



## About the Instructor

### Contact information:

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## About this Course:

### Course Description:

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to gain understanding of the universal/system-wide components of multi-tiered systems of supports employed in schools (MTSS). MTSS focuses on prevention of academic, behavioral, and social-emotional issues through the delivery of sound core instruction to all. As such, the use of commonly collected universal data in making team decisions to support all students in a population is a major focus of this course.

### Course Objectives:

#### *NASP Domain 1: Data-Based Decision-Making and Accountability*

- Understand the functions of school-wide academic databases (e.g. AIMSweb), particularly their use as tools that monitor evaluate scientifically-based practice along three tiers of intervention
- Understand the functions of school-wide behavioral databases (e.g. SWIS) that address student behavior along three tiers of intervention

#### *NASP Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills*

- Become familiar with and critically evaluate school-wide behavioral and social-emotional learning curriculum and interventions

#### *NASP Domain 5: School-Wide Practices to Promote Learning*

- Collaborate with school personnel to create and maintain a multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students

#### *NASP Domain 9: Research and Program Evaluation*

- Become familiar with and critically evaluate school-wide academic curriculum and behavioral programs

### APA Competencies

- **Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

### IDEA Objectives:

The following three IDEA objectives are considered essential in this course:

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



- 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

**IDEA Course Evaluation 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](#).

**Syllabus Addendum Link:**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

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

This link will also bring you to the full text of the conceptual framework that guides the work of the School of Education – **Social Action through Education**. Aligned with the School of Education’s conceptual framework, CIEP 519 maintains a focus on social action through education via its core assignments and its explicit focus on seeing students and school systems within context, including psychological, developmental, and cultural contexts.

**Required Readings:**

Brown-Chidsey, R., & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. New York, NY: The Guilford Press. ISBN: 9781462522484

Hosp, M., & Hosp, J., & Howell, K. (2016). *The ABCs of CBM: A practical guide to curriculum-based assessment*. (2<sup>nd</sup> Ed.) New York, NY: The Guilford Press. ISBN:9781462524662

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: The Guilford Press. ISBN: 978-1-4625-2474-7

**Recommended Readings:**

Burns, M.K., Riley-Tillman, T.C., & VanDerHeyden, A.M. (2012). *RTI applications (Volume 1). Academic and behavioral Interventions*. Guilford Press: New York. ISBN: 978-1-4625-0354-4



Riley-Tillman, T.C., Burns, M.K., & Gibbons, K. (2013). *RTI Applications (Volume 2). Assessment analysis and decision-making*. Guilford Press: New York. ISBN: 978-1-4625-0914-0

The instructor will also assign additional readings. Many of these will be empirical journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings will be posted on Sakai.

### About the Course:

#### Instructional Technology:

The course will incorporate online instruction and learning through the use of Sakai. Assignments, activities, and discussions will be posted on the course Sakai site. If you have any questions as you navigate the course site, feel free to shoot me an email or check the Discussion Board. If you find you have a question about a course requirement, it is likely another student has the same question, so posting on our discussion board can help clear up any confusion. Make sure to check the discussion board if you have a question, as there may be a clarification posted that assists you! Of course, e-mails with questions are also perfectly fine.

To accomplish the course objectives described above, this online course draws on multiple resources including instructor-developed lecture content (i.e., lecture slides/notes), required texts, supplementary readings, a discussion forum, online resources, and field experiences.

It will be essential to pay close attention to course deadlines. The course schedule contains reminders of upcoming assignment due dates. Penalties for late work will be assessed on a case by case basis. Each assignment will be graded according to criteria set forth in a rubric that closely aligns to the assignment guidelines. Assignments will be uploaded to a designated folder in Sakai unless directed otherwise. Please submit written assignments in Microsoft Word format (as opposed to .pdf) when applicable so that I can use the 'track changes' function to provide comments on the paper. Submit hand-written components of assignments (e.g., data collection forms), if applicable, as a scanned email attachment.

#### Class Communication:

**Sakai will be the main method of communication with students enrolled in this course.** Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their Loyola account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

#### Time Requirements:

If this course were offered on campus during a 16-week semester, you'd be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials and complete the assignments.



### Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately.

### Course Policies:

#### Diversity:

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive to, and driven by, individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this course through discussions and presentations related to problem solving; non-biased assessment; and evidence-based, culturally responsive practices.

#### Dispositions:

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText*. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

#### Copyright:

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited in alignment with APA standards. For Loyola University Chicago's copyright resources, please access:

[www.luc.edu/copyright/index.shtml](http://www.luc.edu/copyright/index.shtml).

#### Plagiarism:

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally



recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so.
4. Submitting as your own someone else's unpublished work, either with or without permission."

