Chaminade University
OF HONOLULU

EPSY 711 Multi-Tiered System of Support (MTSS) and Social-Emotional Assessment and Intervention

Term
Class Time: N/A
Location: Virtual

Instructor: Daniel McCleary, Ph.D., LSSP, LP, NCSP
Email: daniel.mccleary@chaminade.edu
Office Telephone: N/A
Office: N/A
Office Hours: N/A

Required Text:
Burns, M. K., Riley-Tillman, T. C., & Vanderheyden, A. M. (2012). *RTI Applications: Academic and behavioral interventions* (Vol. 1). Guilford.
Otten, K., & Tuttle, J. (2011). *How to reach and teach children with challenging behavior*. John Wiley & Sons, Inc.
von der Embse, N., Eklund, K., & Kilgus, S. (2022). *Conducting behavioral and social-emotional assessments in MTSS: Screen to intervene.* Routledge.

Required Selected Readings:
Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting health and academic success* (2nd ed). Guilford.
Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Data-based and collaborative decision making*. NASP.
Riley-Tillman, C. T., Burns, M. K., & Kilgus, S. P. (2020). *Evaluating educational intervention*: *Single-case design for measuring response to intervention* (2nd ed.) Guilford.

Recommended Text:
Black, D. B. (2022). *Essentials of social emotional learning (SEL)* (A. S. Kaufman & N. L. Kaufman (Eds.).Wiley.
Brown-Chidsey, R., & Bickford, R. (2015). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools.* Guilford.
Greshem, F. M. (2017). *Effective interventions for social-emotional learning*. Guilford.
Kovaleski, J. F., VanDerHeyden, A. M., Runge, T. J., Zirkel, P., & Shapiro, E. S. (2022). *The RTI approach to evaluating learning disabilities* (2nd ed.). Guilford.

Losoff, R. C., & Broxterman, K. (2017). *Transforming schools: A problem-solving approach to school change*. Guilford.

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support blending RTI and PBIS*. Guilford.

Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide* (3rd ed.). Guilford.

Catalog Course Description

This course will introduce Multi-Tiered System of Support (MTSS) delivery in PK-12 schools. Three strands of service delivery will be included: 1) academic and cognitive, 2) behavioral and social, and 3) mental health and emotional. In addition, students will obtain the foundational knowledge and skills necessary to conduct comprehensive assessments of PK-12 students' social and emotional needs. This course will focus on classification, assessment, and best practices that dictate assessment to intervention planning in relation to MTSS. Students will be introduced to early identification and intervention strategies with regard to social and emotional functioning.

EdD in Educational Psychology Program Learning Outcomes (PLOs)

Educational Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

Articulation of Characteristics and Values

EPSY 711 Multi-Tiered System of Support (MTSS) and Social-Emotional Assessment and Intervention is guided by the Marianist Educational Value of Educate for Adaptation and

Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Educational Psychology, which seeks to identify and understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our class discussions and in our capstone project.

Course Learning Outcomes

Educational Psychology students will:

1. Synthesize evidence-informed educational and counseling practices within each of the three strands of service delivery: 1) academic and cognitive, 2) behavioral and social, and 3) mental health and emotional.
2. Describe the methods, principles, and theories related to social-emotional learning and functioning.
3. Apply theory to practice through the use of critical thinking, problem-solving and evidence-based decision-making in the development of intervention planning.
4. Utlize the skills, competencies, and points of view needed by educational psychologists to support the social-emotional learning needs of PK-12 students.
5. Apply the skills needed for writing reports related to social-emotional learning assessments, observations, interpretations, and recommendations.

Course Approach

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Requirements: There are no prerequisites for this course.

Assignments:

1. **Quizzes (80 points//19%):** Ten quizzes will be given during the semester. Each quiz is worth 10 points and will cover content assigned for the week the quiz is given. The two lowest quiz grades will be dropped.

2. **Assessment Report (100 points//23%):** Students must select and present a report of a social-emotional behavioral (SEB) assessment (i.e., universal screener or progress monitoring tool). The assessment report must identify the skill(s) the assessment is targeting, how long it takes to administer, if it can be administered in individual and group settings, how frequently the assessment can be given, and the required qualifications of the person administering the assessment. A brief 1-2 page summary handout should be created and posted on the course website that links to the assessment, provides an overview of the assessment, and provides peer-reviewed references supporting its use. Video recorded presentations should last between 6-10 minutes.

3. **Social-Emotional Behavioral Intervention Handouts (100//23%):** Each student will create handouts for 2 social-emotional behavioral (SEB) interventions. For each of the 2 research-based SEB interventions, students will create a teacher handout and a fidelity checklist. Each handout should include three representative peer-reviewed journal article references on the handout. Video recorded presentations of at least one of the selected interventions should last between 5-8 minutes.

