

CHAMINADE UNIVERSITY

SPSY 711 Multi-Tiered Systems of Support

Fall 2024

Class Time: Monday /Tuesday at 5:30pm- 9:40pm

Location: Online (<https://chaminade.instructure.com/>)

Instructor: Dr. Heather Chapman, PsyD, LMHC, BCBA

Email: heather.chapman@chaminade.edu

Office Telephone: N/A

Office: N/A

Office Hours: Appointment request

Required Texts:

- 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

Additional Article:

- Lane, K. L., Barton-Arwood, S. M., & Oakes, W. P. (2012). Using function-based support within a multi-tiered system of support to improve student outcomes. *Beyond Behavior*, 22(1), 31-39.

Catalog Course Description

Course Description

EdS in School Psychology Program Learning Outcomes (PLO)

EdS in School Psychology students will:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)

3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Description

This course examines the implementation of Multi-Tiered Systems of Support (MTSS) in schools to provide differentiated interventions based on student needs. Data-based decision-making, universal screening, progress monitoring, tiered instruction and interventions, and team collaboration will be emphasized. Prevention, evidence-based practices, data collection tools, implementation fidelity, and system structures will be covered.

Characteristics and Values

SPSY 711 Multi-Tiered Systems of Support 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 School Psychology. School Psychology 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 culture presentation.

Course Learning Outcomes

School Psychology students will:

1. Explain the multi-tiered systems of support (MTSS) framework and its core components. (NASP 5 & 6)
2. Use data-based decision-making and problem-solving to determine appropriate MTSS services and supports for students. (NASP 1 & 6)
3. Administer assessments, universal screenings, and progress monitoring relevant to the implementation of MTSS services. (NASP 5 & 6)
4. Develop, implement, and evaluate tiered evidence-based interventions that enhance academic, social-emotional, and behavioral outcomes. (NASP 5 & 6)
5. Collaborate as part of a team to build capacity and sustainability for MTSS in schools aimed at improving student success.(NASP 5 & 6)

5. Explain the core principles and components of the MTSS framework. (NASP Domains 5 & 6)
6. Analyze various assessment tools used for identifying academic and social-emotional needs. (NASP Domains 1 & 2)
7. Select and apply evidence-based interventions for both academic and social-emotional support. (NASP Domains 5, 6 & 9)
8. Develop data-driven decision-making skills to monitor student progress and adjust interventions. (NASP Domains 1 & 9)
9. Collaborate effectively with colleagues to implement and sustain a comprehensive MTSS approach. (NASP Domains 2 & 10)
10. Advocate for equitable access to MTSS resources and supports for all students. (NASP Domains 3, 7 & 10)

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 cstechsupport@chaminade.edu or (808) 735-4855.

Course Requirements

Assignments:

- Reflection: Identify a school/population of interest: PLO 5, PLO 6
- Case Study: Analyze Tier 1 needs: PLO 5, PLO 6
- Data Analysis: Select and justify data collection tool: PLO 1, PLO 6
- Intervention Design: Draft Tier 1 and 2 academic interventions: PLO 5, PLO 6
- Case Study: Conduct an FBA: PLO 5, PLO 6
- Intervention Design: Develop a BIP based on FBA: PLO 5, PLO 6
- Case Study Presentation: Tier 3 intervention plan: PLO 5, PLO 6
- Data Collection Practice: Apply ABA data collection: PLO 1
- Reflection Paper: Family & Community engagement: PLO 5, PLO 6, PLO 7
- Final Project (Written Component): PLO 1, PLO 5, PLO 6, PLO 9
- Final Project Presentations: PLO 5, PLO 6 Reflection Assignments

The reflection assignments provide opportunities for you to critically engage with course concepts and connect them to your own experiences and future practice. In **Week 1**, you will write a 1 page reflection on your prior experiences with MTSS, identifying areas of strength and areas where you'd like to deepen your knowledge. You will also Identify a hypothetical student/population of interest for your final project. In **Week 9**, you will write a 1 page reflection analyzing the role of family and community engagement in MTSS, drawing from course readings and discussions. Propose concrete strategies for building effective partnerships with families and community stakeholders to support student success. Each reflection should be thoughtfully written and demonstrate a clear understanding of relevant course concepts.

Rubric for Reflections (5 points each)

- **Depth of reflection (2 points):** Demonstrates thoughtful and critical engagement with course concepts, connecting them to personal experiences and future practice.
- **Application of knowledge (2 points):** Effectively applies relevant course concepts and theories to analyze the topic and propose solutions or strategies.
- **Clarity and organization (1 points):** Writing is clear, concise, and well-organized, with proper grammar and mechanics.

Case Study Assignments (20 points each, 40 points total)

These assignments provide the opportunity to apply your understanding of MTSS principles and assessment practices to real-world scenarios, analyzing student needs and developing appropriate intervention recommendations.

