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**CIEP 435 – 001**
**Practicum II: Consultation and Collaboration –**
**Family and Community**
**Loyola University Chicago**
**Spring 2014**

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<u>Course Location</u>: LSC, Dumbach Hall, Rm 229    <u>Course Hours</u>: Monday, 6:30 – 8:00, approximately monthly

## Course Description

This course will provide candidates with the opportunity to provide support for targeted groups and individuals through the planning and implementation of targeted and intensive (Tier 2 and Tier 3) interventions. Candidates will assume a consultative/collaborative role in their schools and pursue opportunities to collaborate with appropriate key stakeholders (teachers, support personnel, administrators, students, and parents) to develop and implement interventions that facilitate success for all students. This course is intended to support candidates as they apply the content presented in CIEP 432.

## Course Objectives

1. Candidates will understand the data, systems, and practices relevant to intensive level intervention and the classroom and individual student level.

2. Candidates will understand consultative models and use effective consultative/collaborative skills to support the development and implementation of classroom and individual behavior support plans.

## IDEA Objectives that are *Essential* to the Course

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Acquiring skills in working with others as a member of a team

## IDEA Objectives that are *Important* to the Course

1. Learning fundamental principles, generalizations, or theories
2. Developing skill in expressing oneself orally or in writing

## Required Textbook
There is no required text for this class. Journal articles and other readings may be assigned throughout the course. This course will reference content presented in CIEP 432.

## Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

## Accessibility

Students who have disabilities that they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola.  Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

## Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

## Conceptual Framework

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 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.

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of "professionals in service of social justice." These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs.

- *Service.* Our programs emphasize service to others.  This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical

convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.

- *Skills.* Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional's skill set.
- *Knowledge.* Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional's depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- *Ethics.* No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

## Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted on Sakai and in LiveText for this course. ***The dispositions being evaluated for this class are Professionalism, Fairness, and All Students can Learn***.

## Diversity and Language

The mission of the School of Education at Loyola University Chicago involves learning how to teach for social justice and how to meet the needs of diverse learners. This course will help candidates to recognize that there is diversity in all classrooms and to understand the importance of educating themselves about the communities in which schools are embedded, the nature of families in those communities, and the nature of youth culture in those communities. Candidates are asked to think in terms of diversity when they plan lessons, when they interact with family members and other faculty and school personnel. In addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If needed, an article outlining those recommendations will be provided to you by your instructor.

## Technology

Students will utilize technology - including the internet, email, and Sakai - to access assessment materials, record and report assessment results, complete required course assignments, communicate with the instructor, participate in online activities, and access course materials.

## Professional Expectations of the Instructor:

1. I will make a strong effort be where I say I am going to be, when I say I'll be there, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially, if you have an emergency and cannot make

it to class. Similarly, I will let you know, in as timely manner as possible, when an emergency occurs and the class start time will be delayed, when I cannot make it to class, or when I need to reschedule a meeting.

2. In general, assignments will be due – posted on Sakai – at the end of the week. When assignments are completed on time, I am happy and everyone wants a happy grader for their assignment! If you will not be able to complete the assignment on time you **_must_** make other arrangements with me prior to the due date. I reserve the right to give partial credit or no credit for assignments turned in after the stated due date *unless you have made prior arrangements with me.*

3. The course syllabus is developed prior to the start of the term and assumes that things will run essentially according to plan. However, circumstances can, and do change. We will respond as appropriate to those changes in circumstances. I will make you aware of those changes as soon as possible, modify the course schedule as appropriate, and post the revised version of the syllabus as soon as possible.

4. I really want to know what you think, and what you have learned from the course. It is frustrating when I cannot read students' work. Therefore, I expect that you will word process your assignments (unless otherwise specified). Similarly, it is frustrating when students do not participate in discussions. I expect that every student will be a participant in our discussions of the course content.

5. When you are representing Loyola University Chicago, please remember to dress and behave in a professional manner.

## Primary Course Requirements/Clinical Components

### 1. Impact on Student Learning: Single Subject Research Paper

Candidates will conduct a single-subject research project. This project will provide candidates with an opportunity to assess an individual's learning environment, and collect and analyze data to inform decisions regarding intervention development and implementation. Candidates will collaborate with teachers, family members, and community agencies in order to design effective and efficient positive behavior support for the target individual. Throughout the project, candidates will be required to collect data on an individual student, however, intervention strategies may be targeted at small groups or entire classrooms, as appropriate. Table 5 summarizes the specific components of this assignment and the specific standards address by this assignment.