4. **Paper: School-Wide Practices to Promote Learning (100 points//23%):** Each student will write a 6-page proposal for a research-based social-emotional learning (SEL) or social-emotional behavior (SEB) program designed to promote learning, positive behavior, and

mental health to be implemented in a school or district. The report must identify the universal screener that will be used and how often it will be used, how the data will be used to make intervention determinations, how school personnel will be trained on the initiative, the interventions that will be available (e.g., standard protocol or individualized) the progress monitoring tool(s) that will be used, how treatment fidelity will be collected, who will collect treatment fidelity data, who will interpret the intervention data, how the data will be communicated to parents and teachers, and how recommendations for special education services will be made. Rough drafts may be submitted for instructor feedback no later than 5 class days prior to the due date. The paper must be in APA Style (7th ed.) using the professional style paper format, Times New Roman, and 12-point font. Quotes should not appear in the paper.

5. **Reflection Post and Comments (50 points//12%):** Students will write a 2-3 page reflection on what they have learned in the course and how it applies to their current or future work in school systems. The reflection will be posted on the course website for peers to read and comment on. The post should not be a summary of information presented in the course. Instead, it should present how the information in the course pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one's perspective of school systems has changed over the course of the semester. Each student must also respond to at least 3 peer reflection posts in a meaningful and thoughtful way. ***In order to respond to peer's post before the due date, you and your peers will have to post your reflections well before the due date.***

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative
B Superior work done in a consistent and intellectual manner
C Average grade indicating a competent grasp of subject matter
D Inferior work of the lowest passing grade, not satisfactory for fulfillment of
   prerequisite course work
F Failed to grasp the minimum subject matter; no credit given

1.	Quizzes	80 points
2.	Assessment Report	100 points
3.	SEB Handouts	100 points
4.	Paper	100 points
5.	Reflection Post and Comments	50 points
		430 points

A = 90-100%   *387-430 points*

B = 80-89%   *344-386 points*
C = 70-79%   *301-343 points*
D = 60-69%   *258-300 points*
F = <60%   *0-257 points*

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by contacting the instructor prior to missed class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:
https://assets.chaminade.edu/wp-content/uploads/2022/07/29101951/22-23-Student-Hanbook-Working-Revisions.pdf

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity,

because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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Research Design in Counseling

Heppner, Kivlighan, and Wampold

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A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

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Research Method In Social Relations

Kidder

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THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
https://allpsych.com/research-methods/introduction/replication/

Tentative Course Schedule

Wk	Date	Topic	Required Reading	Assignments (all are *due on Friday*)
1	7/3	Course introduction/syllabus Ch.1 Introduction to Integrated Mental & Behavioral Ch. 1 A Case for Change	Syllabus von der Embse et al. Otten & Tuttle	 Quiz 1
2	7/10	Ch. 2 The Solution-Focused Emotional & Behavioral Ch. 3 Teaching Social Skills Ch. 6 Preventing Challenging Behavior	von der Embse et al. Otten & Tuttle Otten & Tuttle	Quiz 2
3	7/17	Ch. 3 Essential Components of Effective Tier 1 Ch. 7 Assisting w/ Executive Function Tasks Ch. 2 Matching Intervention to Student	von der Embse et al. Otten & Tuttle Burns et al.	Quiz 3
4	7/24	Ch. 4 Universal Screening Ch. 9 Reinforcing Desired Behavior Ch. 3 Group Interventions	von der Embse et al. Otten & Tuttle Burns et al.	Quiz 4
5	7/31	Ch. 5 Evaluating, Modifying, and Enhancing Tier 1 Ch. 11 Individual Reinforcement Systems Ch. 4 Whole-School Behavioral Interventions	von der Embse et al. Otten & Tuttle Burns et al.	Quiz 5
6	8/7	Ch. 6 Essential Components of Effective Tier 2 *Ch. 6 One Size Does Not Fit All: Adapting SEL Ch. 12 Using Undesirable Consequences: The Basics Ch. 6 Classwide/Small-Group Behavioral Intervention	von der Embse et al. Guildner et al. Otten & Tuttle Burns et al.	Quiz 6
7	8/14	Ch. 7 Problem Analysis for Tier 2 Services Ch. 18 Best Practices in Conducting FBAs Ch. 13 Common Logical Undesirable Consequences Ch. 8 Behavioral Acquisition Interventions	von der Embse et al. BP DBCDMA Otten & Tuttle Burns et al.	Quiz 7 **Assessment Report DUE**
8	8/21	Ch. 8 Enhancing and Improving Tier 2 Services Ch. 20 Best Practices in Can't Do/Won't Do Ch. 14 Conducting Effective and Efficient FBAs Ch. 15 Designing and Implementing Effective BIPs Ch. 10 Behavioral Proficiency-Building Interventions	von der Embse et al. BP DBCDMA Otten & Tuttle Otten & Tuttle Burns et al.	Quiz 8 **SEB Handouts DUE**
9	8/28	Ch. 9 Progress Monitoring Tier 2 Services Evaluating PND, Variability, Level, and Trend Ch. 11 Maintenance and Generalization of Behavioral	von der Embse et al. Riley-Tillman et al. Burns et al.	Quiz 9 **Paper DUE**
10	9/4	Ch. 10 Advanced Applications of SEBA & Next Steps Ch. 13 Putting it all Together	von der Embse et al. Burns et al.	Quiz 10 **Reflection Post & Comments DUE**

