



I.	Course Number	SPED 5332 (18148 & 18159)
II.	Title	Multi-Tiered Social-Emotional Learning Supports for Students with Disabilities
III.	Credits	3 credit hours
IV.	Semester	Fall 2024 8WK 2: Oct. 21 – Dec. 12, 2024
V.	Instructor	Beverley Argus-Calvo, Ph.D.
VI.	Contact Information	Office Phone: (915)747-5266 Email: bcalvo@utep.edu
VII.	Instructional Modality	Hybrid: <ul style="list-style-type: none"> • In-Person (50%): EDU 108 (10/22,10/29,11/5,11/12,11/22*,11/26, 12/3, 12/10. Tuesdays from 5:15 pm – 7:45 pm; Note: we will meet in person Friday 11/22 at 4:00-7:00 pm Trinity Church for the IPE event • Online Asynchronous (50%)
VIII.	Office Hours	Tuesdays from 3pm-5pm in 701c (Calvo) By appointment (Zoom, phone, in-person)
IX.	Course Description	Focuses on the foundations and applications of high quality social-emotional learning (SEL) assessments (e.g., screening, diagnostic, progress monitoring) and evidence-based interventions within multi-tiered systems of support (e.g., Tier 1, Tier 2, Tier 3) for students with disabilities who have high intensity mental health needs. Five hours of field experience is required.
X.	Council for Exceptional Children (CEC) Advanced Professional Content, Knowledge, and Skill Sets	Focus Standards: 3.1: Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities 3.2: Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to

		<p>inform the development and improvement of programs, supports, and services for individuals with exceptionalities.</p> <p>3.3: Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p> <p>3.4: Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.</p> <p>3.5: Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p> <p>Supporting Standards</p> <p>1.2: Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.</p> <p>2.2: Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content</p> <p>6.4: Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.</p> <p>7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.</p>
<p>XI.</p>	<p>Texas Administrative Agency (TEA) School Counseling Standards</p>	<p>Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand: (b.11) techniques and behavioral interventions to assist teachers with classroom management. (b.10) the characteristics and needs of special populations.</p> <p>Standard V. Learner-Centered Communications: The certified school, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must: (f.3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members.</p>

XII. Student Learning Outcomes

Learning Outcome	Related Standard(s)	Learning Experiences
1. Scholars will be able to evaluate social-emotional learning and school mental health assessments (e.g., screening, diagnostic, progress monitoring).	CEC 1.2, 3.5 TEA School Counseling Standard I (b.10)	In-Class Experiences Blackboard Posts Field Experience Online Modules
2. Scholars will be able to evaluate evidence based SEL curricula/interventions and mental health strategies/ supports.	CEC 2.2, 3.3 TEA School Counseling Standard I (b.11)	In-Class Experiences Blackboard Posts Field Experience Online Modules
3. Scholars will be able to make research-based recommendations to improve multi-tiered systems of support (MTSS) for social-emotional learning (SEL) in public school settings.	CEC 3.1, 3.2., 3.4, & 3.5 TEA School Counseling Standard I & V	Field Experience Online Modules Group Project
4. Scholars will be able to effectively communicate with culturally and linguistically diverse colleagues, community services, families, and students.	CEC 3.2, 6.4 & 7.3 TEA School Counseling Standard V (f.3)	In-Class Experiences Blackboard Posts Mentor Interview & Check-Ins Group Project

XII: Course Policies and University Supports

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else’s words as your own (i.e., copying) or passing over someone’s ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP’s policies, visit the Office of Student Conduct and Conflict Resolution’s website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Attendance/Participation: Attendance and participation are required for this course’s in-person sessions. Please email, text, or call the instructor prior to class if you are unable to attend for any reason. Participation during class is critical for meeting learning outcomes. Students will engage in a variety of practical activities related to planning instruction, assessing, and teaching students with disabilities. Missing class without prior communication will result in the lowering of final grades by one letter (e.g., A to B).

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services (CASS) at (915) 747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services (CAPS) related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

Grading Scale

Percentage	Grade
90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
0-59.9	F

Late or Missing Work: On-time submission of work by the due dates listed in the syllabus is required for this course. Missing work will result in no credit. Late work will not be considered for grading without communication (text, email, call) with the instructor prior to the due date. For each week work is turned in late, the grade for that assignment will be lowered by one grade (e.g., A to B). Field-based experience and group projects are due the last week of class and will not be accepted late.

Netiquette: Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP's Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bs/netiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this course. Assignments will require Microsoft Word, PowerPoint, Zoom, Canva, Yuja, etc. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/> Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or www.utep.edu/uwc

XVIII. Learning Experiences

1. Blackboard Posts (60 points, 15 points each week)
 - a. Directions: Following the prompts provided on Blackboard, create an original Discussion post (due by Saturdays at 11:59pm) and two comments (due by Sundays at 1:00pm) four times throughout the semester related to the following topics:
 - i. Week 1 (10/22): Reflective Practitioner (Public, 10 points; Private 5 points)
 - ii. Week 3 (11/5): Culture, Language, and SEL
 - iii. Week 5 (11/19): Embedding SEL into Instruction
 - iv. Week 8 (12/10): Putting it All Together
 - b. Grading: For each of the above weeks, students can earn 15 points. The scoring rubric is below:

Component	Exceeds Expectations	Meets Expectations	Below Expectations
Original Post: Content: (e.g., followed all directions, analytical, and reflective)	5 points	4 points	3 or fewer points

Two Comments (e.g., constructive and substantial feedback)	5 points	4 points	3 or fewer points
Mechanics: (e.g., grammar, spelling, organization, clarity)	5 points	4 points	3 or fewer points

2. Online Modules (60 points, 30 points each submission)
 - a. Directions:
 - i. Online Module #1: **Week 1 (10/22)**: AIR SEL Modules (4 hours)
 1. [AIR Introduction to SEL \(4 hours\)](#)
 - a. Submit in Word document
 - i. Initial Thoughts: Reflection on answers to true/false questions at beginning of module
 - ii. Assessment: 3, 2, 1 Summary (3 new discoveries, 2 interesting facts, 1 lingering question after completing the module)
 - ii. Online Module #2: **Week 4 (11/12)**: IRIS Evidence-based Practices (4.5 hours)
 1. [Evidence-based Practices \(Part 1; 1.5 hours\)](#)
 2. [Evidence-based Practices \(Part 2; 1 hour\)](#)
 3. [Evidence-based Practices \(Part 3; 2 hours\)](#)
 - a. Submit in Word document
 - i. Initial thoughts (all three modules)
 - ii. Assessment (all three modules)

Component	Exceeds Expectations	Meets Expectations	Below Expectations
Initial thoughts: Content (e.g., correct, complete responses)	5 points	4 points	3 or fewer points
Assessment: Content (e.g., correct, complete responses)	5 points	4 points	3 or fewer points
Reflection & Originality (e.g., unique, thoughtful responses not verbatim from modules)	5 points	4 points	3 or fewer points
Mechanics: (e.g., grammar, spelling, organization, clarity)	5 points	4 points	3 or fewer points

3. In-Class Experiences (70 points)
 - a. Directions: Following the prompts below and directions provided in class, students will participate in discussions and collaborative activities in-person seven times throughout the semester:
 - i. Week 1 (10/22):
 1. Discussion: What are the current issues and debates surrounding SEL, mental health, and well-being in schools?
 2. Activity: With a partner, create and share a presentation on an SEL core competency or teaching practice.
 - ii. Week 2 (10/29)
 1. Discussion: How can special educators and school counselors collaborate with community partners to promote SEL?
 2. Activity: In geographic groups, create and share a Community Mental Health Resource Map.

- iii. Week 3 (11/5):
 - 1. Discussion: How can special educators and school counselors form authentic partnerships with parents/caregivers to promote SEL?
 - 2. Activity: In triads, practice and enact a Parent Conversation Role Play.
 - iv. Week 4 (11/12):
 - 1. Discussion: How can special educators and school counselors promote SEL through schoolwide culture, practices, and policies?
 - 2. Activity: In district groups, analyze and report on an [NCLD Schoolwide SEL Case Study](#) or [CASEL Case Study](#).
 - v. Week 5 (11/22):
 - 1. *Mandatory!!! Iiterprofessional Experience – Please note this is on FRIDAY @ 4:00 Trinity Church?*
 - 2. Online Discussion: With a partner, practice and enact a [Caring School Community](#), [CASEL 3 Signature Practices](#), or [Boys Town](#) lesson plan.
 - vi. Week 7 (12/3):
 - 1. Discussion: How can special educators and school counselors promote SEL through small group interventions?
 - 2. Activity: With a partner, practice and enact the [Check-in/Check-out](#) intervention.
 - vii. Week 8 (12/10):
 - 1. Discussion: How can special educators and school counselors promote SEL through individualized intensive interventions?
 - 2. Activity: With a partner, practice and enact the [Coping Power](#) intervention.
- b. Grading: For each of the above weeks, students can earn 10 points. Discussions and activities are worth five points each. The scoring rubric is below:

Component	Exceeds Expectations	Meets Expectations	Below Expectations
Discussion (e.g., engagement, text/self-connections, respectful responses)	5 points	4 points	3 or fewer points
Activity: (e.g., participation, collaboration, application of learning, communication)	5 points	4 points	3 or fewer points

4. Field Experience: Observation or Implementation (50 points)
- a. Directions: 5 hours
 - i. 1 hour observing or implementing Tier 1 SEL instruction
 - ii. 1 hour observing or implementing Tier 2 SEL instruction
 - iii. 1 hour observing or implementing Tier 3 SEL instruction
 - iv. 1 hour discussing SEL with parents/caregivers and students
 - v. 1 hour discussing SEL with mentor
 - b. Grading: For SEL instruction, students who observe will complete an [observation worksheet](#) and students who implement will submit artifacts, a [self-assessment](#), or peer’s observation worksheet; all students will submit a reflection (written or vlog) on instruction. For discussions, students will submit interview questions, notes on responses, and a reflection (written or vlog).

Component	Exceeds Expectations	Meets Expectations	Below Expectations
Tier 1 Log (e.g., times, notes) or Artifacts (e.g., lesson plan, video, student work samples) and Reflection	10 points	8 points	6 or fewer points
Tier 2 Log (e.g., times, notes) or Artifacts (e.g., lesson plan, video, student work samples) and Reflection	10 points	8 points	6 or fewer points

Tier 3 Log (e.g., times, notes) or Artifacts (e.g., lesson plan, video, student work samples) and Reflection	10 points	8 points	6 or fewer points
Parent Discussion Questions, Notes, and Reflection (e.g., engaging questions, detailed notes, thoughtful reflection)	10 points	8 points	6 or fewer points
Mentor Discussion Questions, Notes and Reflection (e.g., engaging questions, detailed notes, thoughtful reflection)	10 points	8 points	6 or fewer points

5. Group Project (60 points)

- a. MTSS for SEL Evaluation: In groups, students will evaluate the multi-tiered systems of support for social-emotional learning in their current community and school contexts. Then, students will provide evidence-based recommendations based on their findings. Students will report findings and recommendations through a white paper and webinar presentation.
 - i. Groups: Students will join groups of 2 to 4 (at least one student in M.Ed. in Special Education and one student in M.Ed. in School Counseling per group).
 - ii. Evaluation Activities: Students will complete one or more of the following activities (as appropriate), evaluating their communities and schools. Students may also generate their own evaluation tools or adapt tools already in use in their schools/districts.
 1. Part 1: Community Evaluation
 - a. [Google.com/mymaps](https://www.google.com/maps)
 - b. [Resource Mapping](#)
 - c. [Community Partner Inventory](#)
 2. Part 2: School Evaluation
 - a. [Navigating SEL Guide: Program Selection](#)
 - b. [Rooting SEL Well-being Efforts in Equity](#)
 - c. [AIR Mental Health Needs Assessment](#)
 - d. [MTSS/SEL Self-assessment](#)
 - e. [Indicators of Schoolwide SEL Walkthrough](#)
 - iii. Evidence-based Recommendations: Students will synthesize evaluation findings across school/district/community contexts for each member of the group. Then, students will identify a list of 3 to 5 targeted evidence-based recommendations. Recommendations should include specific curricula/interventions and more general research-informed approaches for implementation (e.g., fidelity, training, funding) and collaboration (e.g., teaming, community partnerships, parent engagement). Along with resources provided throughout the course, resources identified on own, students may use the resources below to guide recommendations.
 - a. [Ready to assess](#)
 - b. [CASEL Program Guide](#)
 - c. [Assemble an SEL Team \(Supporting Student Members\)](#)
 - iv. White Paper: Students will summarize the results of their evaluation, synthesize findings across contexts (e.g., each group member), and detail their 3 to 5 evidence-based recommendations. Students should consider community leaders, administrators, and colleagues to be the audience of this report. Students must format the paper using APA 7 student paper guidelines (-10 pages).
 - v. Webinar: Students will present their findings and recommendations in a webinar format (e.g., presentation with audio/video). Students should consider community leaders, administrators, and colleagues to be the audience of this report).
 1. Part 1: Create a PowerPoint (or Prezi). Ensure all text is large enough to read. Include images and graphics.
 2. Part 2: Create a Webinar using Zoom/Canva, presenting the information from the PowerPoint. Upload the file as a private Youtube link (-10 minutes)
 - vi. Grading:
 1. I will grade White Papers and Webinars (due 12/15; 20 points)

2. All students will watch all Webinars on the Discussion Board and provide a peer-evaluation grade (due 12/15; 20 points for average peer-evaluation score; 20 points for submitting all peer-evaluations)
3. Group members will conduct a group-member and self-evaluation (due 12/10; 20 points for average group-member/self-evaluation score)

Component	Exceeds Expectations	Meets Expectations	Below Expectations
Community Evaluation (e.g., design and implement assessment and evaluation activities, summary and synthesis of community resources, partnerships for SEL/Mental health)	5 points	4 points	3 or fewer points
School Evaluation (e.g., design and implement assessment and evaluation activities, summary and synthesis of school outcomes, resources, services, interventions, assessments for SEL/Mental health)	5 points	4 points	3 or fewer points
Evidence-based Recommendations (e.g., display evidence of collaboration, consensus building, apply knowledge of theories, research, curricula, and interventions, aligned to community and school evaluation)	5 points:	4 points	3 or fewer points
PowerPoint/Written Communication & Video/Oral Communication (e.g., high quality professional development that increases audience knowledge and expertise, strong mechanics, APA format, clear, understandable, engaging, creative)	5 points	4 points	3 or fewer points

i. Schedule (white = in person in EDU 108 from 5:15 pm - 7:45pm)

Date	Lecture/Topics/discussion	Content (Readings, Videos, Podcasts)	Assignments
Week 1 10/22 (In-person) 10/24 (Online Module)	Introduction to SEL The Reflective Practitioner	Review Syllabus and required activities Online Module: AIR Introduction to SEL (4 hours) Podcast: Let's Talk SEL: Episode 1 (31 min) Peer-reviewed Article: McHatton et al. (2013) Videos: -Focus on Adult SEL (5 min) -Reflective Practitioners: A Tale of Two teachers (13 min)	Blackboard Post #1 (Public and Private) due 10/26 and 10/27 at 1:00pm Online Module #1 due 10/27 at 1:00pm
Week 2 11/29 (In-person) 11/31 (Online Module)	Current Issues in MTSS/SEL	Online Articles: -SEL MTSS Toolkit -SEL Coaching Toolkit -Self-assessing SEL Video: SEL 101: Core competencies (5min) News Articles: Find and read three recent local or national	

	Community Aligned Opportunities	<p>news articles related to SEL (e.g., google.com/news)</p> <p>Podcast: Let's Talk SEL: Episode 2 (30 min)</p> <p>Peer-reviewed Article: Villareal & Castro-Villareal (2016)</p> <p>Video: CASEL CARES Building Partnerships Inside and Outside the Classroom (54min)</p> <p>Book Chapter: McCart & Miller (2019) Leading equity-based MTSS</p>	
<p>Week 3 11/5 (In-person)</p> <p>11/7 (Online Module)</p>	<p>Classroom Climate and Tier I Interventions</p> <p>Evidence-based Practices</p>	<p>Peer-reviewed Articles: -Kern et al. (2022) -Taylor (2021)</p> <p>Online Articles: -AIR SEL and School Climate -Indicators of Schoolwide SEL</p> <p>Videos: -CASEL Guide to Schoolwide SEL (3min) -Schoolwide SEL: Explicit Instruction (7min) -Youth Voice and Emgagement (7 min)</p> <p>Peer-reviewed Articles: Schiuchetti (2017)</p> <p>Online Article: NCLD 7 Principles for Intersectional SEL</p> <p>Video: Latino students on why it's hard to talk about mental health (4min)</p> <p>Online Activity: -Welcoming Words -Different From You</p> <p>Podcast: Let's Talk SEL: Episode 3 (Equity, 21 min)</p>	Blackboard Post #2 due 11/9 and 11/10 at 1:00pm
<p>Week 4 11/12 (In-person)</p> <p>11/14 (Online Module)</p>	<p>School Wide-Trauma Informed Care Guest Speakers</p> <p>SEL Culture and Language</p>	<p>Peer-reviewed Articles: -Kennedy & Haydon (2021) -Wattanawongwan et al. (2021) -Zolkoski & Lewis-Chiu (2019)</p> <p>Video: Practical Strategies for Teaching SEL (28 min)</p> <p>Online Article: SEL and Intensive Intervention</p>	Online Module #2 due 11/17 at 1:00pm

		<p>Online Materials: -101 Get to Know You Questions -Flower Worksheet</p> <p>Peer-reviewed Article: Durlak et al. (2011) The Impact of Enhancing Student's Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions</p> <p>Online Reading: Evidence-based Instruction in SEL (create an account if needed)</p> <p>Online Module (IRIS Evidence-based Practices: -Evidence-based Practices (Part 1; 1.5 hours) -Evidence-based Practices (Part 2; 1 hour) -Evidence-based Practices (Part 3; 2 hours)</p>	
<p>Week 5 11/19 (Online Module)</p> <p>11/22 (In-person)</p>	<p>Embedding SEL into Academic, Behavioral, and Transition Instruction</p> <p>Mandatory In-Person Interprofessional Experience on Friday 11/22</p>	<p>Peer-reviewed Articles: -Davis & Cumming (2019) -Forsberg & Leko (2021) -Gregory & Fergus (2017)</p> <p>Video: SEL Integrated with Academic Instruction (5min)</p> <p>Online Articles: -Aligning SEL and Academic Objectives -Using Interactive Pedagogy -SEL and Career Development</p>	<p>Blackboard Post #3 due 11/23 and 11/24 at 1:00pm</p>
<p>Week 6 11/26 (In-person)</p> <p>11/28 (No Class)</p>	<p>Tier II Interventions</p> <p>Thanksgiving</p>	<p>Peer-reviewed Articles: -Bierman & Sanders (2021) -Weber et al. (2019)</p> <p>Video: Check-in/Check-out</p> <p>Online Material: Temperature Check</p> <p>Book Chapter: -Bierman et al. (2017) Social emotional skills training -Durlak et al. (2016) Handbook of SEL</p>	
<p>Week 7 12/3 (In-person)</p> <p>12/5 (Online Module)</p>	<p>Tier III Interventions</p>	<p>Peer-reviewed Articles: -Cook et al. (2017) -Kern & Wehby (2015)</p> <p>Video: HLP 20: Providing Intensive Intervention (17 min)</p>	

		<p>Online Article: SEL and Intensive Intervention</p> <p>Book Chapter: Hannigan & Hannigan (2018) PBIS Tier 3 Handbook</p>	
<p>Week 8 12/10 (In-person)</p> <p>12/12 (Online Module)</p>	<p>Presentations</p> <p>Finish project and submit online</p>		<p>Blackboard Post #4 due 12/14 and 12/15 at 1:00pm</p> <p>Group Project due 12/15 at 1:00pm</p> <p>Group Project Peer, Group-member, and Self-evaluation due 12/15 at 1:00pm</p> <p>Field Experience due 12/15 at 1:00pm</p>