**The Domino Effect Program**

Credit Hours: 1 Graduate/1 Renewal

Dates/Times: Wednesday, October 24, 2019

Location: Iowa Correctional Institution for Women (420 Mill Street SW, Mitchellville, IA 50169)

Rationale for Offering this Course

Anyone can understand that it is difficult for students to learn when they do not have the stability and support outside the school setting. Educators themselves are legally obligated as mandatory reports to report allegations of child abuse. However, many at-risk students are not identified. Others who are identified never truly get the proper support needed to be successful in school. The call for educators to effectively intervene with at-risk students is more important now than ever before being that more and more students are coming to school at-risk. Although educators often try hard to intervene when they know students need help, they also miss risk factors and calls for help that may be the difference in a student getting they help they need.

Course Description

This powerful course is designed to provide insight to those who serve at-risk populations. Participants will explore the risk factors and statistics around at-risk youth. Furthermore, participants will have the opportunity to hear first hand from incarcerated women who can testify to successful and unsuccessful interventions adults attempted to help them while they were in school.

Course Objectives

After successful completion of this course students will be able to:

##### 

##### Identify early warning signs of students living at-risk.

* 1. Build empathy for students who do not have support from parents.
  2. Understand why attendance is often poor for at-risk students.
  3. Identify strategies to effectively communicate with at-risk students.
  4. Identify effective interventions to support pre-identified at-risk students.

Attendance Policy  
Attendance is an expectation and will not be included as criteria toward a grade.

Method of Evaluation/Grading Criteria

Standards based grading is a philosophy that uses the grade book to communicate students’ strengths and weakness relative to the learning standards, or big ideas, of the course.  The instructor will use various formative assessment techniques prior to using a summative assessment for each standard.

Instructor may grant an extension of assignment deadlines up to the last day of the semester.  Reassessments are generally a part of an SBG system.  Assuming the student attended all classes and gave full participation, the instructor *may* grant a second summative reassessment if the student fails to meet proficiency on the first.  This will be negotiated by the instructor and the student.

Required Textbooks/Other Readings

Online at <http://thedominoeffectprogram.weebly.com/>

Required Technology

Access to the Internet is necessary to complete the course requirements.

Accommodations for Students with Disabilities

If you have a disability and will require academic accommodations in this course, please make an appointment with me at the beginning of the course or prior to the first on-campus class session. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at 271-1835 or michelle.laughlin@drake.edu to make arrangements for accommodations prior to the start or at the beginning of the course.

Academic HonestyThe School of Education expects intellectual integrity on the part of undergraduate and graduate students who participate in professional preparation and enhancement programs offered by the School. As future practitioners, students of the Drake University School of Education must maintain high ethical standards and academic honesty. The complete Drake University School of Education Academic Honesty Policy may be found at:  
   
http://www.drake.edu/media/collegesschools/soe/docments/SOE%20GOVERNANCE%204-21-2015.pdf

|  |
| --- |
| **Pre-Meeting Assignments (Online)**   * Review course syllabus and course expectations. * Read research articles and answer questions about key learning points from each article. * Discuss current interventions used with at-risk youth. What seems to work and what does not? * Watch video: How the American Justice System Fails Our Children * Identify 1-2 at-risk students and reflect on what interventions have been used and how effective they were. * Develop and post 1-3 questions to ask the panel of speakers. Post the questions online. |
| Meeting **Assignments (Women’s Prison Location)**   * Welcome and agenda overview-Prison Warden * Presentation by speakers-Incarcerated women * Q & A with speakers on panel * Lunch discussion by table groups (take-aways from presentations & new interventions learned) * Victims presentation with Q and A * Prison Psychologist Presentation * Team discussion and implementation planning-school teams talk about learning from the presenters and how it relates to their current RTI/MTSS models to intervene with at-risk youth. Identification of at-risk youth reconsidered. * Individual/Team begins plan to present back to the rest of their staff/colleagues. |
| **Post-Meeting Assignments (Online/In-person)**   * Watch Video: Every kid needs a champion * Flip Grid Reflection-Share reactions, learning, and response from visit to Women’s Correctional Facility * Complete online poll * Action planning-develop your plan to intervene with previously identified at-risk youth * Plan and present learning/new interventions to staff/colleagues * Try new learned intervention with previously identified youth and reflect on how effective it was (Post to blog) * Update and monitor RTI/MTSS plan |
|  |