Late Work Policy
*All assignments are expected to be completed by the date stated on the calendar. <u>Late work at the graduate level is considered unacceptable.</u> If there are extenuating circumstances, late assignments <u>may</u> be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, **ten points** will be deducted for every day the assignment is late.*

Writing Policy
All written work should strictly adhere to APA Style (7th ed.).

Instructor and Student Communication
Questions for this course can be emailed to the instructor at daniel.mccleary@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours during regular business days.

Course Website:
EPSY 711.90.7 https://chaminade.instructure.com/courses/30004

EPSY 711.91.7 https://chaminade.instructure.com/courses/30005

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Paper: School-Wide Practices to Promote Learning

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

Expectation	Score				
Paper reviews **peer-reviewed journal articles** pertaining to research-based school-wide practices designed to promote learning, positive behavior, and mental health.	2	4	6	8	10
Identifies the universal screener that will be used and how frequently it will be administered.	2	4	6	8	10
Identifies how the universal screener data will be used to make intervention determinations	2	4	6	8	10
Identifies school personnel will be trained on the initiative	2	4	6	8	10
Identifies the interventions that will be available and if they will be standard protocol, hybrid, or individualized	2	4	6	8	10
Identifies the progress monitoring (s) that will be used	2	4	6	8	10
Identifies how treatment fidelity will be collected and who will collect this data	2	4	6	8	10
Identifies who will interpret the intervention data and how that data will be communicated to parents and teachers	2	4	6	8	10
The paper follows APA Style (professional style format), 12-point font, Times New Roman, and contains **no** quotes.	1	2	3	4	5
The paper is within 5-7 pages of content, not including a title page and references.	1	2	3	4	5
The proposal is organized logically and is clearly and concisely written.	1	2	3	4	5
The literature review is free of spelling, typographical, and grammatical errors.	1	2	3	4	5

Total Score: _____ X = _____/100

Assessment Report

Scoring Criteria	Total Points	Score
Presenter had a clear understanding of the information presented and provided current **peer-reviewed journal articles** supporting use of the SEB assessment (i.e., universal screener or progress monitoring tool).	15	
Identified the target skill(s) of the assessment	15	
Identified how long it takes to administer and if it can be administered in group and individual settings	15	
Identified how frequently the assessment can be given (e.g., daily, weekly, monthly, once per year)	15	
Identified the necessary qualifications or skill set of the person administering the assessment	15	
Presentation **maintained the interest of the audience** and overheads/**handouts**/activities were appropriate and helpful to the audience.	15	
Information was well communicated and maintained a sense of professionalism (e.g., speaker maintains good eye contact with the audience, is appropriately animated, and uses appropriate language and visuals). Presentation was within the 6-10 minute time limit.	10	
Total Points	**100**	

Area of Reinforcement:

Area of Refinement:

Social-Emotional Behavioral Intervention Handouts

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

Expectation	Score				
2 SEB interventions	1	2	3	4	5
Each of the 2 SEB include -teacher handout -fidelity checklist	1	2	3	4	5
Each handout includes at least 3 APA Style references of representative **peer-reviewed journal articles** demonstrating support for the intervention.	1	2	3	4	5
Student provides a BRIEF summary of the intervention/strategy and who it is useful for.	2	4	6	8	10
Student explains how to implement the intervention/strategy in the teacher handouts.	3	6	9	12	15
The fidelity checklist contains clear directions and indicates each step of the intervention/strategy.	1	2	3	4	5
The documents are free of spelling, typographical, and grammatical errors.	1	2	3	4	5

Total Score: _____ X 2 = _____/100
Area of Reinforcement:

Area of Refinement:

Reflection Post and Comments Rubric

Scoring Criteria	Total Points	Score
Reflection post is ~2 pages long	10	
Reflection focuses on what was learned in the course and how it applies to their current or future work in school systems (e.g., how the information pertains to lived experiences and/or connects with information learned in other courses). The reflection may also address how one's perspective of school systems has has changed over the course of the semester.	20	
The reflection does _**NOT**_ include a summary or regurgitation of textbook information.	5	
The student responded to at least 3 peer reflection posts in a meaningful and thoughtful way.	15	
Total Points	**50**	