



COURSE SYLLABUS

I. General Information

Course Title: *Love and Logic: Adults Supporting Youth with Special Needs™*

Course Facilitator: _____

Course Credit: _____

Target Audience: Parents with children of all ages, mental health professionals, and educators working with families, focusing on youth with special needs and/or cognitive disabilities.

II. Course Goals

This course has been designed to help participants learn skills for:

- building safe, healthy relationships
- empowering youth with special needs to be more self-reliant
- teaching daily living skills
- teaching youth with special needs healthy coping skills
- helping youth attribute success to effort

III. Course Description

This course follows the parent training program titled *Love and Logic: Adults Supporting Youth with Special Needs™*

This course has been designed for participants who already possess a good understanding of the Love and Logic approach. It's essential that participants have attended a previous Love and Logic class.

This program consists of four separate sessions, each of which teaches a different subset of skills. Each of these skill subsets is taught through the following media:

- Video presentations by Charles Fay, Ph.D., discussing, modeling, and providing examples of each skill
- Readings
- Structured group exercises and discussions

COURSE SYLLABUS

Love and Logic: Adults Supporting Youth with Special Needs™

IV. Course Outline and Objectives

Session One: Understanding Their Unique Needs and Gifts

Participants will learn:

- Understanding that every child is unique
- How to look at needs and not labels
- A process for reaching academically discouraged youth
- How to start on the right note
- How to answer difficult questions

Session Two: Maintaining Healthy “Can-Do” Expectations

Participants will learn:

- How to teach basic skills required for success
- Compliance skills
- Personal request skills
- Encouraging skills
- Coping skills

Session Three: Developing and Maintaining Positive Parent-Teacher Relationships

Participants will learn:

- Building a foundation of positive relationships
- The importance of leading with empathy
- Tips for problem-solving
- Sending messages of capability
- The P.A.R.E.N.T.S. process

Session Four: Reaching Discouraged and Resistant Learners

Participants will learn:

- How to apply the One-Sentence Intervention
- How to implement ‘accidental skill-building’
- How to attribute success to effort
- Why praise can backfire

COURSE SYLLABUS

Love and Logic: Adults Supporting Youth with Special Needs™

V. Evaluation

Between each session, participants will complete a Reaction/Experimentation Sheet, detailing what they believe to be the most valuable skill they learned in the previous session, how they experimented with this skill at home or on the job, and the results of their experiment.

A final exam will be administered after the last session.

VI. Bibliography

- Bandura, A. (1976). Effecting change through participant modeling principles. In J.D. Krumboltz & C.E. Thorensen (Eds.), *Self-control: Power to the person* (pp. 86-110). Pacific Grove, CA: Brooks/Cole.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Benson, P., Galbraith, J., & Espeland, P. (1995). *What kids need to succeed: Proven, practical ways to raise good kids*. Minneapolis, MN: Free Spirit Publishing.
- Brehm, S., & Brehm, J. (1981). *Responses to loss of freedom: A theory of psychological reactance*. Morristown, NJ: General Learning Press.
- Bowlby, J., Ainsworth, M. (1992). *Origins of Attachment Theory*. *Developmental Psychology* 28, 759-775.
- Cline, F., & Fay, J. (1990). *Parenting with love and logic*. Colorado Springs, CO: Pinon Press.
- Cline, F., & Fay, J. (1993). *Parenting teens with love and logic*. Colorado Springs, CO: Pinon Press.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.
- Dunlap, G., dePerczel, M., Clarke, S., Wilson, D., White, R., & Gomez, A. (1994). Choice making to promote adaptive behavior for students with emotional and behavioral challenges. *Journal of Applied Behavior Analysis*, 27, 505-518.
- D'Zurilla, T. (1986). *Problem-solving therapy: A social competence approach to clinical intervention*. New York: Springer.
- Eccles, J., Midgley, C., Wigfield, A, Miller-Buchanan, C., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. *American Psychologist*, 48, 90-101.
- French, J., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power*. Ann Arbor, MI: Institute of Social Research.
- Garnezy, N. (1985). Stress-resistant children: The search for protective factors. In J.E. Stevenson (Ed.), *Recent research in developmental psychopathology: Journal of Child Psychology and Psychiatry book* (supplement 4, pp. 213-233). Oxford: Pergamon.
- Glass, D., Singer, H., Leonard, D., Krantz, S., Cohen, S., & Cummings, H. (1973). Perceived control of aversive stimulation and the reduction of stress responses. *Journal of Personality*, 41, 577-595.

- Harter, S. (1986). Processes underlying the construction, maintenance, and enhancement of the self-concept in children. In J. Suls & A. Greenwald (Eds.), *Psychological perspectives on the self*. (vol. 3, pp. 137-181). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kerr, M. & Bowen, M. (1988). *Family Evaluation: An approach based on Bowen theory*. New York: W. W. Norton.
- Jolivette, K., Wehby, J., Canale, J., & Massey, G. (2001). Effects of choice making opportunities on the behavior of students with emotional and behavioral disorders. *Behavioral Disorders*, 26, 131-145.
- Kotulak, R. (1997). *Inside the Brain*. Kansas City, MO: Andrews McNeel.
- Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Rescorla, R. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist* 43, 151-160.
- Rogers, C. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21, 95-103.
- Selye, H. (1976). *The stress of life* (2nd edition). New York: McGraw-Hill.
- Sutton, R. E. (2004). Emotion regulation goals and strategies of teachers. *Social Psychology of Education*, 7, 379-398.
- Webster-Stratton, C. (1988). Mothers' and fathers' perceptions of child deviance: Roles of parent and child behaviors and parent adjustment. *Journal of Consulting and Clinical Psychology*, 56, 909-915.
- Werner, E., & Smith, R. (1980). *Vulnerable but invincible*. New York: Wiley.