

**Loyola University Chicago**  
**School of Education**  
**Behavior Intervention: Assessments and Supports**

Course Number: M31/CIEP 478

Fall 2021

*(The most updated syllabus is on the student's course website)*

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<p><b>Text (Required):</b></p> <p>National Center on Intensive Intervention Modules - <a href="https://intensiveintervention.org/">https://intensiveintervention.org/</a></p> <p>High Leverage Practices Website - <a href="https://highleveragepractices.org/701-2-5/">https://highleveragepractices.org/701-2-5/</a></p> <p>Suggested reading:</p> <p>Mendler, A. N. &amp; Mendler B. D. (2011) <i>Power struggles: Successful techniques for teachers</i>. Bloomington, IN: Solution Tree.</p>	<p><b>Materials:</b></p> <p>Your class has a corresponding website which students MUST access. The website is <a href="https://sakai.luc.edu/">https://sakai.luc.edu/</a></p> <p>National Positive Behavior Support Website: <a href="http://www.pbis.org">http://www.pbis.org</a></p> <p>Illinois Positive Behavior Support Network See <a href="http://www.midwestpbis.org">http://www.midwestpbis.org</a></p> <p>MTSS in Illinois <a href="https://www.ilmtss.net/">https://www.ilmtss.net/</a></p> <p>School Psychology Website <a href="http://www.specialistedpsy.com/">http://www.specialistedpsy.com/</a></p>

	<p>Michigan PBS Website  <a href="http://miblsi.cenmi.org/Home.aspx">http://miblsi.cenmi.org/Home.aspx</a></p> <p>Intervention Central  <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></p> <p>New Hampshire APEX III Project  <a href="http://www.iod.unh.edu/Projects/archived/apex/AboutAPEX.aspx">http://www.iod.unh.edu/Projects/archived/apex/AboutAPEX.aspx</a></p> <p>National Center on Intensive Intervention  <a href="https://intensiveintervention.org/">https://intensiveintervention.org/</a></p>
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**The Mission of the Loyola University Chicago, School of Education:**

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.

**Course Description:**

The purpose of this course is to develop candidates’ ability to provide positive supports to learners whose behavior impedes their learning. These supports are typically developed through assessments (data collection, interview techniques, and classroom observation) and interventions (e.g., schoolwide, group supports, individual/comprehensive supports). Theories to be discussed include: teaching new skills (e.g., replacement behaviors), conflict resolution, crisis prevention/intervention, problem solving skill development, self-monitoring skill development, quality of life interventions, self-determination, and community school supports. The candidate will learn to understand schoolwide supports, plan and develop group and individual supports (e.g., functional behavioral assessments, write positive behavior interventions plans, and write individual educational plans (IEP)), within a diverse environment. Connections will be made to show how academic and behavioral problem solving can be infused into the same process through problem solving.

**Conceptual Framework:**

The Conceptual Framework for the Loyola University Chicago, School of Education is “*Social Action through Education*.” This objective is carried out within four domains and will be addressed throughout Instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/education/mission/>

**These domains include:**

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of functional assessments during their clinical activities. Candidates will also have the opportunity to develop their skills as “online learners” through the hybrid portions of this class.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

Candidates will develop their understanding of how context impacts exceptionality and behavior. Through activities and class discussions, students will discuss questions such as, “What does a teacher need to know in an urban school setting? What does a teacher need to know to work in a suburban setting? Are there differences? How do these environments impact exceptionality and behavior?”

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. Candidates will leave this course with examples of assessments for their professional portfolios, and a cadre of informal assessment tools with which they will have developed familiarity.