**Table 5: Summary of Components and Standards addressed by the Impact on Student Learning: Single Subject Research Project**

| Assignment Component | SOE CF Standards | ISBE Standards | BCBA Standards |
|---|---|---|---|
| Candidates provide an overview of the individual's current learning environment and connect the identified concerns to a body of relevant literature. A minimum of one hypothesis of expected outcomes is required. | 1 | 2, 3 | 1, 2, 3 |
| Candidates provide background information relevant to the individual and his/her family, community, and school environments. Gather information from various sources (e.g., record review, interview, formal and informal observation) to assist in the problem identification and analysis. | 2, 4 | 2, 5, 7 | 2 |
| Candidates identify and define target behavior(s). Describe the observation methods used to collect data throughout the project. | 1 | 3 | 3 |
| Candidates identify the appropriate single subject research design to evaluate the effectiveness of the selected intervention(s). | 6 | 3 | 3 |

| | SOE CF | ISBE | BCBA |
|---|---|---|---|
| Candidates collect data throughout baseline (pre-assessment) and intervention phases. Descriptions of each phase (baseline, intervention, etc.) should be described in enough detail that it could be replicated. | 1 | 3 | 3 |
| Candidates conduct a functional behavior assessment during pre-assessment phase. Baseline data will be collected and analyzed to inform intervention planning and implementation. | 1 | 3 | 3 |
| Candidates implement an evidence-based intervention that matches the function of the identified behavior(s). Candidates collect progress monitoring data to inform decisions regarding continuation or modification of selected intervention. Intervention must be implemented for a minimum of 3 weeks. | 1 | 2, 4, 5, 6 | 2 |
| Candidates provide a summary of the data collected. Discussion should include an analysis of the trend, change in level, and stability of the data. A graphic display depicting all phases, in APA format, should be included. | 1 | 3 | 3 |
| Candidates discuss conclusions that can be drawn from the data regarding specific research questions/hypotheses (e.g., "Was there a demonstration of a functional relationship?") and how current findings replicate, extend, or contradict previous research. A description of the limitations of the study should include addressing the threats to internal and external validity. Finally, discuss the implications for further research. | 1 | 2, 3, 4, 5, 6 | 1, 9 |

## 2. Final Practicum II Evaluation

Successful completion of this course is dependent upon candidates assuming a consultative leadership role, supporting the development and implementation of intensive group and individual intervention strategies. Candidates are expected to assume this role between 6 and 9 hours per week with the understanding that in-class or online discussions during seminar will account for some of this time. Table 7b below outline expected knowledge, skills, and disposition related to the range of experiences associated with this practicum.

**Table 7b: Summary of Components and Standards addressed in the Final Practicum II Evaluation.**

| Practicum II Final Evaluation Components | SOE CF Standards | ISBE Standards | BCBA Standards |
|---|---|---|---|
| Candidates demonstrate the ability to effectively conduct functional behavior assessments and intervention plans. | 2 | 3 | 3 |
| Candidates actively participate in professional meetings. | 2 | 7 | 1 |
| Candidates demonstrate the ability to evaluate a self-management program. | 2 | 3 | 4 |
| Candidates maintain professional relationships with support personnel and paraprofessionals, and understand the roles of these individuals. | 2 | 7 | 1 |
| Candidates demonstrate an awareness and understanding of legal issues related to special education and discipline policies. | 7 | 1 | 2 |
| Candidates maintain a level of professionalism throughout the practicum experience (e.g., write weekly reflections, keep detailed time log, maintain professional and confidential relationships, etc.). | 2, 3 | 8, 9 | 1 |

3. **Research to Practice**

Candidates will select a research article from a peer-reviewed journal within the fields of education, special education, or educational psychology. The article should present research on specific teaching strategies or academic interventions (e.g., reading, math, writing, social skills, study skills) or behavioral interventions (e.g., social skills training, function-based behavior support plans) for students with disabilities. The article must represent one of the four single subject research designs studied in the CIEP 435 course for which this assignment is required. Candidates will produce a written summary of the article according to the format provided below. A copy of the article and written summary must be turned into the professor. Table 9 summarizes the specific components of this assignment and the specific standards addressed in this assignment.

| Assignment Component | SOE CF Standards | ISBE Standards | BCBA Standards |
|---|---|---|---|
| Candidates provide an APA formatted citation that includes the name of the journal, month and year of publication for the selected article, authors of the selected article, and page numbers. | 1 | 9 | 1 |
| Candidates describe the problem investigated/research topic of the article. Summarize the background research the authors provide. | 1 | 9 | 1 |
| Candidates describe how the authors studied the problem. Include in your summary specifics about the design of the study, the participants, the intervention, and which techniques/instruments/observations were used to document results. | 1 | 9 | 1 |
| Candidates summarize the results of the study. Highlight any positive outcomes and the conditions under which benefit was observed as well as any examples/conditions under which little or no benefit was observed. | 1 | 9 | 1 |
| Candidates describe classroom implications/applications the authors outline as well as any implication/applications the candidate identifies. | 1 | 9 | 1 |
| Candidates describe limitations of the study that the authors outlined as well as any limitation identified by the candidates. Address any threats to internal and/or external validity. | 1 | 9 | 1 |

## Course Evaluation Procedures

Candidates will be evaluated on the following:

1. Professionalism: Professionalism includes participation in online, in-person (at site), and in-class discussions; providing feedback to peers in online, in-person (at site), and in-class discussions; maintaining professional behavior during site visits; timely completion of course assignments, etc. Candidates will participate in regular online "chats" on topics presented by the instructor and/or proposed by the candidates.
2. Systems of Support Analysis: Candidates will assess and evaluate the support systems that are in place at their site. The goal of this assignment is to determine the kinds of supports that are in place for students and to evaluate the degree to which they can support secondary and/or tertiary interventions.

