

**SCHOOL OF EDUCATION**  
**MARIAN UNIVERSITY OF FOND DU LAC**  
**Institute for Professional Development and Virtual Learning (IPDLV)**

**COURSE NUMBER:** TDE604

**SEMESTER/YEAR:** Fall 2017

**COURSE DATE:** November 1 - 2, 2017

**COURSE TITLE:** **Zones of Regulation** – CO 2017

Strategies to Foster Self-Regulation, Emotional Control, Social Skills, & Executive Functioning in Students.

**COURSE LOCATION:** Radisson Hotel Denver Southeast – Aurora, CO

**INSTRUCTOR:** Michele Skarda

**CREDITS:** 1, 2 or 3 credit options

**CONTACT:** MLSkarda57@marianuniversity.edu

**DUE DATE:** Research Paper is due December 2<sup>nd</sup>, 2017. Grades are posted one week after the due date. Instructions for obtaining grades and transcripts are on the last page of syllabus.

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**I. COURSE DESCRIPTION:**

This class accompanies the AEP Connections Conference held November 1st and 2nd at the Radisson Hotel in Aurora, CO.

Day one of this conference, “*Are You in the Zone? Social Communication, Enhancing Social Skills, and Academics for Students with Asperger’s Syndrome, High Functioning Autism, ADHD, PDD-NOS and More*” will teach students how to reframe their thinking in addressing students with High Functioning Autism/Asperger Syndrome. The first part of the class will focus on social skills and the importance of social pragmatic communication for the student with autism. Individuals with this diagnosis possess inadequate social skills. Their ability to effectively engage and communicate is hampered by deficits that standardized tools often fail to target and many professionals have struggled to teach. This class will help students to identify, develop measurable goals, and learn to utilize interventions for those deficits related to social-interaction, social-communications, and social-emotional regulation thereby allowing for more appropriate service delivery to those affected by autism. The second part of the class will focus on autism and academics and executive functioning. Students will learn a variety of 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. By employing these techniques educators will learn how to defuse power struggles in the academic environment and implement procedures that will benefit all. Extensive recommendations designed for specialist and classroom teachers to help students succeed in the academic environment will be provided. Students will take home numerous useful tools and creative ideas to use the very next day.

Day two of this conference, “*Zones of Regulation – Self-Regulation for Students Who Struggle with Managing their Emotions and Sensory Needs*” will provide strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. Practical ideas are provided that can be easily incorporated into the classroom or home.

*The Zones of Regulation* (2011) curriculum, is comprised of lessons and activities designed by Leah Kuypers, M.A. Ed., OTR/L to help students gain skills in the area of self-regulation. The lessons and learning activities are designed to help the students recognize when they’re in the different Zones (states of alertness/moods) as well as learn how to use strategies to regulate the Zone they are in. In addition to addressing self-regulation, the students will be gaining an increased vocabulary of emotional terms, skills in reading facial expressions, perspective on how others see and react to their behavior, insight on events that trigger their behavior, calming and alerting strategies, and problem solving skills. During this full day class, you will learn dozens of functional, ready-to-use strategies for teaching students how to develop skills for self-regulation.

Prerequisite(s): None

## II. PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:

The Institute for Professional Development and Virtual Learning (IPDVL) in the School of Education focuses on supporting post-graduate educators committed to excellence through life-long learning in their profession. Five interconnected themes serve as the framework for courses: Value and Ethics, Knowledge, Reflection, Collaboration and Accountability.

## III. COURSE OBJECTIVES:

### Value and Ethics

Students will:

- Be respectful of a communal learning environment and practice sensitivity to others opinions and communication styles.
- Practice civil discourse and professional behavior at all times.

### Knowledge

Students will be able to:

#### Day One

List social difficulties associated with Asperger's 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.

#### Day Two

Identify sensory processing systems, integration and its impact on modulation.

Outline executive functions that frequently impact self-regulation.

Understand and define emotional regulation

Develop insight into a systematic way to teach students to self-regulate.

Cite strategies to identify one's level of alertness and emotions and describe how social and contextual cues are used to decipher expected behavior.

Demonstrate strategies to use to adjust one's level of alertness/emotions to match the demands of the environment.

Identify ways to integrate The Zones into practice and generalize skills across settings.

### Reflection

Students will:

Listen critically and attentively in preparation to engage in discussions and conversations pertaining to the material.

Think critically about the speaker(s) topic and be willing to challenge those assumptions via the written paper or to suspend previous assumptions regarding the topic.

Reflect outside of the conference on the key learnings and apply them to their own classroom situations appropriately.

Think beyond the conference setting by reading other expert's work to gain a deeper learning of the topic and include these references in your paper.

### Collaboration

Students will:

Respect the ideas of others even when they are in conflict with your own by conducting a thoughtful debate and/or discussion.

Present ideas that will further the learning of the conference attendees.

Ask questions to other attendees, parents, or the speaker to gain insight from a different perspective or to answer specific questions you may have.