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program ([http://turnitin.com/en\\_us/support/help-center](http://turnitin.com/en_us/support/help-center)) for any written assignment.

#### School of Education Online Class Netiquette Guidelines

##### 1) **Electronic communications can be challenging. Be respectful and mindful that words matter.**

- Respect others and their opinions. Do not add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude.
- Be conscious of who will be reading your post, email or response by tailoring the message to your audience.
- Approach communications positively. If you must make a constructive criticism balance it with complimentary feedback as well.
- Maintain an academic level of communication - avoid colloquial language, acronyms and emoticons to ensure all readers can accurately interpret your meaning.
- Avoid humor and sarcasm. Without facial expressions or tone of voice cues, this language may be misinterpreted.
- Using all capital letters comes across as angry, as if YOU ARE YELLING. Use capitalization appropriately.
- Do not forward jokes, chain letter or unimportant email or communications to others without their permission.
- Long emails may be left unread. Keep emails short and to the point.
- Maintain academic integrity. Do not plagiarize.
- Proofread before you send, post or publish. Tools such as spell-check are useful.

##### 2) **Subject headings are critically important.**

- Appropriate and relevant headings in the subject line help the reader understand and prioritize their responses.
- When forwarding or replying to an email, blog post or other electronic communication, consider amending the subject heading if you want to emphasize a slightly different point; it will signal the different emphasis.



- An email without a subject heading may well be ignored
- 3) **Emails, instants messages, blog posts, tweets and most other forms of electronic communication are public documents. They are documents that may be retrieved at any time for legal purposes.**
  - Only put in an email what you would not mind reading on the front page of the news.
  - Ask permission before you forward someone's email messages to third parties.
  - Avoid sharing personal data. Never put any social security, credit card, etc. information in an email.
- 4) **Be conscious of your and others' intentions at all times.**
  - Mean what you say and say what you mean. Your voice should remain authentic, clear and honest.
  - Contributions to a discussion should stick to the subject. Do not waste others' time by going off on irrelevant tangents.
  - Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may have been unintended and can best be cleared up by the instructor.

### Assessment and Grading:

#### Course Requirements and Evaluation Procedures:

Without exception, assignments must be completed on time and submitted by the times and dates indicated on the course schedule below. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.

Course Requirement/Assignment	Due Date	Points Possible
Professional Participation Online	Ongoing	5
Reflection Paper	Sunday 9/24 11:59pm	5
Academic Intervention/Curriculum Critique	Monday 10/23 11:59pm	20
Behavioral Intervention/Program Critique	Monday 11/13 11:59pm	20
School-Wide Case Study	Friday, 12/8 11:55pm	50





<b>Total Points Possible</b>	.....	100
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### 1. Professional Participation Online

Given that no in-person forum exists for this course section, it necessary to engage productively with peers using the discussion forums on Sakai. Students will be expected to pose questions or comments about readings, screening tools, interventions, and/or field experiences, as well as respond to peers' posts throughout the course of the semester. A specific number of posts or topics is not required; rather it is the collective responsibility of the students to create an interactive and engaging class forum. At a minimum, students are expected to make an introductory post and comment/pose questions after watching group presentations on VoiceThread.

### 2. Reflection Paper (1-page)

Completion of a reflection paper that is an individual response to a topic of interest from class or in reading assignments. This is a reaction paper to something of which you took particular note.

3. **Academic Intervention/Curriculum Critique.** Completion of a report critiquing a scientifically-based academic intervention/curriculum at the universal/school-wide level. Include the following components:

- Description of intervention
- Review of research to supports its use
- Description of population for which it is validated
- Recommendations for applications to schools

### 4. Behavioral Intervention/Program Critique

Completion of a report critiquing a scientifically-based behavioral intervention/program at the universal/school-wide level. Include the following components:

- Description of intervention
- Review of research to supports its use
- Description of population for which it is validated
- Recommendations for applications to schools

### 5. School-Wide Case Study

In teams, students will complete a school-wide case study that teaches how to make educational decisions using commonly collected universal (school-wide) academic and behavior data. Some examples of the types of data that schools collect on a school-wide basis are curriculum- based measurement reading screenings, behavioral referrals to the office, and attendance data. Students will help organize and review data that is already collected on a school-wide basis and interview the school principal and one to two teachers about the school-wide curriculum that is being delivered to address academics and/or behavioral issues. The case study will be a compilation of the universal data collected, and an analysis of interviews with school personnel and the types of interventions that are being delivered in the school for all students, as well as on group or individual basis.



Students are required to collect the essential components of the case study and present their results to the class on the online forum using VoiceThread (audio- or video-guided PowerPoint presentation). A written case summary should be submitted to the instructor through Sakai.