3. Research to Practice: Candidates will select an research article from a peer-reviewed journal within the fields of education, special education, or educational psychology that presents research on specific teaching strategies, or academic or behavioral interventions. The article must utilize one of the four single-subject research designs studied in CIEP 435. Candidates will produce a written summary of the article (see guidelines above, Table 9) using APA format. A copy of the article must be submitted with the summary.

4. Single-subject Research Project: Candidates will complete a single-subject research paper, using the guidelines in Table 5, above. This project requires candidates to collect background information, determine the nature of the problem, plan an appropriate intervention, implement the intervention, collect baseline and intervention data, and complete a final written and oral summary report (Plan Evaluation). Report templates and evaluation criteria/rubrics will be provided by the instructor.

5. Clinical Component - Site Visits: Candidates will schedule approximately 7 site visits with the course instructor. Possible activities during site visits include 1) assessment of system supports, 2) observation of candidates during professional meetings (IEP, Problem Solving, etc.); 3) observation of instruction (classroom, small group, or individual student); 4) discussion centered on consultation/collaboration issues; or 5) discussion centered on course assignments and application of the content presented in CIEP 432.

|  | Jan | Feb | Mar | Apr | May |
|---|---|---|---|---|---|
| # Visits | 1 | 2 | 1 | 2 | 1 |

## Course Evaluation Procedures

| Assignment | Points | Grade Percentages | | | |
|---|---|---|---|---|---|
| **Professionalism**<br>Participation in online, and in-class discussions; providing feedback to peers in online, and in-class discussions; timely completion of course assignments, etc. | **80** |  | 87-89 = B+ | 77-79 = C+ | 67-69 = D+ |
|  |  | 93-100 = A | 83-86 = B | 73-76 = C | 63-66 = D |
|  |  | 90-92 = A- | 80-82= B- | 70-72 = C- | 60-62 = D- |
|  |  |  |  |  | ≤ 59 = F |
| **Systems of Support Analysis**<br>Determine and evaluate the support systems in place in your site relative to the degree to which they will enable secondary/tertiary interventions. | **20** | **\*NOTE: Candidates must maintain a 3.0 GPA.** | | | |
| **Single-Subject Research Project**<br>See Table 7a for assignment guidelines. | **60** | | | | |
| **Research to Practice Project**<br>See Table 9 for assignment guidelines | **30** | | | | |
| **Clinical Component – Site Visits**<br>Maintaining professional behavior during site visits; participation in professional meetings, etc. | **35** | | | | |
| **TOTAL POSSIBLE** | **225** | | | | |

**Course Calendar**

Following is the initial plan for the course. Assignments and due dates are subject to change due to the reality of working in public schools. You will be given sufficient notice of any changes that need to be made.

| Week | Topic | Activity | Assignment Due |
|------|-------|----------|----------------|
| 1<br>Jan 13 | **Class Meeting**: Introductions, Review syllabus, establish expectations, etc. | | Bring copy of syllabus to class |
| 2<br>Jan 20 | Identifying and Evaluating Systems of Support | Online Forum: Systems of Support, Sustainability | |
| 3<br>Jan 27 | Data | Online Forum: Data Collection, Management, and Usage | Identify student or group for intervention<br><br>Systems of Support Analysis |
| 4<br>Feb 3 | **Class Meeting**: Review of Problem Solving Model | | Signed Consent Forms |
| 5<br>Feb 10 | Single-Subject Design | Online Forum: Single-Subject Design | *Record Review |
| 6<br>Feb 17 | Evaluating Cultural Factors | Online Forum: Cultural Factors | *Teacher Interview and Observation |
| 7<br>Feb 24 | **Class Meeting**: Individual Student Interventions and Reinforcements | Begin planning intervention | *Complete Problem Identification/Analysis |
| 8<br>Mar 3 | NO CLASS - SPRING BREAK | | |
| 9<br>Mar 10 | Progress Monitoring | Online Forum: Progress Monitoring<br><br>Initiate Intervention | |

| | | | |
|---|---|---|---|
| 10<br>Mar 17 | **<u>Class Meeting</u>:** Preparing for intervention | | Intervention Plan |
| 11<br>Mar 24 | Charting and Graphing | Online Forum: Charting and Graphing | Continue Intervention and Data Collection |
| 12<br>Mar 31 | Decision Rules | Online Forum: Decision Rules | Continue Intervention and Data Collection |
| 13<br>Apr 7 | **<u>Class Meeting</u>**: Preparing Summary Reports | | Continue Intervention and Data Collection |
| 14<br>Apr 14 | | | Continue Intervention and Data Collection |
| 15<br>Apr 21 | Work on Summary Reports | Online Forum: Troubleshooting Summary Reports (by appointment) | Continue Intervention and Data Collection |
| 16<br>Apr 28 | Oral Reports on Single-Subject Research Projects | | |
| 17<br>May 5 | Exam Week – Class will not meet! | | |