### Accountability

Students will:

- Attend all registered days of the conference.
- Complete all required coursework.
- Seek out information that furthers your own learning regarding the topic.

#### IV. SEQUENTIAL OUTLINE:

This conference will explore the numerous strategies necessary for successful inclusion programs for K-12 students with autism spectrum disorder. The course will also give an overview of current thinking in the areas of social, communication, self-regulation, sensory and academic interventions.

#### V. TEACHING STRATEGIES:

- A. Lecture
- B. Discovery Learning
- C. Demonstration
- D. Reflection
- E. Research Paper

#### VI. EVALUATION METHODS (Assignments):

A. Attend all sessions of the conference	70%
B. Research Paper	30%
<b>Total</b>	<b>100%</b>

#### Grading Scale – Professional Development

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

#### Research Paper Requirements and Tips

- A. List the speaker(s) name and write a line or two on what they spoke about at the event. Provide their current position and the background that gives them the authority to speak on their chosen subject(s).
- B. Write down the original goal of the conference and why you attended the conference. For example, I am an elementary teacher and I wanted to learn more about .... That would be the theme statement of your paper.
- C. Write down the highlights from the speaker(s). If you are unclear about any of the speaker's main points, ask them about them afterwards or talk to other key people at the conference and get their opinion on the most important topics discussed.
- D. Research other experts in the field and use that information to further your own ideas. Provide proper APA citations for any idea or opinion that is not your own. It is recommended that you write a rough draft of your research paper within two weeks of the conference. It is important to get the information on paper while it is still fresh in your mind. Submit your paper to [MLSkarda57@marianuniversity.edu](mailto: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 [muskarda@att.net](mailto:muskarda@att.net) instead. **(Please only use my personal email address if you are unable to send through the [MLSkarda57@marianuniversity.edu](mailto:MLSkarda57@marianuniversity.edu) address. My personal email account receives many more emails than my Marian account so your response through my Marian account will be much faster.)**

- E. Read over your paper at least twice before you send it in and be sure to check your grammar, spelling and key facts. It's always better to let another pair of eyes check your work before you submit it.
- F. 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.
- G. For 1 Graduate Credit Option.**  
*One Day Attendance and Research Paper*  
Paper should be 5 – 6 pages and include a minimum of two other research sources, have a 12 point font and be double spaced. At least one page of your research paper must include an 'action plan' of how you intend to use what you learned in your work or home setting. Use APA style formatting, including a works cited page for the additional research that you did on this topic.
- H. For 2 Graduate Credit Option.**  
*One Day Attendance and Research Paper*  
Paper should be 7 – 8 pages, 12 point font, double spaced. The paper required for this 2 credit option should also include a minimum of three research sources. At least one page of your research paper must include an 'action plan' of how you intend to use what you learned in your work or home setting. Use APA style formatting, including a works cited page for the additional research that you did on this topic.
- OR**
- Two Day Attendance and Research Paper*  
Paper should be 5 – 6 pages, 12 point font, double spaced. The paper required for this 2 credit option should also include a minimum of two research sources. At least one page of your research paper must include an 'action plan' of how you intend to use what you learned in your work or home setting. Use APA style formatting, including a works cited page for the additional research that you did on this topic.
- I. For 3 Graduate Credit Option.**  
*Two Day Attendance and Research Paper*  
Paper should be 9-12 pages, 12 point font, double spaced. The paper required for the 3 credit option should also include a minimum of four research sources that you do on the topic covered at the conference. At least one page of your research paper must include an 'action plan' of how you intend to use what you learned in your work or home setting. Use APA style formatting, including a works cited page for the additional research that you did on this topic.

## **VII. OTHER RELEVANT INFORMATION:**

### **The Academic Honesty Statement**

Academic Honesty: The rules and procedures dealing with academic honesty set forth in the Marian University 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 (available on the Marian University Writing Center website).

### **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, Facebook, 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.

#### **Incomplete Policy (change of grade)**

The rules and procedures for academic honesty are set forth in the Incomplete Policy Section of the Marian University *Graduate Educational Studies Information Guide*. Upon the assignment of an incomplete (I), the student will have until the end of the following semester to complete the course work. An extension may be granted by the Chair of Educational Studies. If the work is not complete by the end of the following semester, the incomplete will be changed to an "F". (This does not apply to practicum courses or to Action Research courses.)

#### **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 should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. 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. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

#### **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](mailto:lmolig65@marianuniversity.edu) or Academic Support at 920-923-8951.

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

IX. **REQUIRED READINGS:** None

X. **BIBLIOGRAPHY:**

- Adreon, Diane and Myles, Brenda Smith, (2001). *Asperger syndrome and adolescence: Practical solutions for school success*. Overland Park, KS: AAPC.
- Baker, Jed, (2008). *No more meltdowns: Positive strategies for managing out-of-control behavior*. Arlington, TX: Future Horizons.
- Baker, Jed, (2006). *Preparing for life: The complete guide for transitioning to adulthood for those with autism and asperger syndrome*. Arlington, TX: Future Horizons.
- Baker, Jed, (2003). *Social skills training for children and adolescents with Asperger Syndrome and social-communications problems*. Overland Park, KS: AAPC Publishing.
- Baker, Jed, (2007). *Social skills training and frustration management*. [DVD]. United States, Future Horizons.
- Baker, Jed, (2006). *The social skills picture book: For high school and beyond*. Arlington, TX: Future Horizons.
- Baker, Jed, (2003). *The social skills picture book: Teaching play, emotion, and communication to children with autism*. Arlington, TX: Future Horizons.
- Buron, Kari Dunn, (2007). *A 5 is against the law! Social boundaries: Straight up! An honest guide for teens and young adults*. Overland Park, KS: AAPC Publishing.
- Buron, Kari Dunn, (2005). *The incredible 5 point scale*. [DVD]. United States, AAPC Publishing.
- Buron, Kari Dunn, (2012). *The incredible 5 point scale: The significantly improved and expanded edition*. Overland Park, KS: AAPC Publishing.

- Gray, Carol, (2000). The new social story book: Illustrated edition. Arlington, TX: Future Horizons.
- Jaffe, Amy, and Gardner, Luci, (2006). My book full of feelings: How to control and react to the size of your emotions. Overland Park, KS: AAPC Publishing.
- Moyes, Rebecca A, (2002). Addressing the challenging behavior of children with high-functioning autism/Asperger's Syndrome in the classroom: A guide for teachers and parents. Philadelphia, PA: Jessica Kingsley Publishers.
- Moyes, Rebecca A, (2010). Building sensory friendly classrooms to support children with challenging behaviors: Implementing data driven strategies. Arlington, TX: Sensory World.
- Moyes, Rebecca A, (2001). Incorporating social skills in the classroom: A guide for teachers and parents of children with high-functioning autism and Asperger Syndrome. Philadelphia, PA: Jessica Kingsley Publishers.
- Moyes, Rebecca A, (2012). Visual techniques for developing social skills: Activities and lesson plans for teaching children with high-functioning autism and Asperger's Syndrome. Arlington, TX: Future Horizons.
- Myles, Brenda Smith and Jack Southwick, (2005). Asperger Syndrome and difficult moments: Practical solutions for tantrums, rage and meltdowns. Overland Park, KS: AAPC Publishing.
- Myles, Brenda Smith, (2001). Asperger Syndrome and sensory issues: Practical solutions for making sense of the world. Overland Park, KS: AAPC Publishing.
- Myles, B. S., Adreon, D., and Gitlitz, D, (2006). Simple strategies that work! Helpful hints for all educators of students with Asperger Syndrome, high-functioning autism, and related disabilities. Overland Park, KS: AAPC Publishing.
- Myles, B.S., Trautman, M.L., and Schelvan, R.L. (2004). The hidden curriculum: Practical solutions for understanding unstated rules in social situations. Overland Park, KS: AAPC Publishing.

## XI. EMAIL SUBMISSIONS/COMMUNICATION

Submissions: All papers must be submitted via email to one of the email addresses provided in section VI 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.

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

## XII. GRADE INFORMATION AND TRANSCRIPTS **\*\*IMPORTANT\*\***

Marian University, like most institutes of higher education, does not mail out individual grade reports anymore. Instead they make it available to request an official transcript or download an unofficial one to verify course completions. Once a new student registers for a class, they are entered into the Marian registration system; you will then be sent information from our IT Department to set up a username and password to allow you to access our online student services system known as SabreNet. If you have any trouble with this process you can email the help desk at [helpdesk@marianuniversity.edu](mailto:helpdesk@marianuniversity.edu) and they will walk you through it. This system will allow you to print off an unofficial transcript with your grade on it, once grades have been posted. **Grades are posted one week after the due date.** You can get an official copy of your transcript by following the directions below.

### HOW TO ORDER

- Visit <https://my.marianuniversity.edu> and log in with your Marian username and password.
- If you do not have a Marian username and password or do not remember your sign-on information, you will need to click on “Former Student Account Request” found in the upper right corner of the page under “Links”.
- You will be notified of your sign-on information via the email you listed on the form.
- Next click on “SabreNet” found under the “Academics” drop-down menu and log in with your Marian username and password.
- Next click on “Request Official Transcript” at the bottom of the page, and complete the form.
- A major credit card and a valid email address are required.
- There is a nominal \$3.00 fee per transcript requested.
- An additional fee of \$1.99 will be charged for the optional tracking feature.
- Your transcript will be securely emailed to its recipient within 1-2 business days of your completed order.

Requestors without a valid email or credit card can contact the Registrar’s Office at 920-923-7618 or [registraroffice@marianuniversity.edu](mailto:registraroffice@marianuniversity.edu) for assistance in ordering transcripts.