

**California State University San Marcos**  
**COLLEGE OF EDUCATION**  
**Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**EDEX 636: Research and Best Practices Seminar**  
**CRN 30234 Advanced Process Communication:**  
**Improving Student Performance with Positive Behavioral Supports**  
**(1 credit unit)**

|              |                              |                              |
|--------------|------------------------------|------------------------------|
| Instructors: | Judith Ann Pauley            | Joseph F. Pauley             |
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| WebCT:       |                              |                              |

### **I. Course Description**

This course focuses on connecting, motivating, and resolving conflict using positive behavioral supports. Participants will learn key early warning indicators that students are beginning to get into distress and will learn positive strategies to use to head off disruptive negative behaviors. They will practice intervention and prevention strategies to facilitate crisp communication and effective relationships. The internationally recognized, research based concepts of the Process Communication Model developed by Dr. Taibi Kahler, a clinical psychologist in Little Rock, Arkansas, will be the foundation of the instruction. Prerequisite: Attendance at a 3-credit Process Teaching course or Classroom Management so that No Child Gets Left Behind.

### **II. Content and Performance Goals**

At the completion of this course participants will be able to:

1. Apply knowledge about individual early warning indicators of distress to better understand when students and others need positive behavior supports.
  - a. Identify six simple verbal cues that are warning signals of first degree distress.
  - b. Identify changes in sentence patterns that indicate students are beginning to get into distress.
  
2. Apply knowledge of the strengths and distress behaviors of students and colleagues to increase student academic achievement and student and teacher satisfaction.
  - a. Identify the distress sequences of the six personality types

- b. Identify behaviors of first degree distress of the six personality types
  - c. Identify the failure mechanisms of the six personality types
3. Use strategies to help teachers work effectively with students and colleagues of diverse cultures and backgrounds
  4. Use strategies to deal with conflict and challenging behaviors
    - a. Identify causes of conflict between teachers and students, between student and student, between teachers and parents, and between colleagues
    - b. Develop strategies using positive behavior supports to invite people out of distress
    - c. Use these strategies to resolve conflict with each of the six personality types
  5. Articulate the settings in which these skills may be applied

### III. What I Need for Class

Kahler Process Communication Advanced Seminar, Kahler, T., from Kahler Communications, Inc., 2000. Email [joe@kahlercom.com](mailto:joe@kahlercom.com) for procedures for obtaining materials.

Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom, Pauley, J., Bradley, D., Pauley, J., Paul H. Brookes Publishing Co. 2001.

#### **Selected Articles, Handouts, and Web Sites including:**

"People Are Like Snowflakes: No Two Are Exactly Alike" Farris, B.

"Motivating Students According to their Needs", Bradley, D.

"Giving At Risk Students a Chance", Loftin, K.

"The Teen Leadership Program: A Model for Success:", Fox, L.

"In What Ways Might You Change Your Beliefs About Learning Styles and Diversity", Nevin, A.

"Reaching and Teaching All Students in the Mainstream Environment", Thousand, J.

"Preventing Students from Dropping Out", Wolfe, O.

"Empowering Students Through the Power Hour", Bell, R., Martin, C., Owens, A.

Supplemental reading and videos illustrating the concepts of Process Communication.

Antecedent Behavior & Consequence form from "Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom", Pauley, J., Bradley, D., and Pauley, J. Paul H. Brookes Publishing Co. 2001.

Process Communications website: [www.kahlercom.com](http://www.kahlercom.com)

Post class consultation with the trainers via email ([jfpauley1@earthlink.net](mailto:jfpauley1@earthlink.net))



## V. Scholastic Requirements

### **Class Attendance and Participation (60 maximum points)**

This course consists of 2, 7.5-hour day (plus break) class sessions. Attendance at and active participation in both of the **2 classes** is worth a maximum of **30 points per class/day**.

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon class norms; and e) completing and sharing reflections. Participants who arrive late, depart early, engage in a "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class.

### **Completion of a First Degree Distress Strategy Paper ( 18 maximum points)**

Write an intervention strategy identifying driver and script verbal cues for each of the six types and appropriate intervention strategies. Paper will be due via Email ([joe@kahlercom.com](mailto:joe@kahlercom.com)) by 15 August 2003.

### **Completion of a Second Degree Distress Strategy Paper (18 maximum points)**

Write an intervention strategy for the failure mechanisms for each of the six types and appropriate intervention strategies. Paper will be due via Email ([joe@kahlercom.com](mailto:joe@kahlercom.com)) by 15 August 2003.

### **Completion of 1 ABC form (4 maximum points)**

Analyze an incident of conflict using the **Antecedent, Behavior & Consequence** form from "Here's How to Reach Me". Form due 22 July 2003.

| <b><u>Class Date Topics</u></b>                        | <b><u>Readings Due Today</u></b>            | <b><u>Assignments Due</u></b> |
|--|---|-------------------------------|
| July 21    Understanding<br>Distress &<br>Phase Issues |   |                               |
| July 22    Heading Off &<br>Resolving Conflict         | "Kahler Advanced<br>PCM Seminar,<br>pp 1-34 | ABC form                      |

#### **Key to Personnel:**

JAP    = Judith Ann Pauley

JFP= Joseph F. Pauley

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### Writing Criteria

Two strategy papers are due on the dates indicated in the syllabus schedule.

The quality of the strategy papers will be judged based upon at least the following criteria:

- use of respectful and professional “person first” language (i.e., “Rich who has Cerebral Palsy” versus “the CP child”);
- word processed with accuracy in spelling, punctuation, and grammar;
- organization, comprehensiveness, and professional appearance of the product
- connection with readings, class discussions, findings on the web, and;
- use of higher order thinking skills of application, analysis, synthesis, and evaluation.

### GRADING SCALE (in percentages):

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <b>A 94-100</b> | <b>A- 92-93</b> | <b>B+ 89-91</b> |
| <b>B 86-88</b>  | <b>B- 84-86</b> | <b>C+ 81-83</b> |

### Criteria for Grading:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.**

## EDMX ??? TRACKING FORM

NAME: \_\_\_\_\_

### I. Attendance, Punctuality & Participation - 60 possible points

Class #1 \_\_\_\_\_(30)

Class #2 \_\_\_\_\_(30)

Sub-Total I. \_\_\_\_\_(60 maximum)

### II. Distress Strategy Papers – 36 possible points

First Degree \_\_\_\_\_(18)

Second Degree \_\_\_\_\_(18)

Sub-Total II. \_\_\_\_\_(36 maximum)

### III. ABC Assignment – 4 possible points

#1 \_\_\_\_\_(4)

Sub-Total III. \_\_\_\_\_(4 maximum)

**GRAND TOTAL (100 POSSIBLE POINTS) = \_\_\_\_\_**