

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice
CIEP 432: Three Tier Prevention: Secondary and Tertiary Supports

Professor: M. Boyle/S. Morten Meeting Time: T 4:15-6:45
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Course Description:

This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Special attention will be given to the application of these principles in Catholic schools.

Course Standards:

Conceptual Framework

Our conceptual framework is described here: www.luc.edu/education/mission/ . In particular, the conceptual framework will be addressed through the following standards.

LOYOLA UNIVERSITY CHICAGO'S SCHOOL OF EDUCATIONS' CONCEPTUAL FRAMEWORK STANDARDS:

CF 2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
CF 6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
CF 8: Candidates apply ethical principles in professional decision-making.

SREB 13 Critical Success Factors/Functions (2007):

CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.
CSF 7: The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration.
CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

ISLLC Standards (2008):

ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).
ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).
ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Functions A-C).

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: www.luc.edu/education/resources/academic-policies/academic-integrity/
For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

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: www.luc.edu/sswd/

Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of special education systems, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Ethics Line Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Fairness and the Belief that all Students can Learn) will be assessed in each course, using the Disposition Rubrics found in LiveText and in the Program Handbook.

IDEA OBJECTIVES

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is crucial that students return this form. The following objectives will be used to frame the course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)

- ☐ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ☐ Acquiring skills in working with others as a member of a team
- ☐ Learning how to find and use resources for answering questions or solving problems
- ☐ Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Texts and Resources:

Texts

Hunley, S. and McNAmara, K. (2010) Tier 3 of the RTI Model: Problem Solving through a Case Study Approach. Thousand Oaks, CA: Corwin.

Kerr M. (2009) School Crisis Prevention and Intervention. Upper Saddle River, NJ: Pearson

O'Neill R., Albin, R. Storey, K. Horner, R. and Sprague, J. (2015) Functional Assessment and Program Development for Problem Behavior: A Practical Handbook. Stanford, CT: Cengage. ISBN 978-1-285-73482-8

Pierangelo, R. and Giuliani, G. (2007) Special Education Eligibility: A Step-by-Step Guide for Educators. Thousand Oaks, CA: Corwin.

Yell, M. (2012) The Law and Special Education. Upper Saddle River, NJ: Pearson

Ysseldyke, J. and Algozinne, B. (2006) Working With Families and Community Agencies to Support Students With Special Needs: A Practical Guide for Every Teacher. Thousand Oaks, CA: Corwin

Resources

AimsWeb <http://www.aimsweb.com/>

DIBELS <https://dibels.uoregon.edu/>

Scientifically Based Research (sharing proven practices)

<http://www.gosbr.net/>

U. S. Department of Education: Doing What Works – Proven Methods

<http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml>

Best Evidence Encyclopedia: Empowering Educators with Evidence on Proven Programs

<http://www.bestevidence.org/>

IES What Works Clearinghouse (Practice Guides):

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

Assessment of Learning:

Blog Reaction Paper-100 points

For the semester, follow a blog from a parent with a special needs student. Prior to this assignment, send the link of the blog to the instructor for approval. After following for several weeks, write a reaction paper. What surprised you about this parent's experience with a child

with a disability? What are the obstacles? What are the joys? How do these insights inform what you will do as a principal?

Functional Assessment of Behavior-100 points per FAB

Using the FAB forms and protocols found on Sakai, conduct two different FAB on two students who are experiencing a behavioral difficulty. Provide baseline data to certify the problem, identify the possible function of the behavior, identify a measurable improvement goal, and develop a plan to improve the student's behavior.

Check in/Check Out (CICO)-150 points

Identify a student who is having difficulty and design and implement a CICO system. Identify the presenting problem, present data to certify the problem, implement the CICO and graph the results of the process after a 4-6 week period. After the CICO period, write a summary of the intervention and suggest next steps.

Field Observations -200 points

Candidates will be asked to complete 8 hours of field-based observations across several different settings (*Direct Service, Family Centered, and Community Service*). For each observation, a written reflection will be completed.

For some settings, you may need to sign confidentiality forms. These sites may also require a verification letter from the instructor. If this is the case, please contact the instructor as soon as possible.

Crisis Intervention Manual Review 100 points

Using the checklist found on Sakai, you will assess your building's crisis plan. The manual should include a review of the following areas:

- sample parent communications (accidental death, death from illness, etc)
- parent phone call script
- communication plan to police, fire (contact people)
- after-care plans

Using the checklist, you will review your building's manual for areas of strengths and areas of improvement. You will suggest a plan to remediate those areas of the manual in need of change. The checklist and action plan narrative will be uploaded to Sakai.

