	Unsatisfactory for Graduate Level

Performance Rating (PR) - Level of Learning (LL)

Use the following code to designate the OVERALL performance rating (PR) for each competency area:
4 - Proficient - consistent application of knowledge, skill or disposition at this level.
3 - Developing - progress in the application of knowledge, skill or disposition at this level
2 - Emerging - limited application of knowledge, skill or disposition at this level
1 - Not Present - competency not addressed

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
1-2 Knowledge Level: Remembering an idea or fact Comprehension Level: Demonstrating an understanding of an idea or fact in a form close to the way it was presented	1-2 Receiving Level: Receiving new knowledge, skill or disposition Responding Level: Participation in and compliance with requirements
2 Comprehension Level Application Level: Applying fact to a real or simulated situation	2 Valuing Level: Involvement in or commitment to new knowledge, skill or disposition
3 Application Level Analysis Level: Analyzing the parts, patterns or organization	3 Organizing Level: Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
4 Synthesis Level: Putting the parts together to form a whole; Combining information into patterns and structures Evaluation Level: Making judgments about the value of ideas, methods or materials with rationale for judgment	4 Internalizing Level: Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

Due Dates for Submission of Requirements:

Course requirements must be submitted according to the dates indicated in the table below. To facilitate authentic application of theory to practice, timelines for submission of the 2-credit requirement is extended.

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
October 9, 2009	November 6, 2009	December 18, 2009	Mid-March

1. A team of educators who represent varied expertise areas evaluate the credit requirements.
2. If you wish to have your completed requirements returned to you, enclose a self-addressed, pre-weighed and stamped envelope with your requirements and they will be returned to you with feedback.
3. Send via U. S. Postal Service, Federal Express, etc. completed requirements, with correct Evaluation Criteria Checklist form attached to:

Sister Mary Karen Oudeans, Ph.D.
Silver Lake College
2406 S. Alverno Road
Manitowoc, WI 54220

4. Requirements must be received at Silver Lake College by the indicated due date.
5. Grades will be available online; Campus Web access information will be mailed to you.
6. Request and application form for an "official" academic transcript for this course is available at <http://www.sl.edu/Resources/requestfortranscript.pdf>

Questions should be directed to Sister Mary Karen Oudeans, Ph.D. (920-686-6157 or 1-800-236-4SLC Ext. 157).

Evaluation Criteria Checklist
Requirement #1: Key Concepts, New Learning & Application (1-credit requirement)
Handling Challenging Behaviors and Teaching Social Skills
October 9, 2009

Name _____ Workshop Date Attended _____

Criterion	Points
General Information <input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	None
PART A Key Concepts <input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Objectives 1-8 (Refer to course syllabus) Comments:	_____/30
PART B New or Extended Knowledge & Skills Evidence of: <input type="checkbox"/> New or extended knowledge & skills identified for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept identified in PART A Comments:	_____/25
PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge & Skills to Professional Roles and Responsibilities Evidence of: <input type="checkbox"/> Critical analysis statements for <u>each</u> of the key concepts regarding new/extended knowledge & skills (e.g., compared, contrasted workshop information with other sources, prior knowledge, experience, etc.) <input type="checkbox"/> Evaluative statements regarding application, usefulness, etc. of the new/extended knowledge & skills <input type="checkbox"/> Personal/professional growth statements regarding new/extended knowledge & skills <input type="checkbox"/> Gave specific examples of application and usefulness to educational or relevant professional setting <input type="checkbox"/> Evidence of critical thinking (e.g., synthesis, analysis, and evaluation statements) Comments:	_____/30
Professional Format (Overall) <input type="checkbox"/> Correct grammatical structure <input type="checkbox"/> Accurate punctuation, spelling <input type="checkbox"/> Introduction, main ideas, supporting details, transition <input type="checkbox"/> Clear summary and evaluative statements <input type="checkbox"/> Conclusion statements <input type="checkbox"/> Graduate quality professional writing Comments:	_____/15
Total Points	_____/100

General Comments:

Evaluation Criteria Checklist
Requirement #2: Journal Article Analysis & Critique (1-credit requirement)
Handling Challenging Behaviors and Teaching Social Skills
October 9, 2009

Name _____ Workshop Date Attended _____

Criterion Checklist	Points
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Reference/s & Bibliographic Information

- | | |
|---|---------|
| <input type="checkbox"/> Followed American Psychological Association format (APA) <ul style="list-style-type: none"> <input type="radio"/> Complete citation <input type="radio"/> Accurate | _____/5 |
|---|---------|

Comments:

Content Summary

- | | |
|--|----------|
| <input type="checkbox"/> Addressed topics of workshop
<input type="checkbox"/> Summarized main idea/s which described the article content, methods, strategy, etc | _____/30 |
|--|----------|

Comments:

Critical Analysis, Synthesis, and Evaluation

- | | |
|---|----------|
| <input type="checkbox"/> Provided critical analysis and evaluative statements—such as-- <ul style="list-style-type: none"> <input type="radio"/> Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.) <input type="radio"/> Describing strong/weak points of the article <input type="radio"/> Identifying and describing cautions, concerns, and benefits of information. <input type="checkbox"/> Integrated concepts from workshop, professional experience, etc.
<input type="checkbox"/> Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting
<input type="checkbox"/> Gave specific examples of application and implementation
<input type="checkbox"/> Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique. | _____/45 |
|---|----------|

