

Instructor/TA Info

Instructor Information

Name: Ellie Young
Office Location: 340-E MCKB
Office Phone: 801-422-1593
Office Hours: Mon, Wed 3:00pm-4:00pm
Or By Appointment
Email: ellie_young@byu.edu

Course Information

Description

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.

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

Grading Scale

Grades	Percent
A	95%
A-	93%
B+	90%
B	87%
B-	85%
C+	80%
C	77%
C-	75%
D+	70%

D	67%
D-	65%
E	0%

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. Students are expected to be in the classroom at 1:00 pm and stay for the entire class period.

If you are must miss class, you are expected to email the instructor before class and explain your reason for missing class (i.e., health concerns, family emergency). You also are expected to review the material presented in class that day and ensure that your overall learning is minimally impacted by your absence.

Classroom Procedures

Technology: 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. Continuing to use your computer for non-class related activities will lose professionalism points.

Cell phones: Silence cell phones and do not text during classes.

Late work: 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, 7th edition.

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.

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.

Teaching Philosophy

Our classroom is a community of learners that contributes to the success of each students. As the instructor, it is my responsibility to gather evidence that you have mastered the course objectives. Grades reflect your mastery of course objectives. My goal is to help you be successful. If you do not understand a concept or an assignment, ask me. If your completed work does not demonstrate mastery, I am willing to work with you so that you can demonstrate mastery. However, no assignment re-do's will be accepted after the last day of class.

Contact Information and Office Hours

You can contact me via email at ellie_young@byu.edu

Office hours are MW from 3:00 to 4:00 pm.

Assignments

Assignment Descriptions

Student Information

Sep
03

Due: Friday, Sep 03 at 11:59 pm

This form helps the instructor to understand student learning needs and expectations.

Class Recording Release Form

Sep
07

Due: Tuesday, Sep 07 at 11:59 pm

Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

Reading Activity 1

Sep
08

Due: Wednesday, Sep 08 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 2

Sep
13

Due: Monday, Sep 13 at 10:00 am

Reading Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 3

Sep
20

Due: Monday, Sep 20 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 4

Sep
27

Due: Monday, Sep 27 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingered questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 5

Oct

04

Due: Monday, Oct 04 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingered questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Permission Form

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

You can download a permission form in Content in Learning Suite.

<https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-h9jo>

Parent or Teacher Interview

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

You can download an interview form in Content in Learning Suite.

<https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-h9jo>

ICEL/RIOT Matrix

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

You can download the ICEI/RIOT Matrix in Content in Learning Suite.

<https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-h9jo>

Cum File Review

Oct
06

Due: Wednesday, Oct 06 at 11:59 pm

You can download a series of questions that you need to answer to complete the assignment in Content.

<https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-h9jo>

Reading Activity 6

Oct
11

Due: Monday, Oct 11 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Problem Identification

Oct
11

Due: Monday, Oct 11 at 11:59 pm

Intervention Project

Students will complete a project using Curriculum Based Measures (CBM; Acadience, i-ready Math) to assess and intervene with one student or a small group of students 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 invention 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 in Content in Learning Suite. 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.

The rubric and template for this project is available here: <https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M>

Reading Activity 7

Oct
18

Due: Monday, Oct 18 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 8

Oct
25

Due: Monday, Oct 25 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reflection: Cum File Review

Oct
30

Due: Saturday, Oct 30 at 11:59 am

Reading Activity 9

Nov
01

Due: Monday, Nov 01 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
 2. Lingering questions/ideas (more details below)
 3. Practicum updates (see questions below)
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1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Part 1-Psycho educational Report

Nov
03

Due: Wednesday, Nov 03 at 11:59 pm

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).

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

Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question.

Templates and rubrics are available in Content in Learning Suite.

Reading Activity 10

Nov
08

Due: Monday, Nov 08 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Problem Analysis

Nov
08

Due: Monday, Nov 08 at 11:59 pm

The rubric and template for this project is available here: <https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M>

Reading Activity 11

Nov
15

Due: Monday, Nov 15 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these

lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Reading Activity 12

Nov
22

Due: Monday, Nov 22 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Part 2--Psycho-educational Report

Nov
29

Due: Monday, Nov 29 at 11:59 pm

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).

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

and observations.

Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question.

Templates and rubrics are available in Content in Learning Suite.

