CIEP 431: THREE TIERED PREVENTION: ADVANCED PRIMARY SUPPORTS
Loyola University Chicago
Spring 2013

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Course Location: Mundelein #203 (LSC)
Course Hours: Wed 6:00-8:30pm

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 which 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 conceptual framework of the School of Education is “Professionalism in Service of Social Justice”. This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at: [http://www.luc.edu/education/about.shtml](http://www.luc.edu/education/about.shtml)

Social Justice, as it relates to the LSBII program is providing support that equalizes the playing field for students who are at risk of failure. Through developing academic and behavior supports, candidates create environments where all students are more likely to experience success. Providing interventions that address all aspects of the child's world will provide additional resources to improve the quality of life of their students, and the world around them.

Conceptual framework standards addressed in this course:

**CF1:** Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

**CF2:** Candidates demonstrate knowledge and skills in a variety of school and professional settings.

**CF4:** Candidates demonstrate skills that will enable them to work effectively with diverse clients.

**CF6:** Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

**Diversity**

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

**Course Description**

The purpose of this course is to provide candidates with the skills to (a) identify and assess at the universal level specific academic and behavior support needs; (b) design and implement behavior interventions at the school-wide and classroom-wide levels across all students that include systems, practices, and data; (c) design learning environments that prevent and remediate problem behaviors, and (d) involve the key stakeholders (teachers, support
personnel, administrators, students) to develop agreed upon expectations and strategies to facilitate success for all students. Continuous improvement of the learning environment will be strengthened through the development of professional learning communities. Emphasis will be placed on the practices, systems, and processes of understanding and educating individuals demonstrating a range of learning and behavior problems within typical general education environments.

**Course Objectives**
Candidates will gain an understanding of:

1. Educational Environments and Systematic Instruction (LBSII 1B, 1C, 1H, 3A, 3B, 3K, 4A, 4B, 4C)
   - Describe the relationship between academic instruction and behavior management.

2. Basic Concepts (LBSII 1, 1I, 3C, 3E, 5A, 6A, 6E)
   - Define and give an example of the following concepts: response, stimulus, consequence, contingency, reinforcement, punishment, extinction, maintenance, and generalization.
   - Define learning, performance, teaching, and stimulus control.
   - Describe the phases of learning/teaching (acquisition, fluency, maintenance, generalization, adaptation).
   - Define basic components three-tiered prevention: Focus on primary prevention (systems, practice, data).
   - Gain an understanding of the philosophy behind multi-tier systems of support for all students.
   - Understand state and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.
   - Identify Tier 1 research based academic and behavioral practices to provide appropriate instruction for all students.

3. Assessment Tools (LBSII 1J, 3C, 4J)
   - Describe procedures and processes for measuring behavior/academics.
   - Describe procedures and processes for making decision based on data.
   - Describe and use assessment information to guide the development of planning at each tier.
   - Identify appropriate criterion-based measures that are developmentally appropriate within the areas of literacy and numeracy.

4. Steps in Intervention (LBSII 3D, 3J, 4D, 4E, 4G, 5B, 5C, 5E, 5K, 6B, 6D, 6E)
   - Write a complete behavioral objective.
   - Describe curricular and instructional modifications/adaptations for teaching at different phases of learning.
   - Identify interventions components at each of the tiers with the focus on primary supports.
   - Identify research-based Positive Behavior Supports that create a climate and culture of safety and respect for all students P-12.
   - Understand bullying and how it can be prevented through pro-active system-wide school measures P-12.
Understand bullying and the implications for the victim, the observer and the bully.

5. Behavioral Assessment and Information Management (LBSII 1F, 1G, 3A, 3C, 4F, 4H, 6F, 6H)
   - Identify the basic components of school-wide needs assessment prior to implementation.
   - Define the components of a functional behavioral assessment: setting events, antecedents, behavior(s), maintaining consequences, functions.
   - Conduct data collection at each tier with the focus on primary supports.
   - Describe and give an example of Team Development.
   - Define and given an example of leadership development for internal and external coaching.

