

## Instructor/TA Info

### Instructor Information

**Name:** Ellie Young  
**Office Location:** 340-L MCKB  
**Office Phone:** 801-422-1593  
**Email:** ellie\_young@byu.edu

## Course Information

### Contact Information and Office Hours

Office phone: 422-1593 Office Number: 340-L MCKB  
Email: ellie\_young@byu.edu  
Office Hours: By appointment or Wednesdays 3:00 -4:30 pm

### Description

This course supports students competency in the following NASP Domains:

### Alignment with NASP Domains of Practice


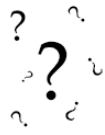
- Data-Based Decision Making and Accountability (Domain 1)—Students will use data from assessments to develop and evaluate interventions.
- Interventions and Instruction Support to Develop Academic Skills (Domain 3)—Students will demonstrate competency in advocating for and implementing evidence-based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

Students will become competent team members when addressing children's learning and academic needs in school settings.

### 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 and implementing group and individual evidence-based instructional strategies/interventions (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress, assessing treatment fidelity, and making intervention/instructional changes when needed. Students will implement the intervention, collect progress monitoring data, and evaluate outcomes using the data. Students will use data to make adjustments in the academic intervention if needed. Students will demonstrate competency in collaborating and consulting with teachers, other professionals, and parents in designing and monitoring academic interventions and intensifying instruction.
3. 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.
4. Students will apply NASP ethical principles when providing support for academically struggling students.

### Materials

Item	Price (new)	Price (used)
 <u>Rti Approach To Evaluating Learning Disabilities (P) - Required</u> by Kovaleski, J	38.00	27.75
 <u>Solving For Why. - Required</u> by Tapper, J	37.95	28.50

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%

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

## Grading Policy

### 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.

### Participation Policy

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.

### Attendance Policy

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.

### Classroom Procedures

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.

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## Assignments

### Assignment Descriptions

#### Student Information Sheet

Sep  
09

Due: Monday, Sep 09 at 11:59 pm

Student Information Sheet--Fall 2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=aa447014-gMIV-wpz0-HOcB-EKa47a8b9061&pubhash=tWc3GvYOzLvEi0zMBYr8ks0X\\_gjs5Tx6BgPI0T6lSYUBrv5Eb0HmMZgphbMTwpPBe1a23lYdnUKS5qs0PxWSrQ==\)](#)

#### Reading Activity 1

Sep  
11

Due: Wednesday, Sep 11 at 1:00 pm

#### 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 Mondays at 8:00 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.

Add your answer to these questions week:

The third 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?

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### Reading Activity 2

Sep  
16 Due: Monday, Sep 16 at 8:00 am

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### Reading Activity 3

Sep  
23 Due: Monday, Sep 23 at 8:00 am

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### Reading Activity 4

Sep  
30 Due: Monday, Sep 30 at 8:00 am

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### Reading Activity 5

Oct  
07 Due: Monday, Oct 07 at 8:00 am

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### Permission Form

Oct  
09 Due: Wednesday, Oct 09 at 11:59 pm

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### Cum File Review

Oct  
09 Due: Wednesday, Oct 09 at 11:59 pm

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### ICEL/RIOT Matrix

Oct  
09 Due: Wednesday, Oct 09 at 11:59 pm

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### Parent or Teacher Interview

Oct  
09 Due: Wednesday, Oct 09 at 11:59 pm

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### Reading Activity 6

Oct  
14 Due: Monday, Oct 14 at 8:00 am

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### Problem Identification

Oct  
14 Due: Monday, Oct 14 at 11:59 pm

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### CBM Project

Students will complete a project using CBM to assess and intervene with one student at their practicum site. The interventions must be minimally monitored for a six week period. Trend-lines must be developed. If the interventions are not meeting the expectations of the team, changes must be made and interventions continued. This project must include baseline data collection, a targeted, evidence-based intervention with measurable outcomes. You 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. The NCSP case study structure is available on BlackBoard. The project will be evaluated based on the rubric inherent in the NCSP case study structure. Successfully completing this project will provide evidence that you can facilitate positive academic growth for youth in schools.

NCSP Case Study with Effect Size.docx [Download \(plugins/Upload/fileDownload.php?fileId=29f022cd-7We3-NdoK-stwx-l5e81a15ea87&pubhash=6-AvAHV7JOobXLaaJw0Jzi7hhGiVQFKlr6mMsXDa8o6CHISotT370EncvugyppgRS3Ov-reT33oGNYr\\_ZZaA-uA==\)](#)

### Reading Activity 7

Oct

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21 Due: Monday, Oct 21 at 8:00 am

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### Reading Activity 8

Oct 28 Due: Monday, Oct 28 at 8:00 am

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### Reading Activity 9

Nov 04 Due: Monday, Nov 04 at 8:00 am

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### Part 1--Standardized Test Administration and Report

Nov 06 Due: Wednesday, Nov 06 at 11:59 pm

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.

