

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

Professor: Sandria Morten, Ed.D. Meeting Time: Th 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 Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this course focuses on developing the structures and supports to meet the individualized learning needs of diverse students in urban schools. The role of the leader in advocating for the inclusion of students with disabilities in Catholic schools and establishing the related systems of support is emphasized through readings, field experiences and assignments. Our conceptual framework is described here: www.luc.edu/education/mission/

The following Conceptual Framework Standards are addressed through this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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).

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 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.

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- 10%

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- 5% for each

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)- 10%

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 – 20%

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 – 10%

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 – 10%

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 – 10%

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:

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

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 – 10%

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 – 10%

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 10th at the Lakeshore Campus.

GRADING

Assignments will be weighted as designated above. All assignments will be graded according to a four-point rubric.

At the end of the term, grades will be weighted according to the relevant percentages and final grades will be calculated. Final grades will be converted from numbers into letters based on the following point scale:

High	Low	Grade
4.0000	3.6667	A
3.6666	3.3334	A-
3.3333	3.0001	B+
3.0000	2.6667	B
2.6666	2.3334	B-
2.3333	2.0001	C+
2.0000	1.6667	C

1.6666	1.3334	C-
1.3333	1.0000	D
0.9999	0.0000	F

Date	Topic/Questions	Readings	Assignments Due
9/1	Course Introduction/ A Focus on Tier 2 and 3	<i>All readings will be posted on Sakai</i>	
9/8	The Role of Assessment and Data-based Decision-making <ul style="list-style-type: none"> • Academic • Behavioral – FAB (Baseline & Tier 2) 		
9/15	Academic Interventions		
9/22	Behavioral Interventions <ul style="list-style-type: none"> • Check-in/Check-out 		
9/29	No Class-Field Work		FBA #1
10/6	Tier 2 and the Role of the PLC		
10/13	Developing Teacher Assistance Teams		FBA #2
10/20	Eligibility, Tier III, and Interfacing with the Public Schools <ul style="list-style-type: none"> • Aspire Resource Binder 		
10/27	NO CLASS- Field Work		
11/3	Crisis Planning Dr. Boyle		Field Observation Reflections (at least 4 hours)
11/10	NO CLASS- Field Work		
11/17	Working with Families and Community Agencies		Blog Reaction Due CICO
11/24	NO CLASS - Thanksgiving		
12/8	Logistics of Tier III Programming		Field Observation Reflections (remaining hours – 8 total) Crisis Manual Review
12/14	Inclusionary Approaches & Next Steps		Tier II Assessment Agency Referral List

All dates are tentative and may change according to instructor discretion

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***