Comments:

Professional Quality

Evidence of overall professional quality:

- | | |
|---|----------|
| <input type="checkbox"/> Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)
<input type="checkbox"/> Correct grammatical structure, punctuation, spelling, etc.
<input type="checkbox"/> Graduate quality professional writing
<input type="checkbox"/> Neatness | _____/20 |
|---|----------|

Comments:

Total Points _____/100

General Comments:

Evaluation Criteria Checklist
Requirement 3: Authentic Application of Theory to Practice (2-credit requirement only)
Handling Challenging Behaviors and Teaching Social Skills
October 9, 2009

Name _____ Workshop Date Attended _____

Criterion	Points
PART A	
Assessment Component	
<input type="checkbox"/> Provided basic background information on learner	____/5
<input type="checkbox"/> Direct Observation of learner social behavior (minimum of 4 observations—approximately 30 minutes each) <ul style="list-style-type: none"> <input type="checkbox"/> Date, time, description of environment/ <input type="checkbox"/> Identified type of recording system (appropriate to the behavior being recorded—e.g., event, duration, latency) <input type="checkbox"/> ABC format and analysis (Setting event, antecedent, social interaction behavior, maintaining consequence) 	
<input type="checkbox"/> Included completed standardized assessment/s protocols (if applicable) with identifying information omitted	
<input type="checkbox"/> Included completed Informal (e.g., Curriculum-based, teacher-made, etc) protocols with identifying information omitted	____/20
<input type="checkbox"/> Summarized assessment data for learner from <u>each</u> assessment <ul style="list-style-type: none"> <input type="checkbox"/> Name of assessment <input type="checkbox"/> Purpose of assessment, brief description of assessment, and rationale for choice of assessment <input type="checkbox"/> Patterns of behaviors in direct observations—“triggers” or variables maintaining or increasing behaviors, etc.) <input type="checkbox"/> Learner’s Present Level of Performance (PLOP) for each assessment—in objective, measurable terms <input type="checkbox"/> Learner’s strengths and areas of need in social interaction skill based on assessment <input type="checkbox"/> Chart or graph of assessment results as applicable (e.g., direct observations, ABC analysis, etc.) 	____/20
Total Points for Section ____/45	
PART B	
Instructional (intervention) Plan	
<input type="checkbox"/> Stated long-range goal/ and objectives which teach a social interaction skill (core conversation skills (e.g., responding/initiating, etc.), cooperative play/work skills (e.g., joining in, compromising, winning, losing, working in a group, etc.), friendship management (e.g., informal vs. formal, personal boundaries, etc.) problem solving skills (e.g., conflict resolution, teasing, friendship skills, etc.), employment skill, etc.	____/10
<input type="checkbox"/> Used assessment data (e.g., areas of need, results of direct systematic observations, etc.) as basis for instructional (intervention) goal & objectives <ul style="list-style-type: none"> <input type="checkbox"/> Statement of long-range goal (e.g., builds new skill, long-term learning, is challenging but realistic, and positive) <input type="checkbox"/> One (1) objective (e.g., connected to goal, direct focus of intervention, defines short-term immediate behavior, written in observable & measurable terms with stated conditions, criteria, consecutive times) 	
<input type="checkbox"/> Outlined 5-10 days of instruction which proactively teaches the specific social interaction skill .which will lead to achievement of the one (1) objective and ultimately the long-range goal <ul style="list-style-type: none"> <input type="checkbox"/> Wrote daily lesson objective for each instructional lesson (i.e., behavior stated in observable & measurable terms, specific conditions, and criterion of acceptable performance) <input type="checkbox"/> Sequenced lessons so each day learner moved closer to achieving the objective and long-range goal <input type="checkbox"/> Used one (1) of the strategies from the workshop (e.g., incidental teaching, structured learning—model, role play, practice, social stories, etc.) for the instructional intervention so learner can achieve objective and eventually goal. 	____/50
<input type="checkbox"/> Implemented instruction plan <ul style="list-style-type: none"> <input type="checkbox"/> Taught daily lesson for learner acquisition, identified social interaction skill <input type="checkbox"/> Kept data on learner performance (e.g., data chart, graph of data, etc.) <input type="checkbox"/> Wrote a brief evaluation of daily lesson instructional session 	____/25
Total Points for Section ____/85	
PART C	
Data and Instructional Decisions	
<input type="checkbox"/> Summarized learner performance data for each daily lesson <ul style="list-style-type: none"> <input type="checkbox"/> Used correct chart conventions (match between chart data and skill; accurate) <input type="checkbox"/> Used correct graphing conventions 	____/25
<input type="checkbox"/> Provided analysis and evaluation of client learner performance data <ul style="list-style-type: none"> <input type="checkbox"/> Summarized overall performance toward meeting objective and eventually long-range goal <input type="checkbox"/> Described instructional decisions (e.g., changes, future sub skill objectives, etc.) based on performance data with rationale for decisions 	____/25
Total Points for Section ____/50	
Overall Graduate quality (i.e., evidence of critical thinking—analysis, synthesis, evaluation, & professional writing	____/20
Overall Total Points ____/200	