**Professional in Service of Social Justice:**

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate

the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

### **Social Justice and Exceptionalities:**

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

### **Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.**

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

### **Course Objectives:**

1. Understanding the characteristics of learners: The competent learning behavior specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21) (LBS2: A-D; NASP Standard 4, 5)
2. Assessment: The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21) (LBS3: B, C, E, I, L, M, O; CC3: B, C, J, K, L, M, O, P; CC4; NASP Standards 1, 5, 6)
3. Planning for Instruction: The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. (LBS4: F, G, H, J, M, O, T, V-X; CC5; NASP Standards 1, 5, 8)
4. Learning Environment: The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (LBS5: A-F; CC2; NASP Standards 3, 5)
5. Instructional Delivery: The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21) (LBS6: G, I, J, M, O, P, U, V; CC5; NASP Standards 9, 11).

6. Collaborative Relationships: The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students (LBS7: A,B; CC7: A-H, J-T; NASP Standard 7)
7. Professional Conduct and Leadership: The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being (LBS8: A-C; CC6; NASP Standard 1, 9)
8. Reflection and Professional Growth: The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally (LBS9: A-B, NASP Standard 1, 9)

**Professional expectations of the instructor:**

1. We make a strong effort to be where we say we are going to be, and do what we say we say we will do. We value these characteristics in others. We also know that things in life just happen. If something does happen, we would like to know, especially, if you have an emergency and cannot make it to class.
2. When assignments are turned in on time, we are happy, everyone wants a happy grader for their assignment. We reserve the right to give partial credit or no credit for assignments past the date they are due.
3. We like to know what is expected from the beginning of any undertaking. The first two class sessions we will discuss expectations of instructors and student behaviors that will make the class run smoothly. Be thinking about three to five expectations you believe make university classes run smoothly (if it is easier, pick three to five behaviors that make the class run less smoothly and state the opposite.)

**Privacy Statement:** We will not use any recordings that include students' images or voice for anything other than this class without their permission.

**Language:**

In course discussions and in your writing please adhere to the recommendations in the TASH "People-First Language" article.

**Diversity:**

In concert with the mission statement and conceptual framework for the School of Education, faculty, students, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that the candidate will develop a respect for and recognition of the myriad forms of diversity that compose in the world.

**Accommodations:** Any student registered with Student Accessibility Center (SAC) (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. Please log in to Accommodate using this link: <https://luc-accommodate.symplicity.com/>.

**Dispositions:**

All candidates are reviewed each semester by the program faculty in dispositional areas of Professionalism, Fairness, and the Belief that all students can learn. These will be assessed throughout the course through in-person and online dialog, and other written materials including your case study (described below). The rubric used to assess these dispositions is included at the end of this syllabus.

**\*School of Education Commitment - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

### **\*COVID-19 Required Personal Safety Practices:**

We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

### **\*COVID-19 Reporting Protocol:**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### \*Student Support

#### Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

#### **\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.

Additional Readings (for more information):

**For the most up to the date list go to:**

[http://www.pbis.org/resource\\_catalog/default.aspx](http://www.pbis.org/resource_catalog/default.aspx)

- Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (2014). Critical Incidents in Sustaining School-Wide Positive Behavioral Interventions and Supports. *The Journal of Special Education*. doi:10.1177/0022466914554298
- Bambara, L. M., Nonnemacher, S., & Kern, L. (2009). Sustaining School-Based Individualized Positive Behavior Support Perceived Barriers and Enablers. *Journal of Positive Behavior Interventions*, 11(3), 161-176. doi:10.1177/1098300708330878
- Bohanon, H., Eber, L., Flannery, B., & Fenning, B. (2007). Identifying a roadmap of support for secondary students in: School-wide positive behavior support applications, *International Journal of Special Education*, 22, (1), 39-60.
- Bohanon, H., Flannery, B., Malloy, J., & Fenning, P., (2009). Utilizing positive behavior supports in high school settings to increase school completion rates. *Exceptionality*. 17 (1), pp. 30-44.



