

**MARIAN UNIVERSITY
ADULT AND ONLINE STUDIES
Institute of Professional Development (IPD)**

COURSE NUMBER: TDE604

SEMESTER/YEAR: Spring 2018

COURSE DATE: March 19-20, 2018

COURSE TITLE: Are You in the Zone? VA 2018

COURSE LOCATION: Double Tree – Richmond, VA

INSTRUCTOR: Michele Skarda

CREDITS: 1, 2 or 3

CONTACT: mlskarda57@marianuniversity.edu

PAPER DUE DATE: April 20, 2018

Grades are posted one week after the due date. Instructions for obtaining grades and transcripts are on page 5 of the syllabus.

I. COURSE DESCRIPTION:

This course accompanies the AEP Connections Conference held March 19th and 20th at the Double Tree in Richmond, Virginia.

Day One: Strategies for Teaching and Managing Difficult Behaviors and Executive Functioning in Students.

This course presents strategies, resources, and lesson plans for managing difficult behaviors arising from emotional dysregulation. Evidenced-based practices that build on the concepts of Theory of Mind, Positive Behavior Supports, Applied Behavior Analysis and Trauma Informed Schools are utilized. Participants will learn to identify and describe the role of neurological function in emotional regulation difficulties; proactive skills to prevent problematic behaviors; how to recognize triggers and precursors to meltdowns, blow-ups and shut downs; make sense of the multiple layers of emotional dysregulation and comorbidity with ADHD, executive function, sensory processing and autism; practical strategies and resources as well as lessons for teaching social, and emotional regulation; multiple tools and resources for working with students with challenging behaviors; create lessons and action plans for teaching emotional regulation, anxiety reduction, and attention skills; and strategies to use during escalated behavior and after a behavioral crisis.

Day Two: Are You in the Zone? Social Communication, Enhancing Social Skills & Academics for Students with Asperger Syndrome, High Functioning Autism, ADHD, PDD-NOS & More.

This course focuses on social skills and the importance of social pragmatic communication for the student with high-functioning autism or Asperger Syndrome. Participants will identify, develop measurable goals, and learn to use interventions for deficits related to social interaction, social communication and social emotional regulation allowing for more appropriate service delivery to students on the autism spectrum. The course also covers behavioral supports designed to enhance the student's ability to initiate work assignments, increase motivation, decrease distraction, compensate for gross and fine motor deficits, adapt the curriculum, modify academics, and increase cognitive processing. Extensive recommendations designed for specialists and classroom teachers to help students succeed in the academic environment will be provided.

II. COURSE OBJECTIVE:

Day One:

- Identify and describe the role of neurological functioning in emotional regulation difficulties.
- Demonstrate and learn proactive skills to prevent problematic behaviors.
- Learn how to recognize triggers and precursors to meltdowns, blow-ups and shut downs.
- Make sense of the multiple layers of emotional dysregulation and comorbidity with ADHD, executive function, sensory processing and autism.
- Investigate practical strategies and resources as well as lessons for teaching social, and emotional regulation.
- Learn multiple tools and resources for working with students with challenging behaviors.
- Create lessons and action plans for teaching emotional regulation, anxiety reduction, and attention skills.
- Learn strategies during escalated behaviors.
- Develop effective strategies to use after a behavioral crisis.

Day Two:

- List social difficulties associated with Asperger Syndrome and High Functioning Autism (HFA).
- Describe how Asperger Syndrome and HFA impacts social-emotional regulation.
- Describe how Mirror Neurons impact behavior.
- Describe how Theory of Mind, Central Coherence, Executive Function and Emotional Intelligence can impact Asperger Syndrome and HFA intervention.
- List multiple treatment techniques to improve the social triad of interaction, communication, and emotional regulation.
- List multiple techniques designed to improve academic success.

III. SEQUENTIAL OUTLINE AND ASSOCIATED LEARNING ACTIVITIES:

This course will explore numerous strategies and programs for K-12 students with learning difficulties and will provide an overview of current thinking in the areas of social, communication, self-regulation, sensory processing and academic interventions. The course is mainly lecture based but may also implement small group activities and question and answer periods.

IV. ASSESSMENT & EVALUATION:

Assessments will be based on the following:

A. Attendance at required sessions	73%
B. Research/Reflection Paper	27%
Total:	100%

Grading Scale

A	93-100	B	83-88	C	73-78	D	63-68
A-	91-92	B-	82-81	C-	72-71	D-	62-61
B+	89-90	C+	80-79	D+	70-69	F	60-0

Evaluations: See attached rubric.

Research Paper Requirements:

- List the speaker(s) name and write a line or two about their topic. Provide their current position and the background that makes them an expert on the subject.
- Write down your goal for attending the conference.
- Write down the key concepts from the speaker(s).
- Research other experts in the field and use that information to further your own or the speaker's ideas. Provide proper citations for any idea or opinion that is not your own.
- Write a rough draft immediately after the course while the information is still fresh in your mind.
- Submit your paper to mlskarda57@marianuniversity.edu on or before the due date listed on the first page of the syllabus. Some email accounts are flagged as spam (i.e. gmail, yahoo, hotmail. Etc.). If you are unable to email to the Marian University address you may try mskarda@att.net instead. (Please only use my personal email address if you are unable to send through my university address. My personal email receives many more emails than my Marian account so your response will be faster through my Marian account.)
- Papers submitted electronically must be in one of the following file formats: Microsoft Word Document (.docx), or Adobe PDF (.pdf). Please do not submit Google Docs (.pages).

GRADUATE CREDIT DISTINGUISHING ATTRIBUTES for 1 Graduate Credit and Documented Outcomes for 1 Graduate Credit:

Students must attend one day and complete a research/reflection paper.