Required Texts

Supplemental readings are assigned each week. You can find the readings either posted on Blackboard or accessed through the University Library system (http://hn9yf5lh6v.search.serialssolutions.com). These readings are not optional.

Additional Optional Readings
Snell, M.E. (2002). Strengthening the focus on problem contexts. Journal of Positive Behavior...
Interventions, 4, 21-24.

**Required Use of Technology**
Candidates will be responsible for regularly accessing their Blackboard accounts at http://blackboard.luc.edu. Blackboard will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit the Analysis of the Core (Behavior) Curriculum assessment. The instructor **MUST** assess candidate’s work using LiveText, and thus candidates must activate their account no later than mid-semester.

Candidates will access www.pbis.org and www.swis.org throughout the semester and search for information related to PBS.

Additional websites of interest to participants in this course include
- www.rtinetwork.org
- www.illinoisaspire.org
- www.aimsweb.org
- www.cec.sped.org
- www.whatworks.ed.gov
- www.interventioncentral.com

Course evaluations will be completed using an online system. It is essential for programmatic purposes that candidates complete evaluations within the designated timeframe. Additional information to candidates will be provided as the semester progresses. This information will be communicated via Loyola email; therefore it is essential that candidates check their university assigned email at least once a week, if not more frequently.

The essential objectives for evaluation of this course are **boldfaced**:
1. **Gaining factual knowledge (terminology, classifications, methods, trends)**
2. **Learning fundamental principles, generalizations, or theories**
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 (writing, inventing, designing, 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 and use resources for answering questions or solving problems**
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
Evaluation Procedures

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<thead>
<tr>
<th>Grading</th>
<th>Course Grade Percentages</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>60 pts</td>
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<tr>
<td>Analysis of the Core (Behavioral) Curriculum</td>
<td>60 pts</td>
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<tr>
<td>School-wide PBS Plan</td>
<td>30 pts</td>
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<tr>
<td>Classroom-wide PBS Plan</td>
<td>30 pts</td>
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<tr>
<td>ABA Exam</td>
<td>100 pts</td>
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<tr>
<td>Weekly Probes</td>
<td>40 pts</td>
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*Note: Candidates must maintain a 3.0 GPA*

*Detailed descriptions of assignments and corresponding assessment rubrics are available on Blackboard.*

Description of Assignments/Assessments

Professionalism
- Candidates will be expected to demonstrate professionalism through attendance and participation. It is essential that candidates communicate with the professor with regard to issues of attendance or work completion prior to class sessions or due dates. Candidates who are late to or miss more than two sessions cannot earn an A. No late work will be accepted. Candidates will be expected to participate during in-class activities. Activities will be related to weekly course content, as well as experiences at your practicum placement. All activities will be completed within the class period.

Analysis of Core (Behavioral) Curriculum.
- Candidates will complete an analysis of the current core curriculum for behavior support at their practicum site. Using appropriate blueprint and systems readiness tools (e.g., Self-Assessment Survey, School-wide Evaluation Tool, Office Discipline Referrals (ODRs)), candidates will assess the current level of need for change and develop possible action steps related to the approach. Candidates also must describe the current systems, data, and practices related to social and emotional and academic support by completing a working smarter graphic and developing a table of the intervention elements (based on working smarter).

School-wide PBS Plan (SWPBS Plan)
- Based upon the analysis of the core (behavioral) curriculum and using appropriate blueprint documents, candidates will develop a plan for the implementation of primary prevention at their practicum site. Simulating the responsibilities of a PBS Leadership Team, candidates will develop a SWPBS plan which will include: 3-5 general expectations and setting specific rules, a lesson plan for one setting, a recognition system, and a hierarchy of corrective responses. Candidates will outline the basic procedures for the “kick-off” activity and initial implementation. The plan should include
how the team would develop readiness and address support for staff. Further, the plan should include a schedule for the collection of fidelity and outcome data for ongoing decision making.