- Carr, E., Dunlap, G., Horner, R., Koegel, R., Turnbull, A., Sailor, W., Anderson, J., Albin, R., Koegel, L., Fox, L., (2002). Positive Behavior Support: Evolution of an Applied Science. *Journal of Positive Behavior Interventions*, 4 (1), 4-16.
- Carter, D., & Horner, R. (2007, September). Adding functional behavioral assessment to first step to success: a case study. *Journal of Positive Behavior Interventions*, 9(4), 229-238.
- Christ, T. J., Riley-Tillman, T. C., Chafouleas, S., & Jaffery, R. (2011). Direct behavior rating: An evaluation of alternate definitions to assess classroom behaviors. *School Psychology Review*, 40(2), 181-199.
- Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the Impact of Increasing General Education Teachers' Ratio of Positive-to-Negative Interactions on Students' Classroom Behavior. *Journal of Positive Behavior Interventions*, 19(2), 67-77. doi:10.1177/1098300716679137
- Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. S. (2012). Test driving interventions to increase treatment integrity and student outcomes. *School Psychology Review*, 41(4), 467-481. <http://www.nasponline.org>
- Debnam, K. J., Pas, E. T., & Bradshaw, C. P. (2012). Secondary and Tertiary Support Systems in Schools Implementing School-Wide Positive Behavioral Interventions and Supports. *Journal of Positive Behavior Interventions*, 14(3), 142-152.
- Faul, A., Stepensky, K., & Simonsen, B. (2012). The Effects of Prompting Appropriate Behavior on the Off-Task Behavior of Two Middle School Students. *Journal of positive behavior interventions*, 14(1), 47. doi: 10.1177/1098300711410702
- George, M. P., George, N. L., Kern, L., & Fogt, J. B. (2013). Three-Tiered Support for Students with E/BD: Highlights of the Universal Tier. *Education and Treatment of Children*, 36(3), 47-62.
- Gettinger, Maribeth, & Stoiber, Karen Callan. (2006). Functional assessment, collaboration, and evidence-based treatment: Analysis of a team approach for addressing challenging behaviors in young children. *Journal of School Psychology*, 44(3), 231-252. doi: 10.1016/j.jsp.2006.03.001
- Horner, R. H., Dunlap, G., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for Persons with Severe Handicaps*, 15(3), 125-132.
- Janney, D. M., Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2013). The Effect of the Extinction Procedure in Function-Based Intervention. *Journal of positive behavior interventions*, 15(2), 113-123. doi:10.1177/1098300712441973
- Kincaid, D., Dunlap, G., Kern, L., Lane, K. L., Bambara, L. M., Brown, F., . . . Knoster, T. P. (2016). Positive Behavior Support: A Proposal for Updating and Refining the Definition. (2), 69-73. doi:10.1177/1098300715604826
- LeBel, T. J. (2013). Use of a Daily Report Card in an Intervention Package Involving Home-School Communication to Reduce Disruptive Behavior in Preschoolers. *Journal of positive behavior interventions*, 15(2), 103-112. doi:10.1177/1098300712440451
- Lohrmann, S. & Talerico, J. (2004). Anchor the boat: A Classwide intervention to reduce problem behavior. *Journal of Positive Behavior Interventions*. 6, (2), p. 113 (E-journal)
- McConnell, M. E. (2012). Self-monitoring: An intervention for social, behavioral, and academic success for students in general and special education classrooms. *APBS Newsletter*, 10(4), 2-4.

