

## Fall 2018 CPSE 609

Academic Interventions for Children with Learning Problems  
341 MCKB 2:30- 4:40 Tuesdays & 331 MCKB 2:30-3:50 Wednesdays  
Brigham Young University

### Instructor

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### Course Objectives

1. Students will develop concise, targeted problem identification statements for academic problems that lead to evidence-based assessments and instruction that matches student needs.
2. Students will demonstrate competency in designing group and individual evidence-based instructional strategies (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress, assessing treatment fidelity, and making intervention/instructional changes when needed.
3. Students will demonstrate competency in collaborating and consulting with teachers, other professionals, and parents in designing and monitoring academic interventions and intensifying instruction.
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.
5. Students will apply NASP ethical principles when providing support for academically struggling students.

### 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

Kovaleski, J. F., VanDerheyden, A. M., & Shapiro, E. S., (2013). *The RTI Approach to Evaluating Learning Disabilities*. New York: Guilford Press. (KVS)  
Tapper, J. (2012). *Solving for Why: Understanding, Assessing, and Teaching Students Who Struggle with Math*. Sausalito, CA: Math Solutions. (Tapper)

## Schedule

Week	Topic	Reading to be Completed before Class	Assignments Due
Sept 4 & 5	Overview and review of course outcomes and understanding the Common Core	<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>	Student Information Sheet due Sept 5
		Utah Core Standards for English Language Arts and Math <a href="http://www.uen.org/core/">http://www.uen.org/core/</a>	
		Common Core State Standards and Response to Intervention: The Importance of Assessment, Intervention, and Progress Monitoring Available through the BYU library. See reference below:  Jimerson S., Stein R., Haddock A., Shahroozi R. (2016) Common Core State Standards and Response to Intervention: The Importance of Assessment, Intervention, and Progress Monitoring. In: Jimerson S., Burns M., VanDerHeyden A. (eds) <i>Handbook of Response to Intervention</i> . Springer, Boston, MA (pp 165-184)	
		Meta-Analysis of Academic Interventions Derived From Neuropsychological Data (Burns et al.--Course reserves)	
Sept 11 & 12	RTI as a way to identify struggling learners	Kovaleski, VanDerHeyden, & Shapiro (KVS) Chapters 1 & 2.	
		Matching the "Right" Intervention to the Student (Burns et al--Course reserves)	
		To Change the Things I Can: Making Instruction More Intensive (Stevenson & Reed--Course reserves)	

Week	Topic	Reading to be Completed before Class	Assignments Due
		Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks (Fuchs & Fuchs--Course reserves)	
Sept 18 & 19	Big ideas in reading	<p data-bbox="716 399 1430 610">http://reading.uoregon.edu/big_ideas/index.php For each of the Five Big Ideas in Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension) read the 1) Concepts &amp; Research, 2) Instruction, and 3) Assessment.</p> <p data-bbox="716 651 1430 789">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>)</p> <p data-bbox="716 829 1430 902">BEST PRACTICES IN READING A 21st Century Skill Update (Roskos and Neuman--Course reserves)</p> <p data-bbox="716 943 1430 1016">Why Bother with Fidelity (Young--available in LS in content)</p>	Sign up for a DIBELS NEXT account ( <a href="https://dibels.org/dibelsnext.html">https://dibels.org/dibelsnext.html</a> )
Sept 26 & 26	Reading Assessment and Intervention	<p data-bbox="716 1049 1430 1114">Teaching Struggling Learners to Read (Smart--Course reserves).</p> <p data-bbox="716 1154 1430 1195">KVS Chapters 3 &amp; 4</p> <p data-bbox="716 1243 1430 1317">What Really Matters when Working with Struggling Readers (Allington—Course reserves)</p> <p data-bbox="716 1325 1430 1357">ICEL/RIOT Matrix &amp; Cum File Review</p>	
Oct 2 & 3		KVS Chapters 5 & 6 & 7	

Week	Topic	Reading to be Completed before Class	Assignments Due
	Ruling Out Other Conditions and Inadequate Instruction Progress Monitoring and Creating Graphs	Progress Monitoring Readings available on Learning Suite under Content Tab	<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> </ul> Cum file review from and interview forms available on LS in Content Area
Oct 9 & 10	Dyslexia	Dyslexia Readings on Learning Suite (see Content Tab)  Listen to this podcast: <a href="https://www.npr.org/2018/08/27/642310810/you-2-0-check-yourself">https://www.npr.org/2018/08/27/642310810/you-2-0-check-yourself</a>	Problem Identification Section of Case Study (NCSP) Rubric
Oct 16 & 17	Math Assessment Math Interventions	Solving for Why Chapters 1-4 (pp. 1-70)  CBA-ID for Math (Burns--Course Reserves)	
Oct 23 & 24	Math Assessment Math Interventions	Solving for Why Chapters 5-7 (pp. 43-144)  Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a>	

<b>Week</b>	<b>Topic</b>	<b>Reading to be Completed before Class</b>	<b>Assignments Due</b>
Oct 30 & 31	Math Summary Standardized academic assessment	Best Practices in Mathematics Assessment and Intervention with Secondary Students (Harrison et al--Course Reserves)  Solving for Why Chapters 8 & 9 (pp 145-190) KTEA, WJ, WIAT Administration Manuals	
Nov 6 & 7	Written Language Assessment	CBA-ID for Early Writing (Burns--Course Reserves)	Problem Analysis Section of NCSP Rubric and rough draft section of Intervention Section of NCSP Rubric
Nov 13 & 14	Written Language Interventions	Teaching Elementary School Students to Be Effective Writers <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf</a>  Teaching Secondary Students to Write Effectively Practice Guide Summary <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secwrit_summary_053117.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secwrit_summary_053117.pdf</a>  Effective Spelling Instruction for Students with Learning Disabilities (Sayeski--Course Reserves)  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>	
Nov 20 & 21	No Class—Happy Thanksgiving to us all		Identify 3-5 things you are grateful for and express gratitude to those who help you.

Week	Topic	Reading to be Completed before Class	Assignments Due
Nov 27 & 28	Executive Functioning and Study Skills	<p>Executive Functioning Predicts School Readiness and Success: Implications for Assessment and Intervention (Cantin--Course Reserves)</p> <p>Contributions of Study Skills to Academic Competence (Gettinger &amp; Seibert--Course Reserves)</p>	Complete two standardized academic assessments. Write first draft of report and provide peer review.
Dec 4 & 5	Academic Assessment and Intervention in an MTSS Context	<p>KVS Chapters 8, 9, &amp; 10</p> <p>Available through BYU online library: Burns M., Maki K., Karich A., Hall M., McComas J., Helman L. (2016) Problem Analysis at Tier 2: Using Data to Find the Category of the Problem. In: Jimerson S., Burns M., VanDerHeyden A. (eds) <i>Handbook of Response to Intervention</i>. Springer, Boston, MA (pp. 293-307)</p> <p>Other readings TBD  <a href="http://www.evidencebasedteaching.org.au/hatti-e-effect-size-2016-update/">http://www.evidencebasedteaching.org.au/hatti-e-effect-size-2016-update/</a></p> <p>What will students do when they don't know?</p>	
Dec 11 & 12	Student Presentations		
Dec 15 2-5 pm	Final Exam		

## Evaluation of student learning

Activity	Number	Point Value	Total	Due Date
Student Information Sheet	1	2	2	Sept 5
Reading Activities	13	5	65	Each class
Cum File Review	1	10	10	Oct 5
Parent or Teacher Interview	1	10	10	Oct 5
ICEL/RIOT Matrix	1	10	10	Oct 5
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	Oct 12 Nov 9 Dec 7 Dec 12
Annotated Bibliography of Intervention	1	20	20	Nov 9
Report of standardized academic assessment	1	40	40	First draft Nov 9 & final draft Dec 7
Professionalism/Attendance	1	15	15	Dec. 12
Course/instructor ratings	1	3	3	Dec. 12
Final	1	5	5	Dec 15
		Sum	280	

Grade	% of Points Earned
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
D	69-60
E	59

### Professionalism/Participation/Attendance

Students are given 15 points at the beginning of the semester for professional behaviors and attitudes, participation, and attendance. If you are late to class, come unprepared to

participate, or demonstrate other unprofessional behaviors (texting in class, or using technology for non-class purposes), 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. The reading activities papers are due Tuesdays at 10:00 a.m.

- 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 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- 5-7 quiz questions with answers.
- Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
- As appropriate, include gospel connections or insights that you gain from the readings.

The last page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

### Intervention Project

Students will complete a project using curriculum based measures (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 at least 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 must also show collaboration with parents. 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 (using 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.

#### Annotated Bibliography

Students will write an annotated bibliography (see [http://sites.umuc.edu/library/libhow/bibliography\\_tutorial.cfm](http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm) for example) on the intervention they have chosen from their intervention project. The paper must include five empirical studies. An empirical study has a method and results section. Do not include summaries (unless it is a meta-analysis) of the research.

#### Standardized Test Administration and Report:

Administer one 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.) 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 monitoring 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 as noted in Learning Suite. 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 your 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. 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 and be sure that your email address is accurately included in Learning Suite. 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours). Another option, is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: [lisa\\_leavitt@byu.edu](mailto:lisa_leavitt@byu.edu); [advocate@byu.edu](mailto:advocate@byu.edu); or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. As a BYU professor if I become aware of or reasonably suspects any incidents of Sexual Misconduct, I must promptly report all relevant information to the Title IX Coordinator. I am instructed to inform the reporting individual that I must report the incident.

**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 2018

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