Agency Referral List 100 points

The Catholic school principal must rely on their own resourcefulness for supports and services for their own student. Looking at your school community, build a resource list that contain the names of therapists and agencies that could provide support to your own school. In your write, the listing should have the name of the agency, contact person, range of services delivered, fees (and information whether they have a sliding scale). Your report should contain the link to the agency website. Your report should contain 20-25 agencies that represent a wide range of services.

Twitter (100 points)

Twitter can be a powerful Professional Development Tool. This assignment will help practice the different ways that Twitter can be used to advance professional development work. If you don't have a twitter account, please open an account. You are to follow the following twitter handles:

@mjboyle3 @mliaCCE @inclusionchick @Inclusive_class @think_inclusion
@TheIRISCenter @CAST-UDL @UDL_Center @AspireOrg
@GeraldynLawler

Also- follow the other class members. When you find something interesting to share, re-tweet and use the #CIEP432 label. Periodically, you will be asked to use Twitter as an exit slip. Always post these with #CIEP432.

To earn full credit, you must post 20 posts (these can be interesting re-tweets and also your exit slips).

Tier 2 Assessment (100 points)

Using the Tier 2 assessment checklist, assess your building as to the presence of Tier 2 structures. In analyzing the results, suggest an improvement plan and next steps to accomplish these goals.

Attendance/Participation (100 points)

It is the expectation that you will attend class and participate. If an emergency arises or it is necessary that you must miss class, you must notify the instructor. It is up to the instructor's discretion as to if an absence will be excused.

EXTRA CREDIT

The Mustard Seed Project: Inclusive Catholic Schools Conference

Attend the Mustard Seed Conference at Loyola on October 16th at the Water Tower Conference.

Date	Topic/Questions	Readings	Assignments Due
8/27	Course Introduction/ A Focus on Tier 2 and 3 <ul style="list-style-type: none"> ▪ How does blending both sides of the RtI triangle lead to better understanding of programming? 	Hunley and MacNamara Chapters 1-3 Peirangelo and Giuliani Chapter 1	
9/3	Functional Assessment of Behavior <ul style="list-style-type: none"> • How can a basic understanding of why behavior occurs inform leadership practice? 	Hunley and MacNamara Chapters 4-7	
9/10	Functional Assessment of Behavior/CICO	Hunley and MacNamara Chapters 8-10 O'Neil et al Chapters 1-3	
9/17	Evidence Based Academic Approaches <ul style="list-style-type: none"> ▪ What are they? ▪ Who decides? 	Kerr Chapters 1-5 O'Neil et al Chapters 1-3	
9/24	No Class-Field Work	Kerr Chapter 6-10 Peirangelo and Giuliani Chapters 2,4,and5	FAB #1 Due
10/1	Developing Teacher Assistance Teams <ul style="list-style-type: none"> ▪ What are the structures that can help support MTSS? ▪ What are the necessary supports to establish a TAT? ▪ What are the protocols/procedures that are needed to establish TATs? 	Ysseldyke and Algozzine Chapters 1-4 Yell Chapter 1 and 2 Peirangelo and Giuliani Chapters 7,8,11	
10/8	Developing Teacher Assistance Teams (continued)	Ysseldyke and Algozzine Chapters 5-8 Yell Chapter 3-4	
10/15	NO CLASS -Field Work		
10/22	Eligibility, Tier 3 and Interfacing with the Public School	Yell Chapter 5-6 Peirangelo and Giuliani Chapters 10,12,	
10/29	NO CLASS- Field Work		FAB #2 Due
11/5	Logistics of Tier 2/3 programming <ul style="list-style-type: none"> ▪ What can it look like ▪ How to effectively work with Instructional assistants ▪ The pragmatics of Co-Teaching 	Yell Chapter 7-10	Agency Referral List Due

11/12	Tier Three Approaches in Catholic Schools <ul style="list-style-type: none"> ▪ How do we ensure that “All are Welcome”? ▪ Developing Wrap-around plans 	Yell Chapters 11-12 Peirangelo and Giuliani Chapters 13 and 14	Blog Reaction Paper Due Tier 2 Assessment
11/19	Inclusionary approaches (cont.)	Yell Chapters 13-14	Field Based Observations Due
11/26	NO CLASS-Thanksgiving		
12/3	Conclusion		Crisis Manual Review Due CICO DUE

All dates are tentative and may change according to instructor discretion