- McIntosh, K., Campbell, A. L., Carter, D. R., & Dickey, C. R. (2008). Differential effects of a tier two behavior intervention based on function of problem behavior. *Journal of Positive Behavior Interventions, 10* (4), 1- 12.
- Maggin, D. M., Zurheide, J., Pickett, K. C., & Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. *Journal of Positive Behavior Interventions, 17*(4), 197-208. doi:10.1177/1098300715573630
- Mellard, D. F. & Johnson, E. (2008). *RTI: A Practitioner's guide to implementing response to intervention*, Corwin Press, Thousand Oaks, CA.
- Mouzakitis, A., Coddling, R. S., & Tryon, G. (2015). The Effects of Self-Monitoring and Performance Feedback on the Treatment Integrity of Behavior Intervention Plan Implementation and Generalization. *Journal of Positive Behavior Interventions, 17*(4), 223-234. doi:10.1177/1098300715573629
- O'Neill, R., Horner, R., Albin, R. W., Storey, K., & Sprague, J. R. (1996). *Functional assessment and program development for problem behavior: A practical handbook*. Wadsworth Publishing.
- Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2<sup>nd</sup> ed.). New York: Guilford Press.
- Reschly, D. J., & Wood-Garnett, S. (2009). *Teacher Preparation for Response to Intervention. TQ Research & Policy Brief*. Retrieved from <http://www.tqsource.org/publications/September2009Brief.pdf>
- Rodriguez, B. J., & Anderson, C. M. (2014). Integrating a Social Behavior Intervention During Small Group Academic Instruction Using a Total Group Criterion Intervention. *Journal of Positive Behavior Interventions, 16*(4), 234-245. doi:10.1177/1098300713492858
- Sanford, A. K., & Horner, R. H. (2013). Effects of Matching Instruction Difficulty to Reading Level for Students With Escape-Maintained Problem Behavior. *Journal of Positive Behavior Interventions, 15*(2), 79-89. doi: 10.1177/1098300712449868
- Simonsen, B., MacSuga, A. S., Fallon, L. M., & Sugai, G. (2013). The effects of self-monitoring on teachers' use of specific praise. *Journal of Positive Behavior Interventions, 15*(1), 5-15. doi: 10.1177/1098300712440453
- Simonsen, B., Eber, L., Black, A. C., Sugai, G., Lewandowski, H., Sims, B., & Myers, D. (2012). Illinois Statewide Positive Behavioral Interventions and Supports Evolution and Impact on Student Outcomes Across Years. *Journal of Positive Behavior Interventions, 14*(1), 5-16. doi:10.1177/1098300711412601
- Spaulding, S. A., Irvin, L. K., Horner, R. H., May, S. L., Emeldi, M., Tobin, T. J., et al. (2010). Schoolwide social-behavioral climate, student problem behavior, and related administrative decisions: Empirical patterns from 1,510 Schools Nationwide. *Journal of Positive Behavior Interventions, 12*(2), 69-85. doi: 10.1177/1098300708329011
- Teerlink, E., Caldarella, P., Anderson, D. H., Richardson, M. J., & Guzman, E. G. (2017). Addressing problem behavior at recess using peer praise notes. *Journal of Positive Behavior Interventions, 19*(2), 115-126. doi:doi:10.1177/1098300716675733
- U.S. Department of Education, I. o. E. S., What Works Clearinghouse. (2016, December). *Children Identified With or At Risk for an Emotional Disturbance topic area intervention report: Functional Behavioral Assessment-based Interventions*. Retrieved from <http://whatworks.ed.gov>

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- Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., & Ross, S. W. (2016). A Systematic Review of the Empirical Support for Check-In Check-Out. *Journal of Positive Behavior Interventions*, 18(2), 74-88. doi:10.1177/1098300715595957

### **Success:**

Participants who are successful in online Instruction

- Understand **online learning practices** and **expectations**.
- Have a dedicated **study space**
- Build a **study plan**.
- Know that Effective **time-management** and **communication skills** are essential.
- Stay **motivated**.
  - For more information, please see ([Link](#))

### **Evaluation Procedures:**

Grades will be based upon the following measures:

Class participation = 30

Required Module Completion = 30

Choice Module Completion = 30

Special Needs Network for Educators (SNNE) resource = 10

Bonus Final Case Analysis = 10

### **Late work:**

- Late work will be accepted at the discretion of the instructor. To earn total points, please submit the materials by the assigned due dates. Should you have any issues with meeting the timelines provided for the course, please contact the instructors in advance of the deadline.