Intervention

Nov
29

Due: Monday, Nov 29 at 11:59 pm

The rubric and template for this project is available here: <https://learningsuite.byu.edu/as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M>

Annotated Bibliography

Nov
29

Due: Monday, Nov 29 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) 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 articles or chapters that are just summaries or other research (unless it is a meta-analysis) of the research.

Your annotated bibliography begins with a brief description of the questions you want to answer. For example, you may want to learn what instructional strategies are helpful for first graders who need help with reading fluency, or what strategies help students learning math facts.

Your paper ends with a summary of guiding principles.

Examples and a rubric are available in Content in Learning Suite.

Reading Activity 13

Dec
06

Due: Monday, Dec 06 at 11:59 pm

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

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.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to 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?

Course/Instructor Ratings

Dec 08 Due: Wednesday, Dec 08 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.

Tutoring with Student

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

Contact a teacher and offer to spend a 10 hours over the course of a the semester providing tutoring in small groups or with an individual student who is struggling with an academic weakness.

Turn in a log of your 10 hours and include a weekly summary that answers the following questions:

1. Briefly, what skills did you work on with this student?
2. What did you notice about the student's response to the instruction?
3. Do you believe the instructional strategies you are using are effective? Why or why not?
4. What will you do differently next time? Why?

Evaluation

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

The rubric and template for this project is available here: <https://learningsuite.byu.edu/.as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M>

Professionalism and attendance

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

Each student will be given 10 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

Reflection: Parent/Guardian & Teacher Interviews

Dec 21 Due: Tuesday, Dec 21 at 11:59 pm

University Policies

Multicultural Competence

In the CBSE Department, we value and respect every person and seek to promote multicultural competence

in the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to "eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we "work tirelessly to build bridges of understanding."(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	PowerPoints & Materials	Readings BEFORE Class					
Week 1							
Su Aug 29 Sunday							
Week 2							
M Aug 30 Monday	August 30 and Sept 2.pptx Download						
W Sep 01 Wednesday	Sept 1.pptx Download	<table border="1"> <tr> <td data-bbox="824 554 1279 1241" rowspan="4">Core Standards, Common Core, Instruction & Curriculum</td> <td data-bbox="1279 554 1565 617">http://www.corestandards.org</td> </tr> <tr> <td data-bbox="1279 617 1565 737">Utah Core Standards for English Language Arts http://www.uen.org/core/</td> </tr> <tr> <td data-bbox="1279 737 1565 1142">Common Core State Standards for English Language Arts, Mathematics, Science, and Progress Monitoring Available through the BYU Learning Center Jimerson S., Stein R., Haddock R. (2012). <i>Response to Intervention: Theoretical and Practical Foundations</i>. Boston, MA (pp 165-184)</td> </tr> <tr> <td data-bbox="1279 1142 1565 1241">Meta-Analysis of Academic Interventions (see Course reserves)</td> </tr> </table>	Core Standards, Common Core, Instruction & Curriculum	http://www.corestandards.org	Utah Core Standards for English Language Arts http://www.uen.org/core/	Common Core State Standards for English Language Arts, Mathematics, Science, and Progress Monitoring Available through the BYU Learning Center Jimerson S., Stein R., Haddock R. (2012). <i>Response to Intervention: Theoretical and Practical Foundations</i> . Boston, MA (pp 165-184)	Meta-Analysis of Academic Interventions (see Course reserves)
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	Meta-Analysis of Academic Interventions (see Course reserves)						
F Sep 03 Friday							
Week 3							
M Sep 06 Monday	Labor Day						
T Sep 07 Tuesday							

W Sep 08 Wednesday

RTI as a way to identify and support struggling learners

CPSE 609 Sept 8.ppt [Download](#)

Readings on Course Reserve:

To Change the Things I Can: Making Instruction More Intensive (Stevens)

Critique of the National Evaluation of Response to Intervention: A Case for

Textbook Readings:

Kovaleski, VanDerHeyden, & Shapiro (KVS) Chapters 1 & 2.

