

BYU CPSE 620- Spring 2020 Syllabus
Academic Intervention



INSTRUCTOR INFORMATION

Instructor Name: Dr. Elizabeth A.
Cutrer-Párraga
Office Location: 340-R MCKB
Office Hours: By appointment
Office Phone: 801-422-7603
Cell Phone: 386-916-4621
Email: elizabethcutrer@byu.edu

COURSE DESCRIPTION

In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of all learners, while respecting diversity. CPSE 430 students will learn to become thoughtfully adaptive teachers of literacy meanwhile engaged in both a professional learning community as a class and partnership amongst the local elementary schools. CPSE 430 students will learn practical and hands-on approaches for teaching reading and writing to students with disabilities. CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific assessment and teaching strategies learned throughout.

MATERIALS

- Burns, M. K., Riley-Tillman, T. Chris, & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. (3rd ed.) New York, NY: The Guilford Press. ISBN 978-1-4625-2614-7
- Torres, T., & Barber, C.R. (2017). *Case studies in special education: A social justice perspective*. Springville, IL: Thomas Books. ISBN 978-0-398-09173-6
- Assigned Journal Article Readings - For **each** class please bring either a hard copy of the assigned readings or download it onto your electronic device prior to class

due to questionable internet access. Note that, access to the journal articles can be found via the Harold B. Lee Library. ([Link](#))

PROFESSIONAL PRACTICE FRAMEWORK DISPOSITIONS

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify course goals, facilitating their enactment in class and during your work with your district students this semester. Expectations:

- CPSE 620 students will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
 - CPSE 620 students will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
-

LEARNING OUTCOMES

In this course, CPSE 620 students will be able to demonstrate an understanding of:

- Tiered system of support for students who struggle.
 - Major theories of intensifying instruction for students not responding to Tier 1 instruction.
 - Major approaches to academic intervention in the areas of reading, writing and mathematics for students not responding to Tier 1 instruction.
 - Differentiating instruction for students not responding to Tier 1 instruction.
 - Balanced coaching approaches for leaders working with teachers supporting students not responding to Tier 1 instruction.
 - How to use assessment to inform literacy instruction for specific students
-

LEARNING QUESTIONS

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in writing to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in mathematics to teach students who are not responding to Tier 1 instruction?

- How do I provide supported and intensive instruction in reading?
- How do I provide supported and intensive instruction in writing?
- How do I provide supported and intensive instruction in mathematics?
- How do I provide supported and intensive coaching for teachers who instruct students who are not responding to Tier 1 instruction?
- What instructional strategies have evidence of greatest impact on student outcomes?
- How can I become an advocate for students who are not responding to Tier 1 instruction as well as to the teachers who work with them?

GRADES AND GRADING METHODOLOGY

Grading Scale:

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Note: All grades will be rounded (e.g., 89.50% is calculated as 90%)

Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Due	Grade %	Total Points
Modeling Project	4.30.2020 & 5.7.2020	10%	100
TRI Kit	5.14.2020	5%	50
TRI Videos	Video 1 – 5.21.20.20 Video 2 – 5.26.2020 Video 3 - 6.2.2020	5% 5% 5%	50 points each video 150 pts total
Interview Synthesis Essay	5.28.2020	15 %	150
Case Study Presentation	Sign up for dates (June 9 or June 11)	20%	200

Digital Intervention Journal	Reading Math Writing Academic Performance	12%	30 points each mini lesson 120 pts total
SRSD with Contextual Factors	6.9.2020	5%	50
Oral Final	6.16.2020	20%	200
Attendance, Participation, Professional Disposition and Respect for Others	Ongoing	3%	30
Total		100%	1000 points

ATTENDANCE, PARTICIPATION, PROFESSIONAL DISPOSITION AND RESPECT FOR OTHERS:

Attendance and Participation: Attending class and arriving on time reflects professional disposition. Students must be on time to class. Those who miss class more than one time and/or are consistently late (late is defined as arriving 5 or more minutes late; consistently is defined as 3 or more times of being late) will NOT receive participation points.

Additionally, in-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic).

Students missing more than 1 class will receive one full grade deduction for each additional class missed (except for extraordinary circumstances or illness). If a class is missed, the student is responsible for make-up work.

Professional disposition will be assessed in terms of promptness to class (attending on time); quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters (as demonstrated in class comments and written assignments); sensitivity to multicultural considerations and individual diversity (as demonstrated in class comments and written assignments); consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

POLICY:

Late work

In a Spring semester, it is **very** important that work be turned in on time or you will find it very difficult to catch up. Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. ***Late work will NOT be accepted at all 5 days after due date.*** However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

ASSIGNMENTS

This is a more in depth approach to describe the assignment categories listed above:

1. **MODELING PROJECT**

DUE 4.30.2020 & 5.7.2020 by 11:59 p.m.

For this project you will:

- Teach a human something by using modeling.

- Given the nature of the Covid 19 virus, this may include using technology.
 - The human to whom you teach something could be a spouse, child, parent, friend, colleague or family member.
 - The content of what you teach could be anything from how to blow a bubble to how to plant a herb garden.
 - Record yourself.
 - Turn in your recording by 4.30.2020
 - You will receive more information in class on how to complete the 2nd half of the project which will be due on 5.7.2020.
-

2. COMPILE A COMPLETE TRI KIT

DUE 5.14.2020 by START of class.

On the first afternoon of class (April 28, 2020), I will display and explain what an assembled TRI kit looks like. At that time you will be provided with a list of materials for you to assemble a kit. You will use these kits for your TRI practice videos.

3. TRI TEACHING VIDEOS

DUE 5.21.2020 by 11:59 pm TRI VIDEO 1 PINK/BLUE

5.26.2020 by 11:59 pm TRI VIDEO 2 GREEN

6.2.2020 by 11:59 pm TRI VIDEO 3 PURPLE

Your TRI Videos must include the following:

Video 1 – made up of two sub videos must include:

- A video of you working with a “student”.
- PINK or BLUE Segmenting Words
- Change 1 Sound
- Read, Write and Say
- Read Write and Make
- Guided Oral Reading
- Pocket Phrases
- Evidence of you using the STRIVE for FIVE Strategy
- Evidence of you using the BLEND AS YOU GO Strategy
- A PINK or BLUE Diagnostic Map

Video 2 – made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words in GREEN,
- Sort Write and Say,
- Word Division

- Guided Oral Reading
- ReReading for Fluency
- A GREEN Diagnostic Map
- Evidence of you using the Search for the Sound Strategy
- Evidence of you using the BLEND AS YOU GO Strategy

Video 3 – made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words by chunk in PURPLE
- Read Write and Say by chunk,
- Word Division by chunk
- Read Right Make with Permanent Irregular Sight words with more than one syllable
- TRI Writing
- A PURPLE Diagnostic Map

4. INTERVIEW SYNTHESIS ESSAY

- **DUE:** This essay is considered your MID-TERM and is due 5. 28. 2020 at 11:59 pm

Background of Assignment: As part of your work as a BCBA in school systems, you will be expected to offer multiple roles of support for both students and colleagues. As such, this assignment is meant to help prepare you for these various roles by having you collect data from 3 disparate perspectives of school faculty. With this in mind, to complete this essay you must:

- Complete an interview with a general education teacher, special education teacher and a curriculum coach or mentor (see the interview protocol below.)
- You will audio or video record your interviews and upload them.
- You will synthesize your learning in a 5 – 7 page written essay. This essay should include the experiences of your interview participants related to their perspectives shared in their interviews. It is expected you will make relevant connections to readings and course work.

I. Interview Protocol: For General Education Teacher:

Thank your participant for being willing to be interviewed. Let them know you want to interview them to gain understanding of what they do when working with students with challenges in the general education classroom. As permission to record.

Questions:

1. Think of a student in your class who is currently having challenges with the academic content in your grade level. Please do not share with me the student's name.
2. In what academic areas does the student struggle.
3. How do you start to understand the ways in which the student struggles (if at all).
4. What do you do to the academic content when you notice the child is struggling?
Probe here: What modifications are used if at all
What evidence-based instruction materials were used if at all?
What evidence-based interventions were tried if at all?
5. What can you say about assessment?
6. What can you say about progress monitoring?
7. Talk supports from the school.
Probe here: Talk about other