

**CIEP 332 SCHOOL-WIDE APPLICATIONS OF LEARNING AND SOCIAL,
EMOTIONAL, AND BEHAVIOR SUPPORT
Loyola University Chicago
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Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response

(BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice". This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/education/about.shtml>

Description

This course focuses on the needs of a school to support the success of all students and teachers in K-12 settings, including those with special needs. It examines the planning involved in the development of comprehensive, school-wide positive behavior support programs, the application of universal design to curriculum development, and the on-going evaluation of progress made by students for whom intervention is needed. The school-improvement planning, professional development, collaboration, and systems support necessary to sustain building level change and to offer varying levels (primary, secondary, and tertiary) of support to individuals and groups of students will be explored. The primary audience for this course will be instructional leaders (e.g., teachers, curriculum specialist) who serve on local school counsel charged with supporting the needs of all learners. Administrators also would benefit from the comprehensive experience this course would provide to support applications of best practice.

Course Objectives

1. Candidate will identify components necessary for administrative support for school-wide support plans. (CC10S9)
2. Candidate will synthesize what administrative support looks like (i.e., in terms of how resources are allocated, including professional development).
3. The candidate will demonstrate the ability to outline a plan that would build a whole building climate that supports pro-active and non-aversive approaches to discipline. (GC4S9, CC5S9)
4. The candidate will demonstrate the ability to evaluate practice by using data to support decision making (i.e., referrals to the office, number of students being placed or referred out of a more restrictive environment). (GC4S1)

5. The candidate will be able to match data-based needs with evidence-based practices.
6. The candidate will demonstrate knowledge of effective teacher renewal using on-going, job-imbedded professional development for staff that are working to implement school-wide efforts.
7. The candidate will demonstrate methods for providing faculty and staff with continuous feedback regarding their implementation of a school-wide model. (GC4S12)
8. The candidate will identify strategies for helping a school faculty “buy into” school-wide implementation of practice. (CC5K4)
9. The candidate will know how to take a school’s school improvement plan, professional development, and special needs plans and implement those elements related to school-wide applications. (CC5K6, CC5S3, CC5S5)
10. The candidate will apply the principles of universal design of instruction in curriculum development. (GC3S1, CC4S1, CC4S3, GC4S11)
11. The candidate will demonstrate knowledge of strategies for affecting building-level change that would support the implementation of school-wide efforts. (CC5S1, CC7K5)
12. The candidate will develop strategies for helping students to develop and maintain positive behavior. (CC4S4, CC5S10, CC5S11)
13. The candidate will apply models of collaborative planning and teaching. (CC10K, CC10S2, GC10S4)

Required Texts

There is no required text for this course. All required course readings will be available through BlackBoard. If you click on an assigned reading and cannot open the pdf version of the article or chapter, please let me know as soon as possible and I will make you a copy of the required reading.

* Additional supplemental readings may be added at the instructor’s discretion.

Additional Recommended Readings

Carr, E.G. Dunlap, G. Horner, R.H., Koegel, R.L., Turnbull, A.P. Sailor, W. et al. (2002). PBS: Evolution of an applied science. *Journal of Positive Behavior Interventions and Support*, 4(1), 4-16, 20.

- Giangreco, M. Cloneger, D. & Iverson, V. (1997). *Choosing Outcomes and Accommodations for Children (COACH): A guide to educational planning for students with disabilities*. Baltimore: Paul Brookes.
- Horner, R.H., Dunlap, G. Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O'Neill, R.E. (1990). Towards a technology of "non-aversive" behavior support. *Journal of Association for Persons with Severe Handicaps*, 15(3), 125-132.
- Kennedy, C.H. et al. (2001). Facilitating general education participation for students with behavior problems by linking PBS and person-centered planning. *Journal of Emotional and Behavioral Disorders*, 9(3), 161-171.
- Lewis, T.J. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1-24.
- Metzler, C.E. et al. (2001). Evaluation of a comprehensive behavior management program to improve school-wide PBS. *Education and Treatment of Children*, 24, 448-479.
- Safran, S.A. & Oswald, D. (2003). PBS: Can schools reshape disciplinary practices? *Exceptional Children*, 69, 361-373.
- Salend, S.T. (2001). *Creating inclusive classrooms: Effective and reflective practices*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Sailor, W. (1996). New structures and systems change for comprehensive PBS. In Koegel, L.K., Koegel, R.L. & Dunlap, G. *PBS: Including people with difficult behavior in the community*. Baltimore: Paul Brookes.
- Warren, J. Edmonson, H.M. Griggs, O. Lassen, S. McCart, A., Turnbull, A. & Sailor, W. (2005). Urban applications of school-wide PBS. *Journal of Positive Behavior Interventions*, 5(2), 80-92.

Required Use of Technology

The candidate will log on to Blackboard (blackboard.luc.edu) and monitor e-mail and announcements that are posted to our class site. Candidates will access www.pbis.org and www.rtinetwork.org throughout the semester and search for information related to PBS and RtI. Additional websites of interest to participants in this course include: www.swis.org www.aimsweb.org www.cec.sped.org <http://ies.ed.gov/ncee/wwc/> www.interventioncentral.org www.illinoisaspire.org

Diversity and Language

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

In addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If needed, an article outlining those recommendations will be provided to you by your instructor.

Clinical Components

As part of Block III clinical experiences, candidates are required to (a) be present and active at your placement two full days per week, for 10 weeks during the semester (details regarding hours, days of the week can be found in the Block III Clinical Handbook); (b) complete weekly reflections of your clinical experience (details of assignment provided below); and (c) complete one of the choice projects listed below.