Case Study 1: Analyzing Tier 1 Needs

You will be presented with a case study detailing a student's academic and behavioral performance within a school setting. Based on the information provided, you will:

- Identify the student's strengths and areas of need in both academic and behavioral domains.
- Analyze the potential causes or contributing factors to the student's difficulties.
- Suggest appropriate Tier 1 interventions (universal supports) to address the student's needs.
- Justify your intervention choices based on evidence-based practices and alignment with MTSS principles.

Case Study 2: Functional Behavior Assessment (FBA)

This assignment focuses on conducting a Functional Behavior Assessment (FBA) for a hypothetical student. You will:

- Review the student's background information, including academic and behavioral data.
- Analyze the data to identify patterns and possible functions of the student's problem behavior.
- Use indirect and direct assessment methods (e.g., interviews, observations) to gather additional information.
- Develop a hypothesis statement summarizing the likely function(s) of the behavior.
- Outline a plan for further assessment or intervention based on the FBA results.

Rubric for Case Study Assignments (20 points each)

- **Identification of Needs (5 points):** Accurately identifies the student's academic and behavioral needs based on the case study information.
- **Analysis of Contributing Factors (5 points):** Provides a thoughtful and thorough analysis of the potential causes or contributing factors to the student's difficulties, using data collection methods and operationally defining behaviors.
- **Intervention Recommendations (5 points):** Suggests appropriate, evidence-based interventions aligned with the data, student's needs and MTSS principles.
- **Justification of Interventions (5 points):** Clearly and convincingly justifies the chosen interventions, citing relevant research and best practices. (For Case Study 2, this includes development of a hypothesis statement based on FBA findings.)

Intervention Design Assignments (25 points each, 50 points total)

These assignments provide the opportunity to apply your knowledge of MTSS, assessment, and evidence-based practices to design effective interventions for students with diverse needs.

Intervention Design 1: Academic Intervention Plan

In this assignment, you will develop a Tier 2 academic intervention plan for a hypothetical student facing a specific learning challenge (e.g., reading difficulty, math anxiety). Your plan should include:

- **Student Profile:** A brief description of the student's strengths, challenges, and current academic performance.
- **Intervention Goals:** Specific, measurable goals for the student's academic growth.
- **Intervention Strategies:** Detailed descriptions of evidence-based strategies and activities to address the identified learning challenge.
- **Progress Monitoring:** A plan for regularly assessing the student's progress and adjusting the intervention as needed.

Intervention Design 2: Behavior Support Plan (BSP) Based on FBA

Building upon the Functional Behavior Assessment (FBA), you will design a Tier 2 Behavior Support Plan (BSP) for the same hypothetical student. Your BIP should include:

- **Summary of FBA Results:** A brief overview of the FBA findings, including the identified function(s) of the student's behavior.
- **Intervention Goals:** Specific, measurable goals for reducing or replacing the problem behavior.
- **Antecedent Strategies:** Proactive strategies to prevent the problem behavior from occurring.
- **Replacement Behaviors:** Positive behaviors to teach the student in place of the problem behavior.
- **Consequence Strategies:** Appropriate responses to both positive and negative behaviors.
- **Progress Monitoring:** A plan for regularly evaluating the effectiveness of the BIP and making adjustments as needed.

Rubric for Intervention Design Assignments (25 points each)

- **Student Profile (5 points):** Clearly and concisely describes the student's strengths, challenges, and academic performance.
- **Intervention Goals (5 points):** Goals are specific, measurable, achievable, relevant, and time-bound (SMART).
- **Intervention Strategies (10 points):** Provides detailed descriptions of evidence-based strategies and activities that are appropriate for the student's needs and learning style.
- **Progress Monitoring (5 points):** Includes a clear and feasible plan for ongoing assessment of student progress and adjusting the intervention as needed. (For the BIP, this should also include data collection methods for monitoring behavior.)

Final Project Details: Developing a Comprehensive MTSS Plan

Students will design a comprehensive MTSS plan that addresses both academic and social-emotional needs. The plan should include the following components:

1. **Context and Needs Assessment:**
 - **School/Population Description:** A detailed description of the school or student population the plan is designed for, including relevant demographics, academic and social-emotional needs, and any existing resources or challenges.
 - **Data Collection Sheet:** A specific data collection tool or instrument that will be used to gather information on student behavior, academic performance, and social-emotional well-being. This could be an existing tool or one that the student creates.
2. **Hypothesis and Goal Setting:**
 - **Hypothesis of Behaviors:** Based on the data collected, a clearly articulated hypothesis about the underlying factors contributing to the identified academic and social-emotional needs.
 - **Goals and Objectives:** Specific, measurable, achievable, relevant, and time-bound (SMART) goals for both academic and social-emotional outcomes.
3. **Tiered Interventions and Supports:**
 - **Tier 1 (Universal):** Evidence-based strategies and interventions that will be implemented school-wide to support all students' academic and social-emotional development.
 - **Tier 2 (Targeted):** More intensive interventions and supports for students who are not responding to Tier 1 supports, based on their individual needs and the identified hypotheses.
 - **Tier 3 (Intensive):** Highly individualized interventions and supports for students with significant needs who have not responded to Tier 1 or Tier 2 supports.
4. **Environmental and Consultation Strategies:**
 - **Environmental Modifications:** Strategies for shaping the classroom or school environment to promote positive behavior, engagement, and social-emotional well-being.
 - **Consultation Strategy:** A plan for collaborating with teachers, administrators, families, and other stakeholders to implement and sustain the MTSS plan. This should include details about roles, responsibilities, communication channels, and training/professional development opportunities.
5. **Progress Monitoring and Fidelity:**
 - **Progress Monitoring Plan:** A system for regularly collecting and analyzing data to monitor student progress and determine the effectiveness of interventions.
 - **Fidelity Checklist:** A checklist or tool for ensuring that interventions are implemented with fidelity (i.e., as intended), including criteria for evaluating adherence to the plan, dosage, and quality of implementation.
6. **Evaluation and Sustainability:**
 - **Evaluation Plan:** A plan for evaluating the overall effectiveness of the MTSS plan, including specific measures for both academic and social-emotional outcomes.
 - **Sustainability Plan:** Strategies for ensuring that the MTSS plan is embedded into the school's culture and practices and continues to be supported over time.

Final Project Presentations

- Each student will record an 5-10 minute presentation of their comprehensive MTSS plan and post it to canvas platform final modules.
- Presentations should highlight the key components of the plan, including the data collection tool, hypothesis, environmental modifications, consultation strategy, and fidelity checklist.
- Peer feedback will be provided to help students refine their plans, by students providing feedback on 1 presentation of their peers.

Grading

Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following table:

EPSY 711 Rubric (400 Points Total)

Assignments:

1. **Reflection: Identify a school/population of interest:** 5 points
2. **Case Study: Analyze Tier 1 needs:** 20 points
3. **Data Analysis: Select and justify data collection tool:** 20 points
4. **Intervention Design: Draft Tier 1 and 2 academic interventions:** 25 points
5. **Case Study: Conduct an FBA:** 20 points
6. **Intervention Design: Develop a BIP based on FBA:** 25 points
7. **Case Study Presentation: Tier 3 intervention plan:** 20 points
8. **Data Collection Practice: Apply ABA data collection:** 20 points
9. **Reflection Paper: Family & Community engagement:** 20 points
10. **Final Project (Written Component):** 100 points
11. **Final Project Presentations:** 30 points

Additional Points:

- **Attendance/Participation:** 30 points

Total Points Possible: 400

Grading Scale (Based on 400 Points):

- A: 360-400 points
- B: 320-359 points
- C: 280-319 points
- D: 240-279 points
- F: Below 240 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 calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). 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.

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 24 hours studying for your mid-term and final exams, 2 hours to complete your mid-term exam, 2 hours to complete your final exam, 10 hours to complete your presentation, 16 hours researching and writing your discussion responses, 7.5 hours responding to your peers, and approximately

73.5+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

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://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

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 'Ike: 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 'Ike 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 (‘Olelo 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 (‘Olelo 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.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

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.

Research Method In Social Relations

Kidder

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.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)

Tentative Course Schedule

Date	Class Activity	Readings Due:	Assignments Due:
Week 1:	Introduction to MTSS: History, Principles, and Components	Burns et al. (Ch. 1-2); Otten & Tuttle (Ch. 1-2)	Reflection: Identify a school/population of interest for the final project.
Week 2:	Universal Screening & Tier 1: Academic & Behavioral	Burns et al. (Ch. 3); von der Embse et al. (Ch. 1-2)	Case Study: Analyze Tier 1 needs of chosen school/population.
Week 3:	Progress Monitoring & Data-Based Decision Making	Burns et al. (Ch. 4); von der Embse et al. (Ch. 3)	Data Analysis: Select and justify a data collection tool for the final project.
Week 4:	Tier 2 Interventions: Academic Focus	Burns et al. (Ch. 5-6)	Intervention Design: Draft Tier 1 and 2 academic interventions for the project.
Week 5:	FBA & BIP in MTSS: Understanding Behavior	Otten & Tuttle (Ch. 8-9)	Case Study: Conduct an FBA for a hypothetical student in the chosen population.
Week 6:	Tier 2 Interventions: Social-Emotional & Behavioral	von der Embse et al. (Ch. 4-5); Otten & Tuttle (Ch. 3-5)	Intervention Design: Develop a BSP based on the FBA.
Week 7:	Tier 3: Intensive Supports (Academic, SEL, Behavioral)	Burns et al. (Ch. 7); Otten & Tuttle (Ch. 6-7)	
Week 8:	Behavior Data Collection in MTSS	Lane, K. L., Barton-Arwood, S. M., & Oakes, W. P. (2012)	Data Collection Practice: Apply data collection to the BSP.

Week 9:	Family & Community Engagement in MTSS	All texts (relevant chapters)	Reflection Paper: Integrate family and community engagement into the project.
Week 10:	MTSS Leadership, Sustainability, & Ethical Considerations	Burns et al. (Ch. 8); von der Embse et al. (Ch. 6)	Final Project Due: Submit the comprehensive MTSS plan. Final Project Presentations (with peer feedback)