

Fall 2015 CPSE 609  
Academic Interventions for Children with Learning Problems  
341 MCKB 12:30-2:30 Tuesdays & Wednesdays  
Brigham Young University

**Instructor**

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Office Hours: By appointment or Tuesdays 3:00 to 5:00 p.m.

**Course Objectives**

1. Students will develop concise, targeted problem identification statements for academic problems that lead to evidence-based assessments and interventions.
2. Students will demonstrate competency in designing group and individual evidence-based interventions (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress, assessing treatment fidelity, and making intervention changes when needed.
3. Students will demonstrate competency in collaborating and consulting with teachers, other professionals, and parents in designing and monitoring academic interventions.
4. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence learning problems in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude.

**Alignment with NASP Domains of Practice**

- Data-Based Decision Making and Accountability (Domain 1)—Students will use data from assessments to develop and evaluate interventions.
- Interventions and Instruction Support to Develop Academic Skills (Domain 3)—Students will demonstrate competency in advocating for and implementing evidence-based practices in choosing, implementing, and evaluating curricula and instructional strategies

**Required Textbooks**

Shaywitz, S. (2005). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York: Vintage Books.

Kovaleski, J. F., VanDerheyden, A. M., & Shapiro, E. S., (2013). *The RTI Approach to Evaluating Learning Disabilities*. New York: Guilford Press. (KVS)

National Council of Teachers of Mathematics (2014). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, VA: National Council of Teachers of Mathematics. (MCTM)

## Schedule

Week	Topic	Reading to be Completed before Class	Assignments Due
Sept 1 & 2	Overview and review of course outcomes and understanding the Common Core  Nedra Call, Curriculum Specialist from Nebo School District, will be speaking in our class on Sept 2.	<a href="http://www.npr.org/blogs/ed/2014/05/27/307755798/the-common-core-faq#q1">http://www.npr.org/blogs/ed/2014/05/27/307755798/the-common-core-faq#q1</a>  Read all answers to the FAQs	Student Information Sheet due Sept 4
		Utah Core Standards for English Language Arts <a href="http://www.schools.utah.gov/CURR/langartelem/Core/StandardsB.aspx">http://www.schools.utah.gov/CURR/langartelem/Core/StandardsB.aspx</a> (review pp. 17-63)	
		Utah Core Standards for Math (review several elementary and secondary grade level standards) <a href="http://www.uen.org/core/math/">http://www.uen.org/core/math/</a>	
		Fact vs. Fiction <a href="http://www.schools.utah.gov/core/Resources/FactFiction.aspx">http://www.schools.utah.gov/core/Resources/FactFiction.aspx</a>	
Sept 8 & 9	RTI as a way to identify struggling learners	Kovaleski, VanDerHeyden, & Shapiro (KVS) Chapters 1 & 2.	Have an active Pinterest account ( <a href="http://www.pinterest.com/">http://www.pinterest.com/</a> )
		Matching the "Right" Intervention to the Student (Course reserves; password you609)	
Sept 15 & 16	Big ideas in reading  Dawn Sheen will be our guest speaker on Sept 15. She will present on how to	<a href="http://reading.uoregon.edu/big_ideas/index.php">http://reading.uoregon.edu/big_ideas/index.php</a> For each of the Five Big Ideas in Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension) read the 1) Concepts & Research, 2) Instruction, and 3) Assessment.	Sign up for a DIBELS NEXT account ( <a href="https://dibels.org/dibelsnext.html">https://dibels.org/dibelsnext.html</a> )

Week	Topic	Reading to be Completed before Class	Assignments Due
	find evidence-based interventions and using Pinterest to manage resources	Thoroughly review the DIBELS NEXT Assessment Manual (available at no cost when you have a DIBELS NEXT account. See <a href="https://dibels.org/dibelsnext.html">https://dibels.org/dibelsnext.html</a> )	
Sept 22 & 23	Reading Assessment and Intervention	Teaching Struggling Learners to Read (Course reserves; password: you609). ----- KVS Chapters 3 & 4	<ul style="list-style-type: none"> <li>• ICEL/RIOT Matrix (p. 58 of KVS)</li> <li>• Cum File review of target child</li> <li>• Parent or teacher interview</li> <li>• Cum file review from and interview forms available on LS in Content Area</li> </ul>
Sept 29 & 30	Ruling Out Other Conditions and Inadequate Instruction Progress Monitoring and Creating Graphs	KVS Chapters 5 & 6 & 7  Progress Monitoring Readings available on Learning Suite	<p>Problem Identification Section of Case Study (NCSP) Rubric</p> <p>-----</p> <p>Dr. Deshler from the University of Kansas will be speaking on adolescent literacy in the Conference center in RM 2258 from 4-5 pm on October 1. Please attend. Extra credit available.</p>
Oct 6 & 7	Math Assessment	NCTM Effective Teaching and Learning (p. 1- 58) ----- CBA-ID for Math (Course Reserves—Password: you609)	

