

**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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

**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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

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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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

**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-embedded 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 E-reserves at the library. To access the readings 1) log on to the library homepage, 2) click on Pegasus Online Catalog, 3) click on Course Reserves, 4) drop down to my last name and click search. The articles and chapters will be listed in the order we will read them for class. If you click on the link 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.

## **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.

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

### 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](http://www.pbis.org) throughout the semester and search for information related to PBS. Additional websites of interest to participants in this course include:

[www.swis.org](http://www.swis.org)

[www.aimsweb.org](http://www.aimsweb.org)

<http://ies.ed.gov/ncee/wwc/>

[www.interventioncentral.org](http://www.interventioncentral.org)

### Language

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.

### Evaluation Procedures

Grading		Course Grade Percentages			
weekly advance organizers	10 pts.				
professionalism	15 pts.		87-89 B+	77-79 C+	67-69 D+
academic project	30 pts.	93-100 A	83-86 B	73-76 C	63-66 D
behavior project	20 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
quizzes	30 pts.				< 59 F
final	35 pts.				

- Candidates will complete **advanced organizers** for each week’s readings.
- Candidates will be expected to demonstrate **professionalism** (e.g., attendance, participation) both in-class and at school sites.

### Professionalism Rubric (Attendance & Participation)

<b>Attendance</b>	Misses 2 or more sessions OR frequently late for/leaves early from sessions  0-1	Misses 1 class session OR late for/leaves early for 2 sessions  2-3	Late for class OR leaves early for one occasion  4	Attends all class sessions from start to finish  5
<b>Participation in lecture &amp; in-class activities</b>	Often not engaged in activities and/or detracts from group process  0-4	Often passive in class activities but makes some contributions to group processes  5-6	Actively contributes to activities and group dynamics  7-8	Strong idea generator and/or facilitator in class activities  9-10

- **Academic Project:** Candidates, working with one other peer, will choose from one of the following projects:
  - 1) **Analysis of the core curriculum for the Big Ideas in Reading (South Loop):** Candidates will review the core curriculum for reading for one grade level and provide a critique of the curriculum with regard to its match with the Big Ideas in Reading. Candidates will provide recommendations for how the school/district could modify/adapt/supplement the current curriculum.
  - 2) **Analysis of Writing CBMs for one Freshman House (Foreman):** Candidates will analyze the benchmark writing CBMs for one freshman house. Candidates will provide suggestions for supplemental interventions for students needing Tier 2 or Tier 3 support.
  - 3) **Analysis of the curriculum for adaptability to students with disabilities (Foreman or South Loop):** Candidates will provide a critique of the general education curriculum for its adaptability to students with disabilities. Candidates may choose either the IDS Literature Curriculum for freshman students at Foreman or choose one grade level's reading and math curriculum at South Loop. 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).
  
- **Behavior Project:** Candidates will choose from one of the following projects:
  - 1) **PBS resource (Foreman):** Candidate will attend a PBS leadership team meeting (PARR Team). Based on recommendations from the leadership team, the candidate will create a PBS resource (e.g., pamphlet, PowerPoint presentation, website) that provides an explanation of school-wide PBS to a school, family, or community audience. This resource will be available for the school to use at their discretion.
  - 2) **Secondary Problem Solving Team reflection (Foreman):** Candidate will attend a Secondary 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 compared to how the chapter described the process and discuss recommendations for improvement.
  
- **Quizzes:** There will be three quizzes; each worth 10 points. The rationale for quizzes is two-fold: for students to self-manage their performance with regard to the acquisition of key concepts and for the instructor to modify instruction to promote the acquisition of key concepts.
  
- **Final:** Candidates will work in groups to complete the final. The final will consist 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
8/25/08	Syllabus, Course Overview & Introduction to Inclusive Models	Sailor & Roger (2005)
9/1/08	<b>NO SCHOOL</b>	Bender & Shores (2007) Ch. 1
9/8/08	Understanding Systems & the RtI approach	Bender & Shores (2007) Ch. 2 Sugai & Horner (2002) Turbull, Edmonson, Griggs, Wickham, Sailor, Freeman et al. (2002) Brown-Chidsey & Steege (2005) Ch. 7
9/15/08	Cont. RtI and Introduce Universal Systems/Tier 1	Horner, Sugai, & Todd (2001) PBIS Newsletter (2007)
9/22/08	Universal Systems/Tier 1 - SW PBS project	Scheuermann & Hall (2008) Ch. 12  <b>Quiz 1</b>
9/29/08	Universal Systems/Tier 1 - SW PBS project	Scheuermann & Hall (2008) Ch. 8
10/6/08	<b>NO SCHOOL</b>	
10/13/08	Targeted Group Systems/Tier 2 - Analysis of ODR data	Hawken & Horner (2003) Chafouleas, Riley-Tillman, & Sassu (2006)
10/20/08	Targeted Group Systems/Tier 2 - Analysis of grade level CBM data	Brown-Chidsey & Steege (2005) Ch. 6 Marchand-Martella, Martella, & Blakely (2004)
10/27/08	Targeted Group Systems/Tier 2	McDonald & Ardoin (2007)  <b>Quiz 2</b>
11/3/08	Individual Systems/Tier 3 - Present your favorite F-BSP	Medley, Little, & Akin-Little (2007) Choose one article from Tertiary Prevention section of Sugai handout
11/10/08	Individual Systems/Tier 3 - Review Tier 3 curricula	
11/17/08	Pulling It All Together – How Schools Action Plan	Stollar, Poth, Curtis, & Cohen (2006)  <b>Quiz 3</b>
11/24/08	Case Study for Final Available	
12/1/08	<b>FINAL</b>	