Course Description

Examination of theories underlying the acquisition of social skills by children and youth with disabilities. Specific teaching strategies, materials development and program implementation will be emphasized. 3 hours.

Pre-requisites

EDSP 5710

Course Objectives

Upon completion of this course, students will:

1.1 Demonstrate an understanding of the various aspects that contribute to social skill deficits.
   1.1.1. Define social skill performance deficits.
   1.1.2. Identify social skills deficits.
   1.1.3. Explain the impact of social skills as it pertains to quality of life.

1.2 Demonstrate an ability to utilize various assessment and evaluation procedures in the selection of individualized social skills goals and objectives.
   1.2.1. Identify screening and assessment tools useful for social skills.
   1.2.2. Describe assessment tools that are used during multi-gating assessment.
   1.2.3. Explain the impact of assessment tools in the educational programming of individuals.

1.3 Demonstrate knowledge and skills of group and individual interventions for addressing social skill deficits including but not limited to peer mediation/conflict resolution, peer tutoring/support, active student involvement, and other behavior-based strategies.
   1.3.1. Compare and contrast interventions that target social skills.
   1.3.2. Explain the impact of using evidence-based social skill interventions.
   1.3.3. Describe the steps for implementing a variety of social skill interventions.
   1.3.4. Explain the benefits of using group-focused interventions.
   1.3.5. Identify social skill deficits that may be addressed through group interventions.

1.4 Demonstrate knowledge and skills in utilizing commercially available programs designed for social development.
   1.4.1. Identify a variety of programs that target social skills.
   1.4.2. Explain the benefits of using comprehensive social skill curriculums.
   1.4.3. Summarize the research supporting commercially available programs/curriculums.
1.5 Demonstrate the ability to modify and implement existing social skills programs to most adequately meet individual student needs.
   1.5.1. Explain how different programs can be modified for a variety of age groups and skill levels.
   1.5.2. Identify the key considerations for effectively modifying a program for teaching a variety of social skills.

1.6 Demonstrate an understanding of the generalization and maintenance of social skills for students with disabilities.
   1.6.1. Explain the terms generalization and maintenance.
   1.6.2. Describe the importance of planning for generalization and maintenance of social skills.

**Required Materials**


*Other supplemental readings will also be required but will be available online at no cost.*

**Recommended (Optional):**


**Technology Requirements**

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

**Course Requirements**

Each Module runs one full week, ending at 8:00 am on Sunday, with the exception of Module 8 which ends 11:59 pm on Friday of the last week of class. Module 1 begins at midnight the morning of the first day of classes.
<table>
<thead>
<tr>
<th>Module</th>
<th>Reading and Study Requirements</th>
<th>Assignments &amp; Assessments*</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Course Intro and Foundations of Social Skills</td>
<td>Wilkerson et al.: Ch. 1-2 1 PDF Lecture 1 Video 4 Articles</td>
<td>Introduce Yourself Module 1 Discussion • Initial reflection due Friday at 11:59 PM • Replies due Sunday 8:00 AM</td>
<td>15 20</td>
</tr>
<tr>
<td>2: Assessment of Social Skills</td>
<td>Wilkerson et al.: Ch. 6 1 PDF Lecture 3 Articles 2 PDFs</td>
<td>Module 2 Discussion • Initial reflection due Friday at 11:59 PM • Replies due Sunday 8:00 AM SS Video Activity • Due Sunday 8:00 AM Sign up for Group • Due Sunday 8:00 AM</td>
<td>20 55</td>
</tr>
<tr>
<td>3: Social Skills Interventions</td>
<td>Wilkerson et al.: Ch. 7 3 PDF Lectures 1 Video 3 Articles 6 Websites</td>
<td>Module 3 Discussion • Initial reflection due Friday at 11:59 PM • Replies due Sunday 8:00 AM Article Chat #1 (exact time to be announced through Canvas) • Due Sunday 8:00 AM</td>
<td>20 45 (choose how you engage)</td>
</tr>
<tr>
<td>4: Social Skills Groups, Developing Cohesive Groups</td>
<td>Wilkerson et al.: Ch. 5 3 PDF Lectures 2 Videos 3 Articles</td>
<td>Module 4 Discussion • Initial reflection due Friday at 11:59 PM • Replies due Sunday 8:00 AM</td>
<td>20</td>
</tr>
<tr>
<td>Article Chat #2 (exact time to be announced through Canvas)</td>
<td>45 (choose how you engage)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Module (Module 6 Group)</td>
<td>285 (for group 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5: Commercial Social Skill Curriculums</th>
<th>Wilkerson et al.: Ch. 3-4 1 PDF Lecture 3 Videos 3 Articles 2 Websites</th>
<th>Module 5 Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Initial reflection due Friday at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Replies due Sunday 8:00 AM</td>
</tr>
<tr>
<td>Curriculum Review</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Module (Module 7 Group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send article to instructor for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6: Intro to a Training Session, Social Entry (Body Basics/Starting a Conversation; Joining In; Recognizing &amp; Expressing Feelings)</th>
<th>TBD – student created</th>
<th>Module 6 Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Initial reflection due Friday at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Replies due Sunday 8:00 AM</td>
<td></td>
</tr>
<tr>
<td>Article Review</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Module (Module 8 Group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Due Sunday 8:00 AM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7: Maintaining Interactions (Having</th>
<th>TBD – student created</th>
<th>Module 7 Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Module</td>
<td>Discussion Posts</td>
<td>Social Skills Video Activity</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| **8: Solving Problems** (Using Self-Control; Solving Arguments, Teasing, Being Left Out, Accepting “No”) | • Initial reflection due Friday at 11:59 PM  
• Replies due Sunday 8:00 AM | **Module 8 Discussion**  
• Initial reflection due Wednesday at 11:59 PM  
• Replies due Friday at 11:59 PM | **(Only one group grade of 285 pts. and two out of three Article Chats for 45 pts each)** |