Best Practices in Delivering Intensive Academic Interventions With a Skill-t Psychology Student-Level Services)

Web-based Readings

[What are the common reasons for school problems?](#)

Week 4

<p>M Sep 13 Monday</p>	<p>How should reading be taught? What are the skills needed to read? How do we assess reading skills?</p> <p>When planning reading interventions/instructional strategies, why does implementation fidelity matter? What will my implementation fidelity checklist for my case study look like?</p> <p>Sept 13 and 15 .pptx Download</p>	<p>Course Reserve Readings</p> <p>BEST PRACTICES IN READING A 21st Century Skill Update (Roskos and</p> <p>Web-based Readings</p> <p>http://reading.uoregon.edu/big_ideas/index.php</p> <p>For each of the Five Big Ideas in Reading (Phonemic Awareness, Alphabet read the 1) Concepts & Research, 2) Instruction, and 3) Assessment.</p> <p>http://www.readingrockets.org/teaching/experts/mark-seidenberg</p> <p>Thoroughly review the Acadience Assessment Manual (available at no cost: https://acadiencelarning.org/acadiencereading.html)</p> <p>**The Acadience Manual is also available in Content in Learning Suite</p> <p>Readings in Content in Learning Suite</p> <p>Why Bother with Fidelity (Young--available in LS in content).</p> <p>**Review 3 examples of fidelity checklists are available on this website: http://protocols</p> <p>Textbook Readings</p> <p>Best Practices in Instructional Strategies for Reading in General Education Psychology: Student-Level Services</p>
<p>W Sep 15 Wednesday</p>	<p>Melissa Bostwick from Alpine School District will be the guest presenter today. She'll be sharing ideas about implementing an RTI process.</p>	
<p>Week 5</p>		

<p>M Sep 20 Monday</p>	<p>How can we use reading assessment data to design instructional strategies?</p> <p>What does effective reading instruction for struggling learners look like? Struggling learners may be participating in Tier 2 or Tier 3 supports.</p> <p>How does the ICEL/RIOT Matrix influence how I collaborate around reading instruction?</p> <p>Big Ideas in Reading Sept 20 & 22.pptx Download</p>	<p>Web-based Readings</p> <p>1. Literacy Strategies to Support Intensifying Interventions https://intensiveintervention.org/intervention-resources/literacy-strategies#</p> <p>2. ICEL/RIOT (same as RIOT/ICEL) overview: https://www.interventioncentral.org/sites/default/files/rti_1</p> <p>Textbook Readings</p> <p>KVS Chapters 3 & 4</p> <p>Readings in Learning Suite Content</p> <p>ICEL/RIOT Matrix & Cum File Review (available under content in LS)</p> <p>Review this PDF: https://www.interventioncentral.org/sites/default/files/rti_1</p> <p>Readings in Course Reserve</p> <p>Implementing MTSS in Beginning Reading: Tools and Systems to Support reserves)</p>
<p>W Sep 22 Wednesday</p>		
<p>Week 6</p>		
<p>M Sep 27 Monday</p>	<p>How do we rule out other conditions (e.g., poor instruction) when assessing students suspected of a learning disability?</p> <p>What is progress monitoring? How and why do we create graphs to progress monitor?</p> <p>Sept 27.pptx Download</p>	<p>Textbook Readings</p> <p>KVS Chapters 5-7</p> <p>Best Practices in Problem Analysis by Theodore J. Christ and Yvette Anne Data-Based And Collaborative Decision Making</p> <p>Readings in Learning Suite Content</p> <p>NASP Position Paper on Identifying Students with SLD. Available in Conte</p> <p>Progress Monitoring Readings. Available in Content area in LS.</p>
<p>W Sep 29 Wednesday</p>	<p>Sept 29--Reading.pptx Download</p>	

Th Sep 30 Thursday		
Week 7		
M Oct 04 Monday	<p>How can checklists be important to my work in collaborating to design instructional strategies? How is a checklist connected to implementation fidelity?</p> <p>How do the readings help me refine the instructional strategies I am implementing or suggesting?</p> <p>What is dyslexia and how do we intervene?</p> <p>Octo 4 and 6 Reading.pptx Download</p>	<p>Web-based Readings</p> <p>Listen to this podcast: https://www.npr.org/2018/08/27/642310810/you-2-0</p> <p>Course Reserve Readings</p> <p>Petersen, D. B., Gragg, S. L., & Spencer, T. D. (October, 2018). Predicting reduces bias and increases classification accuracy. Language, Speech, and Hearing in Early Childhood Education</p> <p>The Effects of Planning, Goal Setting, and Performance Feedback on Avoidance of Difficult Tasks and Phoenix R. Mussalow, MA</p> <p>Readings in Learning Suite Content</p> <p>Dyslexia Readings [Three readings on available for download on the Content Library]</p>
W Oct 06 Wednesday	Beth Cutrer will present on dyslexia (1:15 to 2:00).	
Week 8		
M Oct 11 Monday	<p>How do we assess and intervene when a student is struggling with math?</p> <p>Dyslexia Screening.docx Download</p> <p>Oct 11 and 13.pptx Download</p>	<p>Textbook Readings</p> <p>Solving for Why—Chapters 1-4 (pp. 1-70)</p> <p>Course Reserve Readings</p> <p>CBA-ID for Math (Burns)</p>
W Oct 13 Wednesday		
F Oct 15 Friday		
Week 9		
M Oct 18 Monday	<p>How do we assess and intervene when a student is struggling with math?</p> <p>Oct 18 and 20.pptx Download</p>	<p>Textbook Readings</p> <p>Solving for Why Chapters 5-7 (pp. 43-144)</p> <p>Web-based Readings</p> <p>Assisting Students Struggling with Mathematics: Response to Intervention</p>

