

MURRAY STATE UNIVERSITY
Course Syllabus
SED 651

DEPARTMENT: Special Education

COURSE NUMBER: SED 651

CREDIT HOURS: 3

I. TITLE:

Social Competence for Safe Environments

II. CATALOG DESCRIPTION:

This course is designed to facilitate an understanding of the priority role that social competence should take in the school and post-school success of children and youth with severe behavior problems. Theories underlying social skills acquisition and practical approaches for implementation will be emphasized. Training strategies discussed will be applicable to a variety of educational environments, including residential, day-treatment, alternative education programs, public, and private schools. (Field Hours Required.)

III. PURPOSE:

This course is designed to inform education professionals of universal/targeted/intensive level instructional discipline strategies and techniques that can be used to deal with students with challenging behaviors.

IV. COURSE OBJECTIVES:

The educator outcomes for the course are to (numbers in parentheses refer to Experienced Teacher Standards):

A. Recognize the needs of children/youth with universal/targeted/intensive level challenging behaviors.
(4, 5, 6, 7)

B. Demonstrate different instructional discipline strategies to use with children/youth with targeted/intensive level challenging behaviors.
(2, 3, 4)

C. Research instructional discipline techniques for targeted/intensive level and identify the children/youth they can be used with.
(1, 2, 10)

D. Identify the historical perspectives of instructional discipline strategies and techniques.
(2, 6)

V. CONTENT OUTLINE:

1. Social Competence and Social Expectations
2. Describing Expectations for Social Behavior
3. Describing Standards for Meeting Expectations
4. Planning Survey Level Assessment for Social Competence
5. Summarizing Survey Level Assessment Results and Selecting Target Skills
6. Conducting a Specific Level Assessment
7. Setting Instructional Goals and Brainstorming Procedures
8. Developing and Refining Intervention Plans
9. Monitoring the Intervention
10. Analyzing Intervention Results and Determining Next Steps
11. Streamlining the Process of Social Competence to Groups of Students
12. Teaching Social Competence to Groups of Students
13. Teaching Social Competence Within and Across Grade Levels
14. Teaching Prosocial Behavior to Antisocial Youth

VI. INSTRUCTIONAL ACTIVITIES:

The class format will be lecture/discussion, hands-on activities, demonstration, and application projects.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: 15 hours of field experience required

VIII. RESOURCES:

Computer Labs, MSU COE Resource Library, Internet, MSU Waterfield Library, public library

IX. GRADING PROCEDURES:

Class Participation

Article presentations/discussions	5 points each class meeting
Chapter/Worksheet discussions	5 points each class meeting
Product Review	25 points
Chapter Worksheets	20 points each
Social Competence Assessment	50 points
Final Project Presentation/Discussion	50 points
Written Project Report	50 points

The following departmental grading scale will be used to compute the final grade.

A = 90 - 100%	Any grade of "I" (Incomplete) must be discussed with the course instructor prior to final examination week of the current semester, and may result in the lowering of the earned grade credit by one letter
B = 80 - 89%	
C = 70 - 79%	
D = 60 - 69%	
E = below 59%	

X. ATTENDANCE POLICY:

This course adheres to the policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY:

Cheating, plagiarism (submitting another person's materials as one's own), or doing work for another person, which will receive academic credit, are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. This course adheres to the policy published in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

Required Text:

Knapczyk, D. R., & Rodes, P. G. (1996). Teaching Social Competence: A practical approach for improving social skills in students at-risk. Boston, MA: Brooks/Cole Publishing Company.

Supplementary Materials:

Goldstein, A. P. (1999). The Prepare Curriculum: Teaching prosocial competencies (Revised Ed.). Champaign, IL: Research Press.

Goldstein, A. P. (1999). Teaching Prosocial Behavior to Antisocial Youth: Workshop supplement. Champaign, IL: Research Press.

Goldstein, A. P., & McGinnis, E. (1997). Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills (rev. ed.). Champaign, IL: Research Press.

McGinnis, E., & Goldstein, A. P., (1997). Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills (rev. ed.). Champaign, IL: Research Press.

McGinnis, E., & Goldstein, A. P., (1990). Skillstreaming in early childhood: teaching prosocial skills to the preschool and kindergarten child. Champaign, IL: Research Press.

XIII. PREREQUISITES:

None