The requirements of the case study are as follows:

- Interview with school administrator about current school-wide initiatives that are in place, as well as established priorities
- Interview with classroom teacher about current school-wide initiatives that are in place, as well as established priorities
- Completion of 3-tiered triangle (initiatives across multiple tiers) with school administrator and classroom teacher
- Collection, organization, and use of system-wide (school-wide) academic (benchmarking) and behavioral data available in the school
- Recommendation of at least two scientifically-based academic and two scientifically-based behavioral practices/instructional applications to use in the school setting
- Description of foundational pieces that will support the successful implementation of proposed practices (e.g., administrative support, team structure, meeting time, staff and study buy-in)
- Develop rationale for the selection of these proposed practices, based on school-wide data that was gathered and knowledge of school context, using research literature to support recommendations and the findings from system-wide data review
- Completion of one written case summary and presentation per group
- **Group presentation is shared with the class via VoiceThread**
- Comprehensive portfolio of all data

As needed, scoring rubrics and guidelines for assignments will be posted on Sakai. Final course grades will be assigned as follows:

Total Points Earned	%	Grade
93-100	93-100	A
90-92	90-92	A-
87-89	87-89	B+
83-86	83-86	B
80-82		





	80-82	B-
77-79	77-79	C+
73-76	73-76	C
70-72	70-72	C-
67-69	67-69	D+
60-66	60-66	D
<60	<60	F

**Final Note:**

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

**Course Schedule:**

Course schedule is tentative and subject to change. Changes will be announced.

Week of:	Topics	Readings & Assignments
8/28/17	Course Overview	Syllabus
9/4/17	Introduction	Brown-Chidsky & Bickford: Chapters 1 & 2 McIntosh & Goodman: Chapter 1
9/11/17	Developing, Evaluating, and Implementing Screening	Brown-Chidsky & Bickford: Chapters 9, 10, 11 Journal Reading: Eagle, Dowd-Eagle, Snyder, & Gibbons Holtzman (2015)
9/18/17	Instruction within MTSS & Early	Brown-Chidsky & Bickford: Chapters 14 and 15



	Childhood Literacy	Hosp et al.: Chapter 3  <b>DUE: Reflection Paper</b>
9/25/17	Reading, Spelling, & Writing	Hosp et al.: Chapters 4, 5, & 6  Journal Readings: Jones, Yssel, & Grant (2012)  Saddler & Asaro-Saddler (2013)
10/2/17	English Language Learners: Language Proficiency and Literacy	Brown-Chidsky & Bickford: Chapter 16  Journal Reading: Orosco & Klingner (2010)
10/9/17	<b>Mid-Semester Break</b>	
10/16/17	Early Numeracy & Math	Hosp et al.: Chapters 7 & 8
10/23/17	Behavioral and Mental Health Screening	Journal Readings: Harrison, Vannest, & Reynolds (2013)  <b>DUE: Academic Intervention/Curriculum Critique</b>
10/30/17	School Discipline	Supplemental Readings
11/6/17	Integrated MTSS (Data & Practices)	McIntosh & Goodman: 2, 3, 4  Hosp et al.: Chapter 10  Journal Readings
11/13/17	Integrated MTSS (Teaming & Systems)	McIntosh & Goodman: 5, 6, 7  Brown-Chidsky & Bickford: Chapter 8  Journal Readings



		<b>DUE: Behavioral Intervention/Program Critique</b>
11/20/17	MTSS Organizational Structure	Brown-Chidsky & Bickford: Chapter 19, 20, 21, & 22
11/27/17	Wrap-Up	McIntosh & Goodman: 8, 9, 10, 11
12/4/17	Report to Schools	<b>Due Friday 12/8 by 11:55pm: School-wide Case Study</b>



References

- Eagle, J.W., Dowd-Eagle, S.E., Snyder, S., & Gibbons Holtzman, E. (2015). Implementing a Multi-tiered System of Support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational and Psychological Consultation, 25*(2-3), 160-177. DOI: 10.1080/10474412.2014.929960
- Harrison, J.R., Vannest, K.J., & Reynolds, C.R. (2013). Social acceptability of five screening instruments for social, emotional, and behavioral challenges. *Behavioral Disorders, 38*(3), 171-189.
- Jones, R.E., Yassel, N., & Grant, C.G. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions with differentiated instruction. *Psychology in the Schools, 49*(3), 210-218. DOI: 10.1002/pits
- Orosco, M.J., & Klingner, J. (2010). One school's implementation of RTI with English Language Learners: "Referring into RTI," *Journal of Learning Disabilities, 43*(3), 269-288. DOI: 10.1177/0022219409355474
- Saddler, B., & Asaro-Saddler, K. (2013). Response to Intervention in writing: A suggested framework for screening, intervention, and progress monitoring. *Reading & Writing Quarterly, 29*(1), 20-43. DOI: 10.1080/10573569.2013.741945