Week	Topic	Reading to be Completed before Class	Assignments Due
Oct 13 & 14	Math Interventions	NCTM Essential Elements, & Taking Action (p. 59-114)	
		Best Practices in Mathematics Assessment and Intervention with Secondary Students (Course Reserves)  Best Practices in Mathematics Assessment and Intervention with Elementary Students (Course Reserves)	
Oct 20 & 21	Standardized assessment in reading And study skills/executive functioning	KTEA, WJ, WIAT Administration Manuals	
Oct 27 & 28	Written Language Assessment	CBA-ID for Written Language (Course Reserves)	Problem Analysis Section of NCSP Rubric and rough draft section of Intervention Section of NCSP Rubric
		We will review sections of the module in class: <a href="http://iris.peabody.vanderbilt.edu/module/pow/">http://iris.peabody.vanderbilt.edu/module/pow/</a> Specific readings to be TBA.	
Nov 3 & 4	Written Language Interventions	Evidence-based writing practices for Tiers 1, 2, and 3 (Course Reserves) Effective Spelling Instruction for Students with Learning Disabilities (Course Reserves)	
Nov 10 & 11	Executive Functioning and Study Skills	Executive Functioning Predicts School Readiness and Success: Implications for Assessment and Intervention (Course Reserves)  Study Skills: Making the Invisible Visible (Course Reserves)	Complete two standardized academic assessments. Write first draft of report and provide peer review.
Nov 17 & 18	Academic Assessment and Intervention in an MTSS Context	KVS Chapters 8, 9, & 10	Overcoming Dyslexia Book Report
Nov 24	Friday Instruction—No Class		
Dec 1 & 2	Student Presentations Students will share 2 interventions from their Pinterest Boards and present their case study.		

Week	Topic	Reading to be Completed before Class	Assignments Due
	Students will role-play a parent or teacher consultation where they will explain the test results and recommendations.		
Dec 8 & 9	<p>Student Presentations Students will share 2 interventions from their Pinterest Boards and present their case study.</p> <p>Students will role-play a parent or teacher consultation where they will explain the test results and recommendations.</p>		<p>Final copy of Intervention Project including all sections of NCSP Rubric</p> <p>Standardized achievement report</p>
Dec 14 2-5 pm	Final Exam		

## Evaluation of student learning

Activity	Number	Point Value	Total	Due Date
Reading Activities	10	3	30	Each class
Cum File Review	1	5	5	Sept 23
Parent or Teacher Interview	1	5	5	Sept 23
ICEL/RIOT Matrix	1	5	5	Sept 23
Intervention Project <ul style="list-style-type: none"> <li>• Problem Identification (25 points)</li> <li>• Problem Analysis (25 points)</li> <li>• Intervention (25 points)</li> <li>• Evaluation (25 points)</li> </ul>	1	100	100	Sept 30 Oct 28 Dec 9
Pinterest Boards & Summaries	3	5	15	Dec 9
Overcoming Dyslexia Book Report	1	20	20	Nov 18
Reports of standardized academic assessment	2	25	50	First draft Nov 10 & final draft Dec 9
Professionalism/Attendance	1	10	10	
Course/instructor ratings	1	5	5	
Information Sheet	1	5	5	Sept 4
		Sum	250	

Grade	% of Points Earned
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	79-74
D	73-70
E	69

### Professionalism/Participation/Attendance

Students are given 10 points at the beginning of the semester for professional behaviors and attitudes, participation, and attendance. If you are late to class, unprepared, or demonstrate other unprofessional behaviors, you will lose points in this area.

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade.

Students who bring lap top computers to class will be expected to use their computers for class purposes only. Students, who use their computers for non-class related activities, will either lose points or lose the privilege of having their computers in class. Please silence cell phones and do not text during classes.

### Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Thoughtfully prepare one of the following types of documents that shows your understanding of the readings. Bring a copy or email the instructor your work before class.

- A reflection paper that answers these questions
  - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?
- A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- 3-5 quiz questions with answers.
- Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

### Intervention Project

Students will complete a project using CBM to assess and intervene with one student or a small group of students at their practicum site. Students will complete a DIEBELs (or other CBM assessment), develop interventions, implement and monitor the interventions, monitor intervention fidelity, and consult with teachers and parents throughout the process.

