

Counseling and Special Education 615
Summer 2014 Semester

Course & Title: CPSE 615: Problem Solving for Social and Emotional Interventions

Course Credit: 3 hours

Room & Time: MCKB 160
Tuesday/Thursday 1:00-3:50 p.m.

Instructor: Darlene Anderson, Ph.D.
237-D MCKB
422-27603

Office Hours: By appointment

Course Description/Purpose: To support school leaders in accessing and implementing evidence-based strategies that promote emotional and social development and academic growth within schools. This will be accomplished through the study of evidence-based principles, procedures, and strategies designed for the prevention and intervention of social and emotional behaviors and academic failure. A case study/problem solving approach will facilitate the purpose and objective.

Guiding Framework: As a department, we embrace the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and the Utah Effective Teaching Standards as guiding frameworks for preparing teacher candidates.

The Interstate New Teacher Assessment and Support Consortium (INTASC)

Standards: The INTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

The Utah Effective Teaching Standards place emphasis on (1) Personalized Learning for Diverse Learners, (2) Increased Learner Engagement and Application of Knowledge and Skills, (3) Improved Assessment Literacy, (4) Collaborative Professional Culture, and (5) Leadership Roles for Teachers.

Expected Learning Outcome

- Analyze current issues in special education in terms of scientific evidences.
- Demonstrate knowledge of the use of evidence-based and effective educational practices to improve academic learning, teach social/behavioral skills, and enhance moral development of students with disabilities, including those from diverse ethnic backgrounds.

- Demonstrate knowledge of effective leadership skills to work collaboratively with school professionals, paraprofessionals, and families of children with disabilities.

Prerequisites: Admission to the graduate program in Special Education.

Course Objectives: These will be demonstrated by the students at a level of 80% or higher

Part I (Knowledge-based)

1. Define Response to Intervention (RtI), Positive Behavior Support (PBS), and Multi-Tiered Systems of Support (MTSS) with respect to the policies, research and laws that have shaped these models.
2. Know core principles, essential components, and structure of the RtI, PBS, and MTSS models.
3. Describe the underlying theory, rationale, and purpose for instituting the RtI/PBS/MTSS model within a school community and provide strategies for implementing the model.
4. Describe effective methods for linking interventions to assessment results and then monitoring the progress during intervention.
5. Know the steps of the problem solving model and how to implement this model.
6. Understand the three methods of assessment (i.e., screening, diagnostics, and progress monitoring) and their respective roles, including an integrated data collection system.
7. Know methods to promote professional development of RtI and PBS, including strategies to effectively collaborate with educators, parents, and families.

Part II (Skill based)

1. Incorporate RtI/PBS/MTSS policy/laws into action plans and case study evaluations.
2. Implement core RtI/PBS/MTSS principles, components, and structure when problem solving and developing action plans for individual students and larger systems (e.g., groups, schools, districts, states) with respect to social and emotional needs.
3. Select and design an effective professional development RtI/PBS model for a school/district/state social and emotional system.
4. Effectively use the problem solving model in relation to the social and emotional development and academic growth of individual students and larger systems.
5. Demonstrate alignment of social and emotional assessments with appropriate interventions when designing individual student, group and school/district/state social and emotional action plans.
6. Demonstrate effective selection and implementation of the three methods of assessment with respect to individual, students, and/or school/district/state social and emotional action plans.

Assignment/Assessment Descriptions

(Hybrid Course Activities: This course is designed to be a hybrid course. Some classes will be on campus, and others will be off campus. The off campus classes will be student-lead independent activities.)

1. Reading Reflections/Connections Journal: Complete reading reflection on assigned days. The reading assignments are noted on the syllabus. These readings reflections are to be completed and posted on Learning Suite by the day indicated or the Friday of each week. Each reflection should consist of (a) synopsis of content read, and (b) connection of one of the concepts discussed to your personal experience, prior knowledge--(something learned in another class, or from previous readings), or a way in which you plan to apply the concepts in your future/current classroom.
Please keep your reflections to half or full page, only.
 2. IRIS/Florida Module Reflections: You will complete an IRIS Module and the Florida RtI Modules. For each of these modules, you will be required to reflect on the questions and problems presented. These reflections will be typed and submitted on Learning Suite.
 3. Lead Class Discussion & Case Study: You will lead one class discussion on an RtI/PBS topic of your choice. You will work with 2-3 other classmates to fulfill this assignment. (Please plan to take about 2 hours of class time for your discussion.) As part of the discussion that you lead, you will **select or write** a case study and incorporate the case study into the class discussion. Additionally, you will integrate relevant components/policies of RtI/PBS/MTSS into the discussion and case study.
 4. Behavioral Tool Kit*: You will develop a “tool kit” that offers behavioral strategies for you and others within your school community (e.g., educators, parents, community members). You can select the format for designing this tool kit (e.g., electronic, hard copy, in a folder, in a binder). What is important is that it is organized to meet your school community’s needs.
 5. Social/Emotional Problem Solving Activity*: You will identify a social and/or emotional problem in your school/setting that is specific to an individual student. Describe the problem in careful detail. Then, using the problem solving model, as well as other strategies learned in this class, share how you will attempt to work toward a viable solution for the student. Specifically, describe how you will screen and diagnose the problem at hand. Next, describe how you will select an effective intervention to best serve the needs of the student. Finally, describe how you will monitor the progress of the student’s response to the intervention. (This needs to be a Tier 2 or Tier 3 student, in respect to the RtI/PBS/MTSS model.) It is critical that evidence-based practices be a key part of your assessment and intervention endeavors and that you integrate how to effectively involve others: peers, educators, related service personnel, and/or parents.
 6. RtI/PBS Action Plan*: You will develop a RtI/PBS/MTSS strategic plan for your school/district/other setting. This is to promote systems change at the school/district/state level, with respect to RtI/PBS/MTSS. Incorporate the following steps into the infrastructure of your plan: Identification, Prevention/Intervention, Monitor Progress, and Professional Development. You are also required to integrate relevant policies and laws.
 7. Instructor/Course Evaluation: Please complete the course and instructor evaluation on-line for 5 points.
- **Self-determined assignments—Three due dates have been identified. You can match the assignments with the respective due dates. In other words, the order of**

submission is up to you. Also, I am open to negotiating these dates with you, upfront, at the beginning of Summer Term. Thanks!

<u>Assignments/Exams</u>	<u>Points</u>
1. Reading Reflections/Connections Journal (3 @ 5 pts.)	15
2. Module Reflections (6 @ 10 pts.)	50
3. IRIS Module Reflection	15
4. Lead class discussion & Case Study	35
5. Behavioral Tool Kit*	35
6. Social/Emotional Problem Solving Activity*	50
7. RtI/PBS/MTSS Action Plan*	65
8. Final Exam	50
9. Course Evaluation	5
TOTAL	305

Grading Criteria

95 - 100%	A	77 - 79	C+	60 - 63	D-
90 - 94	A-	74 - 76	C	Below 60%	E
87 - 89	B+	70 - 73	C-		
84 - 86	B	67 - 69	D+		
80 - 83	B-	64 - 66	D		

Grading: Grading your performance is a complex process. As your teacher I consider myself a mentor, but as your evaluator I must be as impartial and objective as possible. Your grades reflect both effort and achievement, not effort alone.

Course Expectations

- *Course Work:* Written work is expected to be professionally appropriate; please proof-read your work prior to submission. Assignments should be typed and be free from spelling, grammatical, and typographical errors.
- *Assignments:* All written work must reflect the efforts of the individual student.
- *Time Commitment:* University standards are 2 to 3 hours of out-of-class work for each credit hour. For this class you may spend 6 to 9 hours a week completing course work.
- *Personal Responsibility:* Students are expected to check the online course information and/or the course syllabus for clarification needed regarding assignments prior to contacting the instructor. Students are responsible for completing course work and for managing learning behavior in and out of class. If you encounter problems completing course work, it is your responsibility to contact the instructor to resolve issues. Please be aware that I have a policy that all work must be handed in on the day it is due. This is part of your personal responsibility.

- *Classroom Behavior:* Reading and sending emails, completing work for other courses while in class, working on puzzles, or any other multi-tasking type activity is not an appropriate use of the learning opportunity available in class. Cell phones should be turned off prior to class.
- *Professionalism:* You are expected to behave in a professional manner. This includes attending all class sessions, coming to class prepared, participating in all learning activities, with learning teams, and handing assignments in on time. If you have concerns about the course, you should discuss your concerns privately with the instructor. The classroom is not an appropriate forum for airing personal frustration or stress.
- *Observe BYU Honor Code:* Self-explanatory. Review code as needed.

Success in the Course

I hope that all students enrolled in this course will achieve desired results. Students who are successful in this course attend class, read the lessons, complete assignments on time, and revise assignments when given corrective feedback.

The purpose for providing feedback is to help you refine your work. Successful students turn in assignments on time so that they can receive and address corrective feedback. I am willing to work with students who proactively manage their learning experience.

Methodologies/Teaching Strategies: Course instruction includes reading the lessons, completing mastery checks, accessing internet sites, viewing electronic video presentations, and working with a child with special needs, attending class and participating in instructional activities in class.

Mission Statement of the BYU Special Education Programs:

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Other Critical Information: Please be courteous to all members of the class by **turning off cell phones and beepers during class time**. I will be communicating with you via e-mail this term. As a BYU student, each of you has access to an account. Please obtain your account information and inform us of your e-mail address. You are also expected to learn how to use Blackboard to access information for this course. Information will follow.

THANK YOU!

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the

Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285.

Bibliography:

Required Texts and Resources:

Response to Intervention: Policy Considerations and Implementation. (2008) National Association of Special Education Incorporated. Alexandria: VA.

As part of our class readings, chapters will be shared from the following books. These resources will be made available in LS and/or shared with you in hard copy.

Baer, G. (2010). *School discipline and self discipline.* New York: Guilford Press.

*Buffum, A., Mattos, M., Weber, C. (2009). *Pyramid response to intervention.* Bloomington, IN: Solution Tree.

Glover, T. A. & Vaughn, S. (2010). *The promise of response to intervention: Evaluating current science and practice.* New York, NY: Guilford Press.

*Marchant, M., Gibb, G. G., & **Anderson, D.** (2013). Reframing outcomes for students with learning disabilities: The application of a problem-solving approach. In F. E. Obiakor, J. P. Bakken, & A.F. Rotatori (Eds.). *Learning disabilities: Identification, assessment, and instruction of students with LD* (vol. 24, pp 185-209). Bingley, UK: Emerald Group.

Peacock, G. G., Ervin, R. A., Daly III, E. J., Merrell, K. W. (2010). *Practical Handbook of School Psychology.* New York: Guilford Press.

Shinn, M. R., & Walker, H. M. (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI.* Bethesda, MD: National Association of School Psychologists.

As part of our class readings, articles will be taken from the list below. These manuscripts will be accessible on Learning Suite.

Cook, B. G., Tankersley, M. & Landrum, T. J. (2009). Determining evidence-based practices in special education, *Intervention in School and Clinic*, 75(3), 365-38.

Cook, B. G., Tankersley, M., & Harjusola-Webb, S. (2008). Evidence-based special education and professional wisdom: Putting it all together, *Intervention in School and Clinic*, 44(2), 105-111.

*Hawken, L. S., & O' Neill, R. E. (2006). Including students with severe disabilities in all levels of school-wide positive behavior support. *Research and Practice for Persons with Severe Disabilities*, 31(1), 46-53.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Ppractice*. 8(3/4), 381-391.

Lewis, T. J. (2001). Building infrastructure to enhance schoolwide systems of positive behavioral support: Essential features of technical assistance. *Beyond Behavior*, 11(1), 8-20.

*Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice*, 18(3) 187-200.

*Sayeski, K. L. & Brown, M. R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children*, 44(1), 8-17.

Sugai, G. & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, 17, 223-237.

Sugai, G., & Horner, R. (2002). The evolution of discipline practices: Schoolwide positive behavior support. *Behavioral Psychology in the Schools*, 24(1/2), 23-50.

IRIS Module Options (you may choose from this list)

Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions

Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom

Classroom Assessment (Part 2): Evaluating Reading Progress

Collaborating with Families

Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement

Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs

Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

RTI (Part 2): Assessment

RTI (Part 4): Putting It All Together

RTI (Part 5): A Closer Look at Tier 3

SOS: Helping Students Become Independent Learners

Who's in Charge? Developing a Comprehensive Behavior Management System

You're in Charge! Developing Your Own Comprehensive Behavior Management Plan

Useful Websites:

The Florida Response to Intervention Website: <http://www.florida-rti.org/introCourse/index.aspx?ReturnUrl=%2fintroCourse%2fsurvey%2findex.aspx>

The Positive Behavioral and Intervention Supports Website: <http://www.pbis.org/>

The Church of Jesus Christ of Latter-day Saints Primary Resources: www.lds.org

The Iris Center: <http://iris.peabody.vanderbilt.edu/>

BYU-PBSI: <http://education.byu.edu/pbsi/>

The National Center on Education, Disability, and Juvenile Justice: www.edjj.org

The Oregon Social Learning Center: www.OSLC.org

Sopris West: www.sopriswest.com

Utah's Multi-Tiered Systems of Support: <http://www.updc.org/abc>

BYU Course Reserve (E-reserve):

<http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=3263>

Password: **and615**