

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

The conceptual framework of the School of Education is “Social Action through Education”. 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 our Conceptual Framework Standards can be found at www.luc.edu/education/mission/ Additional important University policies and procedures related to Academic Honesty, Accessibility, EthicsLine Reporting, and Electronic Communication are available at www.luc.edu/education/syllabus-addendum/

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 multi-tiered systems of support (MTSS) including frameworks for comprehensive academic (RtI), behavioral (PBIS) and social/emotional learning (SEL). 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 specialists) who serve on local school counsel charged with supporting the needs of all learners.

Course Objectives

1. Candidates will identify components necessary for administrative support for school-wide support plans. (CC10S9)
2. Candidates will synthesize what administrative support looks like (i.e., in terms of how resources are allocated, including professional development).

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

IDEA Objectives for Course Evaluation

Essential objectives for evaluation of this course are **boldfaced**; additional important objectives for evaluation are italicized:

1. *Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)*

2. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
3. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
4. *Learning how to find, evaluate and use resources to explore a topic in-depth*
5. *Developing ethical reasoning and/or ethical decision making*

Required Texts

There is no required text for this course. All required course readings will be available through Sakai. 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. (2013). *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 Sakai (sakai.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 PBIS 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 <http://www.pepartnership.org>

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

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.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of **professionalism, fairness and the belief that all students can learn**. All three of these dispositions are relevant, applicable, and will be assessed at the end of the semester using the rubric posted in LiveText for this course.

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
Professionalism IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
		Reflects on practices and their impact on student/learners learning.	

Clinical Components

Candidates, in concert with their one-year internship requirements, are expected to (a) be present and active at their placement two days per week, for 15 weeks during the semester; (b) complete assigned reflections connected with their experience (details of assignment provided below); and (c) complete one of the choice projects listed below.

Evaluation Procedures

Grading		Course Grade Percentages			
Professionalism	65 pts.		87-89 B+	77-79 C+	67-69 D+
Personal Blog	45 pts.	93-100 A	83-86 B	73-76 C	63-66 D
Peer Feedback	25 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
Schoolwide Case Study	40 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.

Personal Blog: Entries in your personal blog will cover topics such as inclusive practices, team-based problem solving, or practices associated with the implementation of the school's MTSS framework (i.e., 3-tiered model of prevention). The entries will serve two purposes: first as prompts for how candidates can contribute to class discussions; second they will help candidates be reflective and connect their observations and experiences from their internship with course content. The personal blog will be completed online using the Sakai Blogs tool. Entries should provide the following: 1) a description of experiences

related to a given prompt, and 2) connections to course content, theories, and research, and 3) implications for the role of the special educator and/or the field of special education. Entries are due by 5pm on Friday of week assigned. Each entry will be assessed using the following scoring guide:

Score	Expectations
Exceeds Expectations 14-15	Entry provides a rich, cohesive description of candidate's experience; addresses topic in stated prompt; connects to cumulative course content; and shows reflective insights of both the role of special educators and the field of special education
Meets Expectations 12-13	Entry is clear and cohesive; description provides relevant details to address topic in the prompt; and provides meaningful implications for role of special educators <u>or</u> the field of special education with a supporting rationale for stated implications
Partially Meets Expectations 10-11	Entry is clear and cohesive; description provides the minimum detail necessary to address topic in the prompt; and provides general implications for role of special educators <u>or</u> the field of special education but does not provide a rationale for stated implications
Needs Improvement 0-9	Entry reads as a list of events, jumps around or is hard to follow; loosely connects to course content; provides limited implications for the role of the special educator; and/or entry is missing any ONE stated requirement

Peer Feedback: Candidates will respond to the Personal Blog Entries of their peers. Responses must be more than "I like your entry." "I agree." or "Nice work!" As a peer reviewer, you should promote additional lines of inquiry or direction for your colleague to follow up with as he/she continues to understand the MTSS framework being implemented at his/her internship site. You will be responsible for responding to each colleague at least once during the semester.

Schoolwide Case Study: Candidates will use information gathered during one-year internship experiences and blog entry responses to prepare an action plan outlining recommendations for academic and behavioral interventions for various levels of the three-tiered model of prevention. The action plan will consist of detailed action steps to enhance the learning environment for all students.

Schedule of Topics, Readings, and Assignments

*All readings will be loaded to Sakai in folders assigned for each week.

Date	Topic/Activities	Assignments
8/29/16	Syllabus, Course Overview & Pre-Assessment; Introduction to MTSS	Florida MTSS

9/05/16	LABOR DAY – NO SCHOOL	
9/12/16	Core/Tier 1: Data, Systems, & Practices -- Schoolwide	Bender & Shores (2007) various chapters; IES RtI Guides for reading & math; Systems Change chapter
9/19/16	Core/Tier 1: Data, Systems, & Practices -- Classroom-wide	Scheuerman & Hall (2008) Ch 8; Oddo et al. (2010)
9/26/16	Universal: Data, Systems, & Practices -- Schoolwide	Sugai & Horner (2002); www.pbis.org ; Scheuerman & Hall (2008) Ch 12
10/03/16	Universal: Data, Systems, & Practices -- Classroom-wide	Simonsen et al. (2008); www.pbis.org ; Richards et al. (2010)
10/10/16	FALL BREAK – NO SCHOOL	Blog Entry #1 Due 10/14
10/17/16	Targeted Group: Data, Systems, & Practices	Hawken et al. (2011); Todd et al. (2011); HS BEP Handbook
10/24/16	Supplemental/Tier 2: Data, Systems, & Practices	Vaughn et al. (2010); Marchand-Martella et al. (2007)
10/31/16	Intensive/Tier 3: Data, Systems, & Practices	CBM Administration & Scoring Manuals
11/07/16	Intensive/Tier 3: Data, Systems, & Practices	Study Skills Chapter
11/14/15	Individual: Data, Systems, & Practices	IL-PBIS Network T2 & T3 paper; www.pbis.org Blog Entry #2 Due 11/18
11/21/15	MTSS for SEL	Choice Article or Resource
11/28/15	Special Topics	Choice Article or Resource Blog Entry #3 Due 12/02
12/05/15	Internship Showcase	Schoolwide Case Study Due 12/07