Part 1 includes the following: Identifying information, Reason for referral, Assessments used and record review, and observations

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### Reading Activity 10

Nov 11 Due: Monday, Nov 11 at 8:00 am

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### Problem Analysis

Nov 11 Due: Monday, Nov 11 at 11:59 pm

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### Annotated Bibliography

Nov 13 Due: Wednesday, Nov 13 at 11:59 pm

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) ([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.

Include a 2-3 paragraph summary/conclusion of the research you included.

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### Reading Activity 11

Nov 18 Due: Monday, Nov 18 at 8:00 am

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### Reading Activity 12

Dec 02 Due: Monday, Dec 02 at 8:00 am

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### Part 2--Standardized Test Administration and Report

Dec 02 Due: Monday, Dec 02 at 11:59 pm

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.

Part 2 includes all of the report

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### Intervention

Dec 02 Due: Monday, Dec 02 at 11:59 pm

## Reading Activity 13

Dec  
09

Due: Monday, Dec 09 at 8:00 am

### Professionalism and attendance

Dec  
11

Due: Wednesday, Dec 11 at 11:59 pm

Each student will be given 15 points at the beginning of the semester. It is assumed that students will maintain these points. However, when students engage in the following behaviors points will be deducted:

1. Using the computer for non-class related business (i.e., facebook)
2. Answering cell phones or texting in class
3. Consistently being late to class or not notifying the instructor when not attending class.
4. Talking when others are talking
5. Showing disregard for the thoughts and feelings of others
6. Other behaviors deemed unprofessional by the instructor

### Course/Instructor Ratings

Dec  
11

Due: Wednesday, Dec 11 at 11:59 pm

Complete the end-of-semester course/instructor ratings. Be sure to release your name so I can give you credit. I will not have access to professor ratings until after grades are submitted.

### Evaluation

Dec  
11

Due: Wednesday, Dec 11 at 11:59 pm

### Final

Dec  
17

Due: Tuesday, Dec 17 at 4:30 pm

Write a two page paper that answers this question:

What did I learn in this class?

The paper is worth 5 points. If you do not turn in the final, you will only get a B in the class.

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<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	Class topic and readings	Power
Week 1		

W Sep 04 Wednesday

F Sep 06 Friday

Week 2

M Sep 09 Monday

Core Standards, Common Core, Instruction & Curriculum	<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>
	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)

CPSE 609 Setp 9 and 11.ppt [Download](#)

CPSE 609 Setp 9 and 11.2.ppt [Download](#)

W Sep 11 Wednesday

Week 3

M Sep 16 Monday

Sept 16 & 18.pptx [Download](#) Universal Design for Learning.png [Download](#)  
 ICEL-RIOT Matrix.1.xlsx [Download](#)  
 ICEL Factors for Solution Alignment 9.13.14.pdf [Download](#)  
 GradeList\_DIBELSNext\_Recommended\_Goals\_Example.pdf [Download](#)  
 Case Studies for Problem Solving Model.docx [Download](#)

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)
	Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks (Fuchs & Fuchs--Course reserves)

W Sep 18 Wednesday

Week 4

M Sep 23 Monday

Big Ideas in Reading Sept 23 & 25.pptx [Download](#)

Big ideas in reading	<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.
	<a href="http://www.readingrockets.org/teaching/experts/mark-seidenberg">http://www.readingrockets.org/teaching/experts/mark-seidenberg</a>  Thoroughly review the Acadience Assessment Manual (available at no cost when you have a Acadeience account. See <a href="https://acadiencelarning.org/acadiencereading.html">https://acadiencelarning.org/acadiencereading.html</a>
	BEST PRACTICES IN READING A 21st Century Skill Update (Roskos and Neuman-- Course reserves)
	Why Bother with Fidelity (Young--available in LS in content). Examples of fidelity checklists are available on this website: <a href="http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols">http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols</a>

W Sep 25 Wednesday

Week 5

M Sep 30 Monday

Reading Instruction Sept 30 and Oct 2.pptx [Download](#)

Reading Assessment and Intervention	Literacy Strategies to Support Intensifying Interventions  <a href="https://intensiveintervention.org/intervention-resources/literacy-strategies#aware">https://intensiveintervention.org/intervention-resources/literacy-strategies#aware</a>
	KVS Chapters 3 & 4
	Implementing MTSS in Beginning Reading: Tools and Systems to Support Schools and Teachers (Leonard and Coyne—available in course reserves)
	ICEL/RIOT Matrix & Cum File Review (available under content in LS)

