

Fall 2014 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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340 MCKB

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Office Hours: By appointment or Tuesdays/Wednesdays 3:00 p.m. to 4:30 p.m.

Course Objectives

1. Students will demonstrate competency in designing assessments for academic problems. These assessments will use principles of curriculum-based assessment and standardized instruments.
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 of students and making intervention changes, as needed.
3. Students will demonstrate intervention and monitoring skills in the context of a problem-solving process and will use their skills to improve the implementation (e.g., implementation fidelity) of the RTI/MTSS model in their respective professional settings.
4. Students will demonstrate competency in collaborating and consulting with teachers and other professionals, parents in designing and monitoring academic interventions.
5. 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 and behaviors towards persons and families with learning problems.

Required Textbooks

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

Burns, M. K., & Parker, D. C. (2014). *Curriculum-Based Assessment for Instructional Design: Using Data to Individualize Instruction*. New York: Guilford Press.

Schedule

Week	Topic	Reading to be completed before class	Assignments Due
Sept 2 & 3	Overview and review of course outcomes and understanding the Common Core	<p>http://www.npr.org/blogs/ed/2014/05/27/307755798/the-common-core-faq#q1</p> <p>Read all answers to the FAQs</p>	Student Information Sheet
		<p>Utah Core Standards for English Language Arts</p> <p>http://schools.utah.gov/CURR/langartelem/Core-Standards/ELAColorStandards.aspx</p> <p>(Read through p. 18, then review several elementary and several secondary standards)</p>	
		<p>Utah Core Standards for Math (review several elementary and secondary grade level standards)</p> <p>http://www.uen.org/core/math/</p>	
		<p>Fact vs. Fiction</p> <p>http://www.schools.utah.gov/core/Parents/coreStandardsPamphlet.aspx</p>	
		<p>Nedra Call, Curriculum Specialist from Nebo School District, will be speaking in our class on Sept 3.</p>	

Week	Topic	Reading to be completed before class	Assignments Due
Sept 9 & 10	Using the Problem Solving Process to Address Academic Concerns	<p>Burns and Parker--Chapters 1-3</p> <p>Matching the 'Right' Intervention to the Student (Burns, Riley-Tillman, and VanDerHeyden-Chapter 2, 2012)</p> <p>Dawn Sheen will be our guest speaker on Sept 10. She will present on how to find evidence-based interventions and using Pinterest to manage resources</p>	<p>Have an active Pinterest account (http://www.pinterest.com/)</p> <p>Sign up for a DIBELS NEXT account (https://dibels.org/dibelsnext.html)</p>
Sept 16 & 17	Big ideas in reading	<p>http://reading.uoregon.edu/big_ideas/index.php</p> <p>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.</p> <p>Thoroughly review the DIBELS NEXT Assessment Manual (available at no cost when you have a DIBELS NEXT account. See https://dibels.org/dibelsnext.html)</p> <p>Reading Horizons (more information will be forthcoming)</p>	
Sept 23 & 24	Reading assessment and Intervention	<p>Burns and Parker Chapter 4</p> <p>Teaching Struggling Learners to Read (Smartt & Glaser--Chapter 2, 2010)</p>	<ul style="list-style-type: none"> • Cum File review of target child • Parent or teacher and child

Week	Topic	Reading to be completed before class	Assignments Due
		Best Practices in Facilitating and Evaluating Intervention Integrity (Roach & Elliott, 2008)	interview • (Forms available on LS in Content Area)
Sept 30 & Oct 1	Standardized assessment in reading	KTEA, WJ, WIAT Administration Manuals	Problem Identification Section of Case Study (NCSP) Rubric
Oct 7 & 8	Creating Effective Learning Environments & Teaching Study Skills	<p>Effective classroom management (Muncshednk, Miner, and Nastally (2011)</p> <hr/> <p>Proven Effective Classroom Practices available at http://flpbs.fmhi.usf.edu/pdfs/Proven%20Effective%20Classroom%20Practicesweb.pdf</p> <hr/> <p>Study Skills: Making the Invisible Visible (Gleason, Archer, & Colvin, 2010)</p>	
Oct 14 & 15	Math Assessment	<p>Selected Chapters from the National Math Panel</p> <p>Every one reads the Executive Summary (p. 11-29) The remaining chapters will be divided among class members.</p> <hr/> <p>Burns and Parker Chapter 5</p> <hr/> <p>Using Data-Based Individualization to Intensify Mathematics Intervention for Students with Disabilities (Powell & Stecker, 2014)</p>	
Oct 21 & 22	Math Interventions	Best Practices in Mathematics Assessment and Intervention with Elementary Students (Clark, Baker, & Chard, 2008)	

Week	Topic	Reading to be completed before class	Assignments Due
		Best Practices in Mathematics instruction and Assessment in Secondary Settings (Ketterlin-Geller, Baker, & Chard, 2008)	
Oct 28 & 29	Written Language Assessment	Burns and Parker Chapter 6 How to Conduct Writing CBM Chapter 6 in Hosp, Hosp, & Howell (2006)	Problem Analysis Section of NCSP Rubric and rough draft section of Intervention Section of NCSP Rubric
Nov 4 & 5	Written Language Interventions	Evidence-based writing practices for Tiers 1, 2, and 3 in Olinghouse, Graham, & Harris (2010) Effective Spelling Instruction for Students with Learning Disabilities, Sayeski (2014)	
Nov 11 & 12	Academic Interventions in Secondary Settings Collaborating with Speech/Language pathologists for struggling learners	Readings TBA Executive Skills Readings (TBA)	
Nov 18 & 19	Academic Assessment and Intervention in an MTSS Context	Burns and Parker Chapter 7	Overcoming Dyslexia Book Report
Nov 25	Friday Instruction—No Class		
Dec 2 & 3	Student Presentations	Students will share 2 interventions from their Pinterest Boards. Students will role-play a parent or teacher consultation where they will explain the test results and recommendations.	

Week	Topic	Reading to be completed before class	Assignments Due
Dec 9 & 10	Student Presentations	Students will share 2 interventions from their Pinterest Boards. Students will role-play a parent or teacher consultation where they will explain the test results and recommendations.	Final copy of Intervention Project including all sections of NCSP Rubric Standardized achievement report
Dec 15	FINAL 7:00 a.m. to 10 a.m.		Pinterest Boards Summaries

Evaluation of student learning

Activity	Number	Point Value	Total	Due Date
Reading Activities	20	3	60	Each class
Intervention Project <ul style="list-style-type: none"> • Problem Identification (25 points) • Problem Analysis (25 points) • Intervention (25 points) • Evaluation (25 points) 	1	100	100	Oct 1 Oct 28 Dec 9
Pinterest Boards & Summaries	3	15	45	Dec 15
Overcoming Dyslexia Book Report	1	25	25	Nov 18
Report of standardized academic assessment	1	50	50	Dec 10
Professionalism/Attendance	1	10	10	
Course/instructor ratings	1	5	5	
Information Sheet	1	5	5	
		Sum	300	

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. This will be determined by the professor on a case by case basis.

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. Please give the instructor your full attention during class by not reading non-class material 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. You may be asked to write quiz questions before class and then take a quiz; or you may be asked to write a discussion question based on the readings. You could be asked to summarize the readings in one paragraph. Each Wednesday, the instructor will post on Learning Suite the reading activities for the next week.

Although there are 32 class periods in the semester, only 20 (randomly chosen) assignments will be graded. All assignments will be collected as a way to track attendance.

Intervention Project

Students will complete a project using CBM and standardized testing to assess and intervene with one student 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 problems and interventions	Minimal description is used to describe learning and interventions are not described I get the feeling you didn't read the book	Strong descriptions of principles and intervention found in the book are summarized I get the feeling you read the book	Strong, detailed, yet concise descriptions of principles and interventions are included I get the feeling you 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, 6th 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. For example, if your writing does not demonstrate graduate-level writing skills or you have consistently weak performance on quizzes or other assignments, you may be given a marginal or unsatisfactory rating in the knowledge area. If you are not responsive to feedback about your skills or do not demonstrate improvement in a skill area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you come to class late, do not participate in class discussions, or do not demonstrate commitment to the course and program, your disposition evaluation will be negatively affected. Please understand that if you are given a less than satisfactory rating that resources will be identified to help you address the concerns.

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]; 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.

Reading Reference List

Burns, M. K., Tiley-Tillman, T. C., & VanDerHeyden, A. M. (2012). RTI Applications: Academic and Behavioral Interventions. New York City, NY: Guilford Press.

Smartt, S. M., & Glaser, D. R., (2010). Next Steps in Literacy Instruction: Connecting Assessment to Effective Interventions. Baltimore, MD: Brookes Publishing Company.

- Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V.* (195-208). Washington, DC: National Association of School Psychologists.
- Mundschenk, N. A., Miner, C. A. & Nastally, B. L. (2011). Effective classroom management: An air traffic control analogy. *Intervention in School and Clinic* 47(2), 98-103.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2010). Study skills: Making the invisible visible. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI.* (571-607). Washington, DC: National Association of School Psychologists.
- Powell, S. R., & Stecker, P. M. (2014). Using data-based individualization to intensify mathematics intervention for students with disabilities. *Teaching Exceptional Children* 46(4), 31-37.
- Clark, B., Baker, S., & Chard, D. (2008). Best practices in mathematics assessment and intervention with elementary students. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V.* (453-463). Washington, DC: National Association of School Psychologists.
- Ketterlin-Geller, L. R., Baker, S. K., & Chard, D. J. (2008). Best practices in mathematics instruction and assessment in secondary settings. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V.* (465-475). Washington, DC: National Association of School Psychologists.
- Hosp, M.K., Hosp, J.L., & Howell, K.W. (2006). *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement.* New York: Guilford Press.
- Olinghouse, N. G., Graham, S., & Harris, K. R. (2010). Evidence-based writing practices for Tiers 1, 2, and 3. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI.* (553-570). Washington, DC: National Association of School Psychologists.
- Sayeski, K. L., (2014). Effective spelling instruction for students with learning disabilities. *Intervention in the School and Clinic* (47(2), 75-81.

Student Information Sheet
CPSE 609--Fall 2014

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