**Class participation (30 points):** These activities will include, but will not be limited to in-person and online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes) and professional dispositions. *Attendance:* Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

**Required Module Completion (30 points):** We will collectively focus on one module from the National Center on Intensive Intervention (NCII). Each week, we will have specific modules to complete, along with a reflective task (to be submitted in Sakai) that reflects your understanding of the material. The reflections will not be particularly long but will require you to synthesize your learning

Please respond to the modules within one week of the assigned date.

<https://intensiveintervention.org/intensive-intervention-behavior-course>

**Choice Module (30 points):** Candidates may choose one additional module from NCII to complete. Each module will include a formative assessment that must be submitted into Sakai, under assignments.

- You will complete these modules at your own pace.
- You only need to complete the videos, the weekly reflections which I will post, and one final assessment (see below)
- You need to have completed the modules by 11/17/21
- You will submit the final project in Sakai, under Assignments - Choice Module.

The modules include:

### **Explicit Instruction -**

<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>

**Final Assessment:** Activity 8.13 – Stop and Jot: Apply your Knowledge Workbook (You may use parsimony in your response). Submit response in Sakai under assignments. Complete all modules.

### **Reading Intervention -**

<https://intensiveintervention.org/intensive-intervention-reading-course>

**Final Assessment:** Using the video provided under Module 7 ([Link](#)), complete Activity 7.4– Evaluate a Video. Submit your response in Sakai under assignments. For each module in this group, take the pre-assessment first (if available) or module quiz first (if available). Some modules may not have these and that is OK. If you feel comfortable answering 90% of the questions, just review the slides. If you think you cannot answer the questions correctly for 90% of the quiz, then watch the entire module. You also could review the activities for each module and see if you could complete them without taking the modules itself. If you can, then perhaps scan that module and move on. This will be on the honor system. There is no need to submit the assessment.

### **Math Intervention-**

<https://intensiveintervention.org/intensive-intervention-math-course>

**Final Assessment:** Under Module 7 – Complete Activity 7 - Identify and Analyze Components of an Intervention Lesson on Fractions. The activity is in the last section of the lesson plan. Submit your response in Sakai under assignments. For each module in this group, take the pre-assessment first or module quiz first (if available). Some modules may not have these and that is OK. For each module in this group, take the pre-assessment first (if available). If you feel comfortable answering 90% of the questions, just review the slides. If you think you cannot answer the questions correctly for 90% of the quiz, then watch the entire module. You also could review the activities for each module and see if you could complete them without taking the modules itself. If you can,

then perhaps scan that module and move on. This will be on the honor system. There is no need to submit the assessment.

**Summarize one resource for the Special Needs Network for Educators (SNNE) (10 points):**

Candidates can work in groups of up to four, to summarize a resource related to dealing with the COVID-19 pandemic for students with special needs. Candidates can create a graphic organizer, interview a family member or professional in the field, summarize a webinar or other resource, or create a summary of a tool, provide a brief explanation of a new law, screen capture a short review of a tool or resource that can support educators of students with special needs. The candidates need to place the summary or material into the SNNE ([link](#)) under the COVID-19 topic. See the SNNE website for examples. Be sure to include the names of the students who participate in making the resource. If you are reviewing a resource, please use this format: What did you select, how it is used, why did you select it, where can I find it?

**Bonus Final Case Analysis (10 points): This is an optional activity.**

Candidates will review a case study based on an actual functional assessment for a student. Next, they will develop a behavior intervention plan to support the student. Candidates can work in groups of up to 4 for this activity. One person per team needs to submit the assessment in Sakai. You can use pages 11-13 of this ISBE IEP to write up your summary of the functional assessment and behavior intervention plan. You can use parsimony. Just remember that you need to provide enough information that anyone who reads the plan could implement it without you being in the room.