Attendance at clinical sites is expected to be made up if missed for any reason other than a school-related (i.e., LUC or CPS) holiday/day off. Completion and submission of the Clinical Log Attendance Form and Candidate Performance Evaluation are required in order to earn all applicable points associated with clinical assignments.

Evaluation Procedures

Grading		Course Grade Percentages			
in-class group activities	60 pts.				
discussion board posts	20 pts.		87-89 B+	77-79 C+	67-69 D+
weekly clinical reflection	45 pts.	93-100 A	83-86 B	73-76 C	63-66 D
choice project	40 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
schoolwide case study	50 pts.				< 59 F

Professionalism: Your regular attendance and active participation are expected. You are expected to keep up with weekly readings and come to class ready to contribute to an active conversation about those readings. The kinds of

experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers. A student cannot earn an "A" in this course with more than two absences or with frequent tardiness.

Discussion board posts: Each candidate is responsible for serving as the moderator for one threaded discussion on Blackboard. Threaded discussions should evolve from topics appearing in Connect with Others section on the RtI Network Website (<http://www.rtinetwork.org/connect>). As the moderator, it is your responsibility to a) pose a question for discussion and b) read and respond to posts for the remainder of your assigned week. Postings should be thought provoking and spark discussion (i.e., more than "That's a good idea" or "Great article"). Each candidate is expected to respond to two posted threaded discussions.

In-class group activities: Activities will be related to weekly course content, as well as experiences at your clinical placement. All activities will be completed within the class period.

Weekly Clinical Reflection: Reflection topics will cover inclusive practices, team-based problem solving, or practices associated with the implementation of the school's RtI plan (i.e., 3-tiered model of prevention). The reflections will serve two purposes: first they will serve as prompts for how candidates can contribute to weekly class discussions; second they will help candidates connect their observations with course content. Reflections should be typed and no longer than two pages. Although reflections will be collected weekly, three reflections will be chosen randomly at the end of the semester and graded using the following scoring guide:

Content: Description of the clinical experience observed						
TARGET 5		ACCEPTABLE 4 3 2			UNACCEPTABLE 1 0	
Reflection: Connection to course content						
TARGET 5		ACCEPTABLE 4 3 2			UNACCEPTABLE 1 0	
Reflection: Implications for the role of the special educator and/or the field of special education						
TARGET 5		ACCEPTABLE 4 3 2			UNACCEPTABLE 1 0	

Choice Project Options:

1) Analysis of CBMs: Candidates will collect and analyze benchmark reading, writing, or math CBMs for an entire freshman level classroom. Candidates will provide suggestions for supplemental interventions for students needing additional support.

2) Analysis of the curriculum for adaptability to students with disabilities: Candidates will provide a critique of the general education curriculum for its adaptability to students with disabilities. The critique should provide a review of the adaptations suggested in the curricula, as well as recommendations for improvement (i.e., suggest evidence based practices to address inadequacies).

3) PBS resource: Candidate will attend a PBS leadership team meeting. Based upon recommendations from the leadership team, the candidate will create a PBS resource (e.g., pamphlet, PowerPoint presentation, website) that provides an explanation of schoolwide PBS to a school, family, or community audience. This resource will be available for the school to use at their discretion.

4) Team-based problem solving: Candidate will attend a problem solving team meeting. Candidate will need to read an additional chapter provided by the instructor. Candidate will reflect on the process of the team meeting, as it compares to how the chapter described the process and discuss recommendations for improvement.

5) Individualized behavior support: Candidate will conduct a functional behavior assessment (or utilize the problem solving model) and develop an individualized academic or behavior support plan. The plan can support the behavior of one student in either a self-contained, resource, or general education setting.

6) Other: Candidates can design a project related to implementation of any level of the 3-tiered model and/or systems change effort. Projects should be proposed to the instructor and approved prior to being completed.

Schoolwide Case Study: Candidates will work in groups to complete the case study which consists of a school profile, including academic and behavioral data, for which candidates will create a school improvement plan (SIP). The SIP will outline plans for academic and behavioral interventions for each level of the three-tiered model of prevention.

Schedule of Topics, Readings, and Assignments

* Additional supplemental readings may be added at the instructor's discretion.

Date	Topic/Activities	Readings and Assignments
8/31/11	Syllabus, Course Overview & Pre-test	
9/07/11	Understanding Response to Intervention (RtI); ISBE mandate for RtI; CEC position statement on RtI	Bender & Shores (2007) Chs. 1 & 2

9/14/11	Core/Tier 1: Data, Systems, & Practices	Scheuermann & Hall (2008) Ch. 8
9/21/11	Tiered academic interventions in high school	RtI Network website resources
9/28/11	Foundation for the 3-tiered model for behavior; Tiered behavior interventions in high schools	Sugai & Horner (2002); PBIS High School Monograph
10/05/11	Universal: Data, Systems, & Practices -- Schoolwide	Scheuermann & Hall (2008) Ch. 12
10/12/11	Universal: Data, Systems, & Practices -- Classroomwide	Richards, Heatherfield, & Jenson (2010) Oddo, Barnett, Hawkins, & Musti-Rao (2010)
10/21/11	Targeted Group: Data, Systems, & Practices	Choice articles in BB
10/26/11	Supplemental/Tier 2: Data, Systems, & Practices	Marchand-Martella, Martella, & Blakely (2004)
11/02/11	Targeted Group Systems: Data, Systems, & Practices	High School BEP Handbook
11/09/11	Intensive/Tier 3: Data, Systems, & Practices	Vaughn, Denton, & Fletcher (2010)
11/16/11	Individual: Data, Systems, & Practices	Medley, Little, & Akin-Little (2007)
11/23/11	Thanksgiving Break – NO SCHOOL	
11/30/11	Pulling it all together	Choice articles in BB
12/07/11	Schoolwide Case Study	