W Oct 02 Wednesday

F Oct 04 Friday

Week 6

M Oct 07 Monday

Oct 7 and 9.pptx [Download](#)

Ruling Out Other Conditions and Inadequate Instruction	KVS Chapters 5 & 6 & 7
Progress Monitoring and Creating Graphs	NASP Position Paper on Identifying Students with SLD. Available in Content area in LS.
	Progress Monitoring Readings available on Learning Suite under Content Tab

W Oct 09 Wednesday

F Oct 11 Friday

Week 7



M Oct 14 Monday

Dyslexia and Reading Interventions

Dyslexia Readings on Learning Suite (see Content Tab)

Listen to this podcast: <https://www.npr.org/2018/08/27/642310810/you-2-0-check-yourself>

The Effects of Planning, Goal Setting, and Performance Feedback on Avoidance Behaviors for Struggling Readers Nathan A. Stevenson, PhD and Phoenix R. Mussalow, MA (Available in course reserves)

Petersen, D. B., Gragg, S. L., & Spencer, T. D. (October, 2018). [Predicting reading problems 6 years into the future: Dynamic assessment reduces bias and increases classification accuracy.](#) *Language, Speech, and Hearing Services in Schools*, 49, 875–888.

Available on course reserves

Oct 14 and 16.pptx [Download](#) Fidelity Checklist for Ladders.docx [Download](#)

W Oct 16 Wednesday

Week 8

M Oct 21 Monday

Reading comprehension and intro to math--Oct 21.pptx [Download](#)

Reading comprehension Iris Case Studies.pdf [Download](#)

Teaching Reading Comprehension Strategies in Middle School.pdf [Download](#)

Math Assessment  
Math Interventions

Solving for Why Chapters 1-4 (pp. 1-70)

CBA-ID for Math (Burns--Course Reserves)

W Oct 23 Wednesday

Week 9

M Oct 28 Monday

Intro to math--Oct 28.pptx [Download](#)

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

[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)

W Oct 30 Wednesday

Week 10

M Nov 04 Monday

mtms2018-09-036a.pdf [Download](#)

Procedural Fluency.pdf [Download](#)

Nov 4 and 6.pptx [Download](#)

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

W Nov 06 Wednesday	Be prepared to discuss these handouts in class on Nov. 6.  Explaining digits correct per minute.pdf <a href="#">Download</a>  2nd Grade Concepts and Applications Student Worksheets.pdf <a href="#">Download</a>  6th Grade Concepts and Applications Student Worksheets.pdf <a href="#">Download</a>
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F Nov 08 Friday

Week 11

M Nov 11 Monday	<table border="1"> <tr> <td>Written Language Assessment</td> <td>           CBA-ID for Early Writing (Burns--Course Reserves)             Other readings TBD.         </td> </tr> </table>	Written Language Assessment	CBA-ID for Early Writing (Burns--Course Reserves)  Other readings TBD.
Written Language Assessment	CBA-ID for Early Writing (Burns--Course Reserves)  Other readings TBD.		

W Nov 13 Wednesday

F Nov 15 Friday

Week 12

M Nov 18 Monday	<table border="1"> <tr> <td>Written Language Interventions</td> <td>           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> </td> </tr> </table>	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>
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>		

W Nov 20 Wednesday

Week 13

M Nov 25 Monday

W Nov 27 Wednesday **No Classes**

Week 14

M Dec 02 Monday	<table border="1"> <tr> <td>Executive Functioning and Study Skills</td> <td>           Executive Functioning Predicts School Readiness and Success: Implications for Assessment and Intervention (Cantin--Course Reserves)             Contributions of Study Skills to Academic Competence (Gettinger &amp; Seibert--Course Reserves)         </td> </tr> </table>	Executive Functioning and Study Skills	Executive Functioning Predicts School Readiness and Success: Implications for Assessment and Intervention (Cantin--Course Reserves)  Contributions of Study Skills to Academic Competence (Gettinger & Seibert--Course Reserves)
Executive Functioning and Study Skills	Executive Functioning Predicts School Readiness and Success: Implications for Assessment and Intervention (Cantin--Course Reserves)  Contributions of Study Skills to Academic Competence (Gettinger & Seibert--Course Reserves)		

W Dec 04 Wednesday

F Dec 06 Friday

Week 15

M Dec 09 Monday	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</p> <p><a href="http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/">http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/</a></p> <p>What will students do when they don't know?</p>
W Dec 11 Wednesday		
Th Dec 12 Thursday		
Week 16		
T Dec 17 Tuesday	<p>Final Exam:</p> <p>283 MCKB</p> <p>2:30pm - 5:30pm</p>	