

CPSE 620 - Academic Intrv RTI

Spring 2018

Section 001: 160 MCKB on T Th from 4:00 pm - 6:30 pm

Instructor/TA Info

Instructor Information

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Course Information

Materials

Learning Outcomes

Learning Outcomes/Course Objectives

1. Explain the role of professional learning communities for implementing RTI as learned in CPSE 615.
2. Explain the problem-solving approach learned in CPSE 615.
3. Describe RTI for meeting individual academic needs, specifically distinguishing between the roles of RTI and special education.
4. Create and present a proposal to a school faculty for establishing MTSS to address reading difficulties.
5. Demonstrate assessment for academic needs for making instructional decisions within the RTI model.
6. Demonstrate the use of assessment data to make instructional decisions with in the RTI model.
7. Describe major theories of learning and motivation.
8. Demonstrate how to identify and select scientifically-based instructional interventions based on common usage and on investigations in research literature.
9. Demonstrate how to monitor student progress and make data-based decisions within the RTI model for moving students within and between tiers, and for referral to special education.
10. Demonstrate strategies for troubleshooting the RTI system when a plan is not successful for a student or for the school.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%

C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Case Study school

Due: Thursday, May 03 at 6:30 pm

Description of Case Study school including school demographics, community and culture, leadership, staff, resources, and need for Rtl.

Assessment for Rtl

Due: Thursday, May 10 at 6:30 pm

Describe school-wide screening for student needs in reading and math. Prepare necessary training for faculty to administer screening and analyze data for Rtl.

Rtl and special education

Due: Tuesday, May 15 at 6:30 pm

Submit 2-3 page paper describing how Rtl will be used to address special needs and identify student with disabilities.

Rtl awareness presentation for faculty

Due: Thursday, May 17 at 6:30 pm

Present presentation in class. Respond to faculty and administration questions and concerns.

Rtl awareness presentation for parents and community partners

Due: Thursday, May 17 at 11:59 pm

Prepare and present awareness program for parents and community partners.

Outcome 5: Anticipating difficulties in implementation

Due: Tuesday, May 22 at 6:30 pm

List and find references for anticipated difficulties with implementing MTSS at Pleasant Meadow School

Research in Rtl

Due: Thursday, May 24 at 6:30 pm

Submit a 3-4 page paper on Rtl in the research literature, including current legal thought about using Rtl to identify students with disabilities.

Academic interventions from the literature

Due: Tuesday, May 29 at 6:30 pm

Write a 1-2 page summary of assigned research report detailing outcomes of academic interventions for Rtl.

Present your summary in class.

Academic interventions for case study school

Due: Thursday, May 31 at 6:30 pm

Design intervention programs for reading, writing, and math.

Include diagnostic assessment, CBM strategies, instructional methods, and links to the Utah State Core.

Outcome 6: Explaining direct instruction

Due: Thursday, Jun 07 at 4:00 pm

You will write a 2-3 page paper explaining direct and explicit instruction for those faculty members who do not understand it or misunderstand it.

Final Rtl portfolio

Due: Thursday, Jun 14 at 6:30 pm

Combine all written assignments and presentations in one portfolio organized in sequence as completed in class. Submit to instructor.

Outcome 7: Strategy for troubleshooting MTSS

Due: Monday, Jun 18 at 6:30 pm

Your final paper is a plan for addressing an assigned difficulty with implementation of MTSS in the school. Be sure to cite and reference all sources in APA format.

Point Breakdown

Categories	Percent of Grade
Paper	23.81%
Case Study School	76.19%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Topic	Readings
T May 01 Tuesday	Introduction and overview Learning Outcome 1: Role of PLCs in	Buffam, Chapters 2 & 3

	<p>Rtl Describe Case Study school including demographics, school culture, community culture, leadership, academic needs.</p>	
Th May 03 Thursday	<p>Refine Case Study school factors including resources available Describe need for Rtl</p>	Buffam, Chapter 5
T May 08 Tuesday	<p>Current school and community attitudes toward achievement at the school Preparing Rtl awareness presentation, priming administration and faculty to address culture change.</p>	
Th May 10 Thursday	<p>Learning Outcomes 5 & 6: Assessment decisions for Rtl Describe school-wide screening for student needs. Describe necessary faculty training to implement screening and analyze data for Rtl.</p>	<p>Buffam, pp. 179-180, 198 Vanderheyden, Witt, & Gilbertson (2007).</p>
T May 15 Tuesday	<p>Learning Outcome 3: Rtl and Special</p>	

	<p>Education Describe how Rtl will be used to address needs of students with disabilities. Describe how Rtl will be used to identify students with learning disabilities.</p>	
Th May 17 Thursday	<p>Present faculty awareness program in class. Respond to faculty and administrative questions and concerns.</p> <p>Learning Outcome 4: Rtl and families Prepare and present awareness presentation for parents and community partners. Respond to questions and concerns from parents and community partners.</p>	<p>Buffum, Chapter 5</p> <p>Hughes & Dexter (2011) http://www.tandfonline.com/doi/pdf/10.1080/00405841.2011.5</p>
T May 22 Tuesday	<p>Learning Outcome 2: Problem solving in Rtl Anticipate and describe barriers and roadblocks to implementation. Describe strategies for overcoming</p>	<p>Buffam, Chapter 5</p>

	barriers and roadblocks.	
Th May 24 Thursday	Write and report on Rtl programs and outcomes in the research literature.	
M May 28 Monday	Memorial Day	
T May 29 Tuesday	Learning Outcome 8: Select academic interventions Selecting Tier 2 and 3 academic interventions. Individual reports from the literature	<p>Bursick, B., & Blanks, B. (2010). Evidence-based early reading response to intervention system. <i>Psychology in the Schools, 4</i></p> <p>Vaughn, et al., 2012. Effects of intensive reading intervention for 8th-grade student response to intervention. <i>Journal of Learning Disabilities, 45</i>(6), 515-25.</p> <p>Connor, C. M., Alberto, P. A., Compton, D. L., & O'Conner, R. E. (2014). <i>Improving with or at risk for reading disabilities: A synthesis of the contributions from the Institute of Education Research Centers</i>. Washington, DC: National Center for Special Education Research. http://files.eric.ed.gov/fulltext/ED544759.pdf</p> <p>Wanzek, J., Vaugh, S. (2010). Tier 3 interventions for students with significant reading difficulties. <i>Journal of Learning Disabilities, 43</i>(4), 305-314.</p> <p>Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing to students with reading difficulties and learning disabilities. <i>Remedial and Special Education, 34</i>(3), 180-191.</p> <p>Johnson et al., 2013. Self-regulated strategy development as a Tier 2 writing intervention for students with reading disabilities. <i>Journal of Learning Disabilities, 48</i>(4), 218-222.</p> <p>Gresham & Little. (2012). Rtl in math class. <i>Teaching Children Mathematics, 19</i>(1), 10-15.</p> <p>Lembke, E. S., Hampton, D., Beyers, S. J. (2012). Response to intervention in mathematics. <i>Psychology in the Schools, 49</i>(3), 257-272.</p>
Th May 31 Thursday	Academic interventions for case study school.	
T Jun 05 Tuesday	Learning Outcome 9: Moving between tiers in Rtl Conceptual understanding for moving between tiers Decision-making rubrics	<p>Burn, M. K., Scholin, S. E., Kosciulek, S. & Livingston, J. (2010). Reliability of decision-making for response to intervention for reading. <i>Journal of Psychological Assessment, 28</i>(2), 100-110.</p> <p>Vanderheyden, A. (2011). Technical adequacy of response to intervention. <i>Exceptional Children, 77</i>(3), 335-350.</p>
Th Jun 07 Thursday	Learning Outcome 10: Troubleshooting	Dulaney, 2013. A middle school's response to intervention journey: The systematic processes of facilitation, collaboration, and implementation. <i>Journal of Learning Disabilities, 46</i> (1), 53-77.

	<p>Rtl What can go wrong? Anticipating and addressing difficulties with administration faculty schedule instruction</p>	<p>McEldoon, K, Cho, S. J., Rittle-Johnson, B. (2012). <i>Measuring effectiveness: The benefits of an item response theory approach</i>. Retrieved from http://files.eric.ed.gov/fulltext/ED535500.pdf</p> <p>Sulkowski, M. L., Wingfield, R. J., Jones, D., & Coulter, W. A. (2012). <i>Intervention and interdisciplinary collaboration: Joining hands for healthy development</i>. <i>Journal of Applied School Psychology</i>, 41(1), 1-12.</p>
T Jun 12 Tuesday	Rtl in the literature	
Th Jun 14 Thursday	Final Rtl portfolio	
T Jun 19 Tuesday	Spring Exam Preparation (06/19/2018 - 06/19/2018)	
W Jun 20 Wednesday	First Day of Spring Final Exams (06/20/2018 - 06/21/2018)	
Th Jun 21 Thursday	Final Exam: 160 MCKB 5:00pm - 6:50pm	