		Assisting Students Struggling with Mathematics: Response to Intervention https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
W Oct 20 Wednesday	Doug Peterson from Communication Disorders will present on Dynamic Assessment at 1:00 pm.	
Week 10		
M Oct 25 Monday	How do we assess and intervene when a student is struggling with math? Oct 25 & 27.pptx Download	Textbook readings Solving for Why Chapters 8 & 9 (pp 145-190) Course Reserve Readings Best Practices in Mathematics Assessment and Intervention with Seconda
W Oct 27 Wednesday		
Sa Oct 30 Saturday		
Week 11		
M Nov 01 Monday	Catch up week Nov 1 and 3.pptx Download	No readings
W Nov 03 Wednesday	Updated power point and class materials Nov 1 and 3-Wednesday.pptx Download ics_matherr.pdf Download	
Week 12		
M Nov 08 Monday	How do we assess and intervene when a student is struggling with written language? Introduction to Written Language.pptx Download	Course Reserve Readings CBA-ID for Early Writing (Burns) Best Practices in Written Language Assessment and Intervention (Author:) Best Practices in Instructional Assessment of Writing (Author: Todd A. Grav
W Nov 10 Wednesday		
F Nov 12 Friday		
Week 13		

M Nov 15 Monday	<p>Catch up for writing assessment and intervention</p> <p>What are the problems associated with traditional assessment (IQ, achievement) used to identify students suspected of learning disabilities?</p> <p>Writing assessment and intervention-Nov 15 & 17-1.pptx Download</p>	<p>Course Reserve Readings</p> <p>Common Characteristics of Writing Interventions for Students with Learning Course Reserves)</p> <p>Cognitive profile analysis in school psychology: History, issues, and contin</p>
W Nov 17 Wednesday		
Su Nov 21 Sunday	Instructor Ratings Open Fall	
Week 14		
M Nov 22 Monday	<p>What is specific learning disability assessment happening in an MTSS context?</p> <p>Effect size: How to calculate</p> <p>Nov 22-writing.pptx Download</p> <p>Computing Effect Size.2.xlsx Download</p>	<p>Textbook Readings</p> <p>KVS Chapters 8, 9, & 10</p> <p>Library-based Readings</p> <p>Burns M., Maki K., Karich A., Hall M., McComas J., Helman L. (2016) Prob Problem. In: Jimerson S., Burns M., VanDerHeyden A. (eds) Handbook of I (pp. 293-307)</p> <p>**This book is available in the library as an online book. You can read this</p>
W Nov 24 Wednesday	No Classes	
Week 15		
M Nov 29 Monday	<p>How are executive functioning skills assessed and addressed?</p>	<p>Course Reserves</p> <p>Executive Functioning Predicts School Readiness and Success: Implicatio</p> <p>Contributions of Study Skills to Academic Competence (Gettinger & Seibert--Course Reserves)</p>
W Dec 01 Wednesday	<p>Dec 1-Executive Functioning.pptx Download</p>	
Week 16		
M Dec 06 Monday	<p>Student presentation of case studies.</p>	

	Catch up and overflow week	
W Dec 08 Wednesday		Student Presentations and Review of Annotated Bibliography
Th Dec 09 Thursday	Final Exam: 355 MCKB 11:00am - 2:00pm	
Week 17		
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	
W Dec 15 Wednesday		
Week 18		
T Dec 21 Tuesday		