**What works:**

1. Break down the activities by areas you feel most comfortable!
2. Make role assignments for these activities (who, what, when) (if working in pairs).
3. Connect with your site early.
4. Create a time line that will meet all of your needs, and get the project in on time. Work backwards. Look for the day that I want to turn in a project, figure out what needs to be done to make that happen, and then plot this out on a time line. Use this strategy if it works for you!
5. Assign someone to “pull it all together” into one document.
6. Everyone should review the final project.
7. Maintain a positive attitude towards the work and each other. Problem solve around adult behaviors.
8. Let your instructors know early if there is an issue!!
9. Be prepared to discuss your role in the process during the final presentation.

## Topic Outline

In General, the readings are assigned to prepare you for the following weeks class.

	Assignments	Due
Week 1 8/31/2021	<b>Behavior Modules:</b> Module 1 <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: Why do we need to focus on behavior? (34 Minutes)</li> </ul>	
Week 2 9/7/2021	<b>Start Choice Module</b> <b>Behavior Modules:</b> Module 1 <ul style="list-style-type: none"> <li>• Part 2: What are the elements of basic behavioral theory?</li> <li>• Part 3: What are the elements of basic behavioral theory?</li> <li>• Part 4: How do we determine the function of behavior? (55 minutes)</li> </ul>	Reflective Activity Behavior Module  Notify your instructor of the choice module you will be completing using this Google Doc ( <a href="#">link</a> )
Week 3 9/14/2021	<b>Choice Module</b> <b>Behavior Modules</b> Module 1 <ul style="list-style-type: none"> <li>• Closing</li> </ul> Module 2: Behavioral Theory II (Behavior Support for Intensive Intervention: Module 2) <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: What are setting events and how do they help explain behavior? (40 minutes)</li> </ul>	Reflective Activity Behavior Module  Possible SNNE Resource – You can start now– notify instructor with team members names and topics using this Google Doc ( <a href="#">link</a> ) (if you post, just don't post on the same day as another team)
Week 4 9/21/2021	<b>Choice Module</b> <b>Behavior Modules</b> Module 2 <ul style="list-style-type: none"> <li>• Part 2: What are the elements of basic behavioral theory?</li> <li>• Closing (42 minutes)</li> </ul>	Reflective Activity Behavior Module
Week 5 9/28/2021	<b>Choice Module</b> <b>Behavior Modules</b> Antecedent and Instructional Strategies (Behavior Support for Intensive Intervention: Module 3) <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: What are the 5 critical features of effective classroom management?</li> <li>• Part 2: How do I maximize structure in my classroom? (34 minutes)</li> </ul>	Reflective Activity Behavior Module
Week 6 10/5/2021	<b>Choice Module</b> <b>Behavior Modules</b>	Reflective Activity Behavior Module

	<p>Module 3</p> <ul style="list-style-type: none"> <li>• Part 3: How do I define and teach my expectations?</li> <li>• Part 4: How do I use active engagement and instructional strategies to prevent problem behavior?</li> </ul> <p>Consequence Strategies to Increase Behavior (Behavior Support for Intensive Intervention: Module 4)</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: Why is reinforcement important? (85 minutes)</li> </ul>	
10/12/2021	<b>Fall Break – class does not meet</b>	
<p>Week 7 10/19/2021</p>	<p><b>Choice Module Behavior Modules</b></p> <p>Module 4</p> <ul style="list-style-type: none"> <li>• Part 2: What is specific praise and how do I use it effectively?</li> <li>• Part 3: What other strategies can I use to increase behavior?</li> <li>• Part 4: How will you know when to adjust your use of reinforcement? (59 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p>
<p>Week 8 10/26/2021</p>	<p><b>Choice Module Behavior Modules</b></p> <p>Module 4</p> <ul style="list-style-type: none"> <li>• Closing</li> </ul> <p>Consequence Strategies to Decrease Behavior (Behavior Support for Intensive Intervention: Module 5)</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: What are ways I can manage minor behaviors?</li> <li>• Part 2: What other strategies could be layered on top of brief error corrections? (58 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p>
<p>Week 9 11/2/2021</p>	<p><b>Choice Module Behavior Modules</b></p> <p>Module 5</p> <ul style="list-style-type: none"> <li>• Closing</li> </ul> <p>Defining, Measuring and Monitoring Behaviors (Behavior Support for Intensive Intervention: Module 6)</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Part 1: How do we select an appropriate target behavior?</li> <li>• Part 2: How do we write an operational definition?</li> <li>• Part 3: How do we use the dimensions of behavior to help us refine our definition?</li> <li>• Part 4: How do we choose a measurement system? (56 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p> <p>If you are completing this assignment. Let the instructor know who will be working together as teams for the final case study (up to four students) – using this Google Doc (<a href="#">link</a>)</p>

