



**Course Syllabus**

<b>COURSE NUMBER:</b> SPED 5700 Section 02	<b>COURSE TITLE</b> School-Based Prevention/ Intervention: RtI/PBIS	<b>TERM:</b> Fall I 09
<b>SITE:</b>  Special School District Main Office 12110 Clayton Road, Town & Country, MO 63131 Tuesdays, 5:00 – 9:00 08/24/09 - 10/16/09	<b>INSTRUCTOR CONTACT INFORMATION:</b> Michele Kelk, Ph. D. Kate Bell, Ph.D. World Classroom address: <a href="http://connections.webster.edu/">http://connections.webster.edu/</a>	<b>CREDIT HOURS:</b>  3.0

**1. COURSE DESCRIPTION:**

Education is changing, due to the implementation of response to intervention (RTI) procedures within our schools. Response to Intervention is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Positive Behavioral Interventions and Supports (PBIS) is the largest exemplar of RTI in the nation. The emphasis of this course is the understanding of the RTI/PBIS procedures and the various applications of RTI/PBIS within schools and individual classrooms. This course is the beginning of a series of 5 courses.

## 2. LEARNING OUTCOMES:

Course/Learner Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Understand the historical foundations, classic studies, major contributors, major legislation, and current issues related to RTI and PBIS.	
Know the basic principles and components of RTI and PBIS.	<b>SoE:</b> Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
<p>Know the issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</p> <p>Use responses and errors to guide instructional decisions and provide feedback to learners.</p>	<p>1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;</p> <p><b>CEC Standard 8: Assessment</b> Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</p>
Prevention and intervention strategies for individuals at-risk for a disability.	<b>CEC Standard 4: Instructional Strategies</b> Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
<p>Candidates systematically assess and evaluate their own effectiveness in the areas of instruction, with consideration of the ethical standards of the profession.</p> <p>Practice within the CEC Code of Ethics and other standards of the profession and act ethically in advocating for appropriate services.</p>	<p><b>MOSTEP 1.2.9:</b> The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p> <p><b>SoE:</b> Reflective collaborators reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.</p> <p><b>CEC Standard 9: Professional and Ethical Practice</b> Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices</p>

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Session	Date	Topic	Reading/Homework Assignments
1	8/25	Overview of class, introductions, syllabus, Peer reviewed journals Getting started with World Classroom Intro What is RTI and PBIS National Linkages: NCLD, IDEIA	Brown & Steege Chapters 1 & 2 In class  Reading for next week Bender & Shores Chapters 1, Chapter fro RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports. HW: APA Citation of a research article, Due 9/1
2	9/1	Using the library and on-line resources What is RTI /PBIS?	Reading for next week Bender & Shores Chapters 2, & 3 HW: Research article – Due 9/8
3	9/8	Standard Treatment Protocol vs. Problem Solving	Reading for next week Brown & Steege Chapters 3 & 9 HW: Research Article – Due 9/15
4	9/15	RtI and Special Education Discrepancy Model	Reading for next week Brown & Steege Chapters 4, 5, & 7 HW: Research evidence-based practice – Due 9/29
5	9/22	Using RtI/PBIS and Evidence-based interventions	Articles to be assigned
6	9/29	Evidence-based interventions continued	Reading for next week Bender & Shores Chapter 4 Brown & Steege Chapter 8 HW: School Interventions – Due 12/13
7	10/6	RtI /PBIS and Disproportionality	Bender & Shores Chapter 5 Brown & Steege Chapter 12
8	10/13	Final Questions	

Additional outside readings will be assigned

**4. RESOURCES:**

**Required Text(s):**

Bender, W. N., & Shores, C. (2007). *Response to intervention: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.

Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York, NY: The Guilford Press.

**Supplementary Readings:**

Sprague, J., Cook, C. C., Wright, D. B., & Sadler, C. (2008). *RTI and behavior: A guide to integrating behavioral and academic supports*. Horsham, PN: LRP Publications.