Classroom-wide PBS plan (CWPBS Plan)
- Candidates will complete a self-assessment of their own classroom management practices. Based upon the self-assessment data, candidates will develop or enhance one component of their CWPBS plan. Candidates will demonstrate the impact of their CWPBS plan on student behavior (i.e., collect baseline and intervention data). Candidates will present findings from the CWPBS plan project.

ABA Exam
- The basic principles of ABA will be evaluated through a cumulative examination.

Weekly Probes
- The rationale for probes is twofold: for candidates to self-manage their performance with regard to acquisition of key concepts and for the instructor to modify instruction to promote the acquisition of key concepts.
Schedule of Topics, Readings, and Assignments
* Adjustments to supplemental readings may be made at the instructor’s discretion.

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<thead>
<tr>
<th>Date</th>
<th>Topic/Activities</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>January 16, 2013</td>
<td>Introductions, Syllabus, and Pre-assessment</td>
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<tr>
<td>January 23, 2013</td>
<td>Introduction to ABA and PBS: Themes, Assumptions, and Issues</td>
<td>Cooper, Heron, &amp; Heward (2007) Chapter 1 BB readings</td>
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<td>January 30, 2013</td>
<td></td>
<td>Cooper, Heron, &amp; Heward (2007) Chapter 2 BB readings</td>
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<td>Probe 1</td>
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<tr>
<td>February 6, 2013</td>
<td>Three-Tiered Prevention: School-wide</td>
<td>BB readings</td>
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<tr>
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<td>Probe 2</td>
</tr>
<tr>
<td>February 13, 2013</td>
<td>Using Data for Planning and Buy-In</td>
<td>BB readings</td>
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<tr>
<td></td>
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<td><strong>Analysis of the Core (Behavioral) Curriculum DUE 2/15 by 5pm</strong></td>
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<tr>
<td>February 20, 2013</td>
<td>Three-Tiered Prevention: Classroom-wide</td>
<td>BB readings</td>
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<td>Probe 3</td>
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<tr>
<td>February 27, 2013</td>
<td>Defining and Measuring Behavior + Data Display</td>
<td>Cooper, Heron, &amp; Heward (2007) Chapters 4 &amp; 5 (pgs. 149-157)</td>
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<td><strong>SWPBS Plan DUE 3/1 by 5pm</strong></td>
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<tr>
<td>March 6, 2013</td>
<td>Spring Break – NO SCHOOL</td>
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<tr>
<td>March 13, 2013</td>
<td>Strategies to Increase and Decrease Behavior</td>
<td>Cooper, Heron, &amp; Heward (2007) Chapters 11 &amp; 26 BB readings</td>
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<td>Probe 4</td>
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<tr>
<td>March 20, 2013</td>
<td></td>
<td>Cooper, Heron, &amp; Heward (2007) Chapters 12 &amp; 13</td>
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<td>Probe 5</td>
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<td>March 27, 2013</td>
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<td>Cooper, Heron, &amp; Heward (2007) Chapter 14 BB readings</td>
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<td>Probe 6</td>
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<td>April 3, 2013</td>
<td></td>
<td>Cooper, Heron, &amp; Heward (2007) Chapter 15 BB readings</td>
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<td></td>
<td><strong>CWPBS Plan DUE 4/5 by 5pm</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>April 10, 2013</td>
<td>Planning for the Generalization of Behavior</td>
<td>Cooper, Heron, &amp; Heward (2007) Chapter 28 BB readings</td>
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<tr>
<td>April 17, 2013</td>
<td>Evaluating and Modifying SWPBS and CWPBS Plans</td>
<td>BB readings</td>
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<tr>
<td>April 24, 2013</td>
<td>Sustaining Three-Tiered Prevention</td>
<td>BB readings</td>
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<tr>
<td>May 1, 2013</td>
<td>ABA Exam</td>
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