<p>Week 10 11/9/2021</p>	<p><b>Choice Module</b> <b>Behavior Modules</b> Module 6</p> <ul style="list-style-type: none"> <li>• Part 5: How do we summarize our data to guide decision making?</li> <li>• Closing</li> </ul> <p>Data-Based Decision Making (Intensive Intervention in Behavior: Module 7)</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: How do we know if core features of classroom management are in place with fidelity?</li> <li>• Part 2: How do we know if students are achieving desired outcomes?</li> <li>• Part 3: How do we use data to define the nature of the problem? (47 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p>
<p>Week 11 11/16/2021</p>	<p><b>Choice Module</b> <b>Behavior Modules</b> Module 7</p> <ul style="list-style-type: none"> <li>• Part 4: How do we intensify our plan to improve outcomes?</li> <li>• Closing</li> </ul> <p>Intensifying Behavioral Interventions (Intensive Intervention in Behavior: Module 8)</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Part 1: How do we intensify supports for all groups of students? (47 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p>
<p>11/23/2021</p>	<p>Thanksgiving Break, Classes do not meet</p>	
<p>Week 12 11/30/2021</p>	<p><b>Choice Module</b> <b>Behavior Modules</b> Module 8</p> <ul style="list-style-type: none"> <li>• Part 2: How to we intensify supports for individual students?</li> <li>• Behavior Course Re-Cap (49 minutes)</li> </ul>	<p>Reflective Activity Behavior Module</p>
<p>Week 13 12/7/2021</p>	<p>Work on assignments – individual team meetings with the instructor as needed</p>	<p>Reflective Activity Behavior Module – we will do a short case together</p> <p>Choice Module Assessment Due in Sakai</p> <p>Option Draft case study due instructor in Sakai</p>



		SNNE Resource must have been loaded to website– notify instructor with team members names
Week 14 12/14/2021		Optional Final Case Study, due instructor in Sakai – this is optional

### Rubric for Candidate Dispositions

	<b>Exceeds Expectations (0.000 pt)</b>	<b>Meets Expectations (3.000 pts)</b>	<b>Partially Meets Expectation (2.000 pts)</b>	<b>Does Not Meet Expectations (1.000 pt)</b>
<b>Inquiry IL- LUC-DISP- 2016.3</b>	Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform Instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to to inform Instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to Instruction or promoting learning	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.
<b>Social Justice IL-LUC-DISP- 2016.2</b>	Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice.	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate

<p>Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in society.</p>
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**Professionalism  
IL-LUC-DISP-  
2016.1**

<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional</p>
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practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.
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**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**\*School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [\*Cura Personalis\*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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](#).

### **Additional ONLINE Course Policies**

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#### **\*Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

#### **\*Synchronous Meetings**

Will be conducted over Zoom. I request you keep your camera on and mic muted unless you are speaking.

#### **\*Student Participation**

I ask that student participate in all activities including chats, polls, and other online activities.

#### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

#### **\*Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

**\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.

**Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>