Batsche, G., Elliott, J., Graden, J.L., Grimes, J., Kovaleski, J.F., Prasse, D., Reschly, D.J., Schrag, J., & Tilly W.D. (2006). *Response to intervention: Policy considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Available for purchase online at: <http://www.nasdse.org/documents/RtI%20Order%20Form.pdf>

Additional required and optional reading will be made available through the instructor and the library. Additionally, World Classroom will be utilized this semester to access class notes, links to articles that offer suggestions, ideas, and

strategies for teaching students with disabilities, and web links related to RTI/PBIS. You will also have 2 classes that will be on-line, so it is imperative that you have a Webster E-mail and password.

Web sites:

- <http://www.centeroninstruction.org/>
- <http://iris.peabody.vanderbilt.edu/index.html>
- [www.PBIS.org](http://www.PBIS.org)
- <http://www.nrELD.org/>
- <http://www.interventioncentral.org/>

## 5. EVALUATION:

Assessments	Percentage of Grade
1. Research Articles Read and analyze 2-research article from a peer-reviewed journal. <ol style="list-style-type: none"> <li>a. Locate a research article related to the topic of Responsiveness to Intervention.</li> <li>b. Identify the article in APA format</li> <li>c. Write a brief summary of the article and summarize the research findings.</li> <li>d. Develop a question to ask the class about the topic and facilitate class discussion.</li> </ol>	20%
2. Evidence-based Practices/Interventions Project <ol style="list-style-type: none"> <li>a. Describe intervention</li> <li>b. Describe population for whom designed</li> <li>c. Describe evidence base               <ol style="list-style-type: none"> <li>i. Conduct literature review to identify relevant articles that support the intervention.</li> </ol> </li> <li>d. Prepare a 1-page summary of intervention to be shared with group.</li> <li>e. Present intervention with supporting research to class.</li> </ol>	35%
3. Three-tiers of Intervention Project <ol style="list-style-type: none"> <li>a. Locate a school with which to work</li> <li>b. Identify a Tier 1, Tier 2, and Tier 3 intervention for academic and behavior (You will be describing 6 different interventions)</li> <li>c. Describe each intervention and how it is utilized in the school.</li> <li>d. Describe how it is determined when students move from tier of intervention to the next (what assessments are used, what are cut off scores, entry/exit criteria)</li> </ol>	35%
4. Attendance and Participation	10%

**All assignments will be submitted electronically through World Classroom!**

## 6. GRADING SCALE:

94 – 100 = A  
90 – 93 = A-  
88 – 89 = B+  
83 – 87 = B  
80 – 82 = B-  
78 – 79 = C+  
73 – 77 = C  
70 – 72 = C-

**Email Policy:**

Students must Email instructor through World Classroom or campus E-mail.

**Assignments Policies:**

1. Due Dates: All assignments are due as outlined on the course syllabus and are to be submitted electronically through World Classroom.
2. Late assignments: For assignments submitted past the scheduled due date and time, ten percent (10%) of the total assignment points will be deducted per calendar day.
3. Format: All assignments must include full name to receive points. Remember if you are attaching an assignment that has been completed in Word you need to put your name and page numbers on the work document. You must also put your name and page number as a running head throughout your document for each assignment. All assignments are to be double spaced and written in size 12 font.
4. Email submissions: Students must enter within the subject line of their emails the name of the assignment to be submitted. If you have a question regarding the course or assignment do not ask it within your assignment email. Send a separate email to address this matter.
5. Resubmission: Students may resubmit an assignment if they received a grade lower than an A- (90% of the total points). When resubmitting an assignment a student must attach the original assignment with the new version. When resubmitting an assignment a student will not be able to receive a grade higher than ninety percent (90%) of the total assignment points.
6. The instructor is not responsible for written materials. Please make a copy of written work.