The interventions must be monitored for six weeks. Trend-lines must be developed. Intervention fidelity must be monitored and reported in the final paper. If the intervention is not working, the intervention should be changed. This project must include baseline data collection, a targeted, evidence-based invention with measurable outcomes. Students must document collaboration with the teacher, school administrator or respective school leader. Students will use the NCSP case study structure to summarize and report the results of this project.

This project will be turned in over time. Students will initially turn in the problem identification section of the NCSP rubric and receive feedback before moving forward with the problem analysis section. Similarly, students will turn in each of the remaining sections of the NCSP rubric before completing the next section. Students must receive specific approval for interventions, progress monitoring, fidelity monitoring before implementing the intervention.

Successfully completing this project will provide evidence that you can facilitate positive academic growth for youth in schools.

### Pinterest Boards

You will be required to create 5 Pinterest Boards (<http://www.pinterest.com/>) that gather evidence-based interventions in reading, math, written language, study skills, and classroom management. Please invite the instructor and other class members to your boards. Each board needs to have 5-10 interventions. Choose a variety of websites.

In addition to creating these boards, you will choose 3 interventions from several different websites that you have posted on any of your boards and provide the following information that shows your understanding of implementing interventions. Choose three interventions and provide the following:

- Website address
- Short description of the intervention
- What type of academic problem the intervention is intended to address
- Empirical references that support this intervention, if possible.
  - If empirical support is not available for that particular intervention, identify theoretical support (with a reference) for the intervention based on learning theory (i.e., distributed practice tends to be more effective than isolated practice, or setting positive expectations for behavior and positively reinforcing those expectations is effective in managing classrooms). You may use textbooks to provide an empirical support for the intervention.
- Identify how you would monitor progress using this intervention
- Identify how you would monitor fidelity of implementation

### Overcoming Dyslexia Book Review

Purpose: Students will demonstrate that they have about 5 key ideas from reading this text.

Audience: Write this paper to a fellow school psychologist (or other educators).

Scope: This assignment has three parts:

1. A brief paragraph summarizing the book
2. Identify about 5 key ideas about reading problems and 5 key ideas about reading interventions.
3. Identify weaknesses of the book or suggestions for the second edition
4. Summarize and provide evidence that school psychologists should (or shouldn't) read this book

Style: The paper should be written in APA format. The Communiqué often publishes book reviews. Write the paper so that it could be submitted to the Communiqué.

Format: The paper should look like a professional, academic paper that could be submitted to a school psychology publication.

Rubric for Grading Overcoming Dyslexia Report			
Criterion	Needs Development	Effective	Highly Effective
Paper describes what the students learned from reading the book and how this learning could help parents/teachers understanding reading	Minimal description is used to describe learning and interventions are not described  I get the feeling you	Strong descriptions of principles and intervention found in the book are summarized  I get the feeling you	Strong, detailed, yet concise descriptions of principles and interventions are included  I get the feeling you



problems and interventions	didn't read the book	read the book	read the book and really understand it
Writing and organization	Papers is not well organized and has grammar/punctuation errors	Paper flows well and has minimal grammar/punctuation errors; uses headings appropriately	Paper demonstrates excellent vocabulary, organization, and has no errors; uses headings and makes strong transitions

### Standardized Test Administration and Report:

Administer at least two different standardized academic achievement measures (e.g., KTEA, WJ, WIAT). (Administering a standardized achievement measure to the student with whom you are doing the intervention project is preferred.) For one of the assessments, write a report summarizing the test results, and design 2-3 interventions based on the assessment. For your interventions, include a way of monitoring progress and implementation fidelity. Report the results of the test to the teacher or parent and provide consultation about the results and proposed interventions.

### **Course policies**

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Assignments will be due during the first 10 minutes of class on the dates listed on the schedule. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with this request.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.

Most assignments can be submitted on LS or by emailing the instructor. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working. Change the name of the child in written work and make sure all other identifying information is changed. Note in the assignment that the names were changed.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email or Learning Suite. You will be responsible for periodically checking your email/Learning Suite and responding to any course changes.

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. Please plan to meet with me during office hours or make an appointment so that I can best meet your needs. I intend to work from home several days each week and may not be available for student consultation beyond office hours.

I welcome your feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas respectfully. Diversity of thought enriches learning. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or outcomes.

### **Departmental Student Evaluations:**

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation.

In addition, students in the school psychology program or the counseling psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

### **Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [[sue\\_demartini@byu.edu](mailto:sue_demartini@byu.edu)]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

### **Students with Disabilities:**

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Student Information Sheet  
CPSE 609--Fall 2015

Name:

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

How do you learn best (e.g. videos, class discussion, group projects, reading, etc.)?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course?  
(Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

\_\_\_\_\_  
Name