*Note: All requirements for a Module are due by the end of the Module week. For specific due dates for each Assignment and Assessment, please refer to Module Assignment/Assessment details.*

**Course Expectations**

As the instructor in this course, I am responsible for
- providing course materials that will assist and enhance your achievement of the stated course goals,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for
- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

**Discussion Posts:** (CLO 1.1 – 1.6) Each module has a discussion board. Given the subject matter of this course in particular, with its emphasis on the practical application, student participation and discussion is a critical element. Students will be expected to go through all components of the modules prior to engaging in discussions posted on the discussion board.

**Social Skills Video Activity:** (CLO 1.1, 1.3, 1.6) Students will review a video using UNT’s Video On Demand feature. After watching the hour-long video, students will respond to the questions available on Canvas.

**Teach a Social Skills Module:** (CLO 1.1 – 1.6) Each student will work with one of three groups to teach an assigned topic as a learning module. Students will collaborate to prepare an appropriate teaching unit that includes a detailed lesson plan. Presentations should
present the information as if they are conducting an in-service training for teachers online. Specific information will be available on Canvas.

**Product/Curriculum Review:** (CLO 1.3 – 1.5) This assignment is designed to provide students with the opportunity to evaluate and critique programs/curriculums for teaching social skills to school-age individuals. Students will review the materials provided on Canvas, create a written evaluation of the materials, and submit it on Canvas. A detailed description of the assignment and a rubric for evaluation will be made available on Canvas.

**Article Review:** (CLO 1.1 – 1.6) Given the importance of analysis and familiarity with evidence-based practices is a critical component of bridging research to practice, students will select a peer-reviewed research article and write a formal review. Articles should be no more than 5 years old, should be empirical in nature and must be approved by the instructor prior to submission. Additional details about this assignment will be posted on Canvas.

**Article Chats:** (CLO 1.1 – 1.6) Given the importance of discussion and familiarity with evidence-based practices, discussion of this content is a critical component of bridging research to practice. Students will be expected to participate in a total of two online article chats. Live article chats will take place at a to-be-determined time via the Canvas chat feature for participation and discussion or students can review the chat transcript and respond to the discussion questions via Canvas (discussion board). Students will be expected to have read the article and either participate in the live chat or respond to the discussion questions posted in Canvas.

**Late Work and Make-Ups**

Late discussion posts **will NOT** be accepted for a grade. Your initial reflection/post is needed by the due date in order to respond to classmates.

Generally, late work on assignments will **NOT** be accepted. However, if you feel you might need an extension on an assignment, please contact your instructor **BEFORE** the assignment is due for consideration. If an assignment is going to be accepted late, it will follow the following late penalty: 1-2 days (5% penalty), 3-4 days (10% penalty), 5-6 days (15% penalty), and 7 days (20% penalty).

**Grading**

Final course grades will be based on the following scale:

- A = 900 – 1000 pts.
- B = 800 – 899 pts.
- C = 700 – 799 pts.
- D = 600 – 699 pts.
- F = less than 600 pts.

**Technical Support**
Syllabus
EDSP 5670

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk
Sage Hall 130
940-565-2324
helpdesk@unt.edu

Technical Skill Requirements
To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Netiquette
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette (https://online.uwc.edu/academics/how-online-education-works/online-etiquette) when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. UNT’s expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. The Code of Student Conduct can be found at: http://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf Please remember to remain respectful of your instructor and fellow classmates.

Academic Integrity
Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. You will find the policy and procedures at using the link above.

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that
students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

The paragraph reads:
(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.