The paper detailing critical key concepts should be 5 to 6 pages long and include a minimum of **two outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

GRADUATE CREDIT DISTINGUISHING ATTRIBUTES for 2 Graduate Credits and Documented Outcomes for 2 Graduate Credits:

Students must attend one day and complete a research/reflection paper.

The paper detailing critical key concepts should be 7 to 8 pages long and include a minimum of **three outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

OR

Students must attend two days and complete a research/reflection paper.

The paper detailing critical key concepts should be 5 to 6 pages long and include a minimum of **two outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

GRADUATE CREDIT DISTINGUISHING ATTRIBUTES for 3 Graduate Credits and Documented Outcomes for 3 Graduate Credits:

Student must attend two days and submit a research/reflection paper.

The paper detailing critical key concepts should be 9 to 12 pages long and include a minimum of **three outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

V. **REQUIRED TEXT(S): None**

VI. **REQUIRED READINGS: None**

VII. **OTHER RELEVANT INFORMATION:**

The Academic Honesty Statement

Academic Honesty: The rules and procedures dealing with academic honesty set forth in the Marian University Graduate Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited pursuant to Marian University Reference Manual. [Marian University Writing Center](#)

Withdrawal/Non-Attendance Policy

As this course takes place on the day of registration submission, there is no withdrawal period or refund of tuition.

A WD grade may be assigned for a student who has withdrawn during the designated withdrawal period. Courses with a grade of WD are included in attempted credits, but not in earned or total credits. A WD grade is not computed into the student's GPA, as the credits attempted were not successfully completed.

The FN grade is awarded to students who fail to attend or stop attending (unofficial withdrawal) a course. If a grade of FN is assigned, the instructor must also enter the "last date attended" in the Overall Attendance view in SabreNet. This grade is calculated as an "F" in determining grade point average.

Attendance Policy

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University.

Classroom and Campus Expectations

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful

or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Face Book, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Statement Regarding Persons with Disabilities

Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig Coordinator of Disability Services at lmolig65@marianuniversity.edu or Academic Support at 920-923-8951

Obtaining Course Grades and Transcripts: Marian University provides individual grade reports via the student services system referred to as SabreNet. Upon registration, students will be sent information from the Information Technology department to establish a user name and password to allow access to SabreNet. An unofficial transcript may be printed from SabreNet upon course completion. Grades are posted one week after the end of class.

To request transcripts online, please enter the link below:

<https://www.marianuniversity.edu/academic-programs/registrar/transcript-request/>

If you do not receive a log-in please contact the help desk:

ITS Help Desk

920.923.8947

Mon. – Fri. 7:30AM – 6:30PM CST

Sat. 8AM – 12:00PM CST

helpdesk@marianuniversity.edu

If you have questions about transcripts, please contact registration:

Office of the Registrar

920.923.7618

Mon. – Fri. 8AM – 4:30PM CST

registraroffice@marianuniversity.edu

Email Submissions/Communication

Submissions: All papers must be submitted via email to one of the email addresses provided in section IV of this syllabus. However, as firewalls and spam filters are getting more sensitive, some papers become lost in cyberspace. **When you send your paper, I will verify receipt within 48 hours by responding to your email. If you do not receive this confirmation email, it is safe to assume that I do not have your paper** and you will need to resubmit to my personal email address.

Communication: As I grade papers from several conferences, please reference the conference location (i.e. Illinois) in the subject line or the body of your email.

About Marian University

Marian is accredited through the Higher Learning Commission (HLC), a regional accreditation agency for institutions of higher education based in the North Central region of the United States. Marian was first accredited in 1960 and was reaccredited in 2016. Marian's reaccreditation validates and evaluates our academic offerings, governance and administration, mission, finances, and resources.

Along with institutional accreditation, Marian has several accredited programs:

- Business has several programs accredited through the International Assembly for Collegiate Business Education (IACBE).
- The Nursing Program is accredited through the Commission on Collegiate Nursing Education (CCNE).
- The Social Work Program is accredited through the Council on Social Work Education (CSWE).
- Teacher Education has several undergraduate and graduate programs accredited through the National Council for Accreditation of Teacher Education (NCATE).

Grading Rubric for TDE604

Research Paper Rubric	Exceeds Standards 4.5-4 points	Meets Standards 3-2 points	Unsatisfactory 1-0 points	Score
Format	Paper is neatly done, formatting requirement as per syllabus are complete, and citations are referenced appropriately.	One or more formatting elements are missing, missing citations in body of paper.	Formatting rules ignored, paper is shorter than required, missing references.	
Grammar and Spelling	No grammar or spelling errors.	1-2 minor grammar or spelling errors.	Lacks basic proofreading or contains major errors.	
Organization and Timeliness	Well-organized, well written and easy to understand. Paper flows. On time with no resubmission.	Well-organized but paper flow could be improved. Paper submitted late.	Organization is lacking and arguments difficult or impossible to follow. Paper is late.	
Reflection	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
Research	Meets or exceeds minimum research sources. Research sources are credible and relevant to paper topic. All sources are cited properly.	Meets minimum research sources. Most sources are credible and relevant to paper but stronger sources could have been used. Sources cited properly	Does not meet minimum number of required research sources or sources lack credibility and/or are not relevant to paper. Sources not cited properly.	
Original Work	Work clearly that of the author. Arguments or claims are supported by evidence.	Work that of the author but relies heavily on cited sources. Most arguments or claims are supported by evidence.	Work relies almost exclusively on the work of others or relies solely on opinion or noncredible sources.	