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

**Plagiarism and excessive copying** is not tolerated.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.) Excessive copying (using quotations, or copying a reference) is defined as copying more than a paragraph (approximately 4 sentences) from a written source. **All student materials may be submitted to 'Turnitin.com' to determine originality.**

### Avoiding Plagiarism

#### Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### Consequences of Academic Dishonesty:

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

#### Other:

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 4-hour class session, the final course grade will be reduced by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. **Incompletes are not awarded** except in emergencies, as defined by the instructor. If the requirements of the course are not completed by the last day of the semester, the grade will be based on the work submitted during the semester, as a percentage of the total number of grade points earned. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or **one calendar year** from the end of the course, whichever comes first.

Assignments are not accepted after the eighth class, unless there is an emergency.

Assignments that are not submitted by the due date (see schedule) will not be reevaluated.

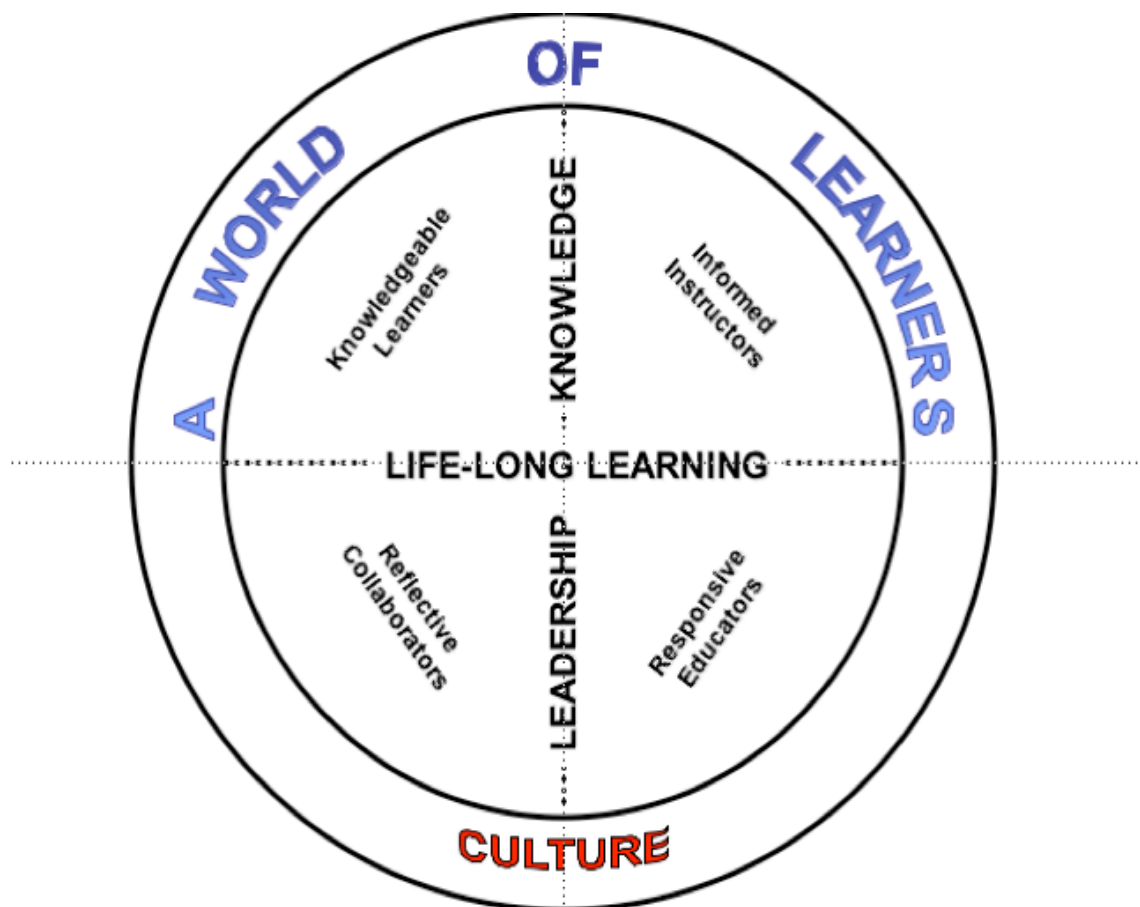
This syllabus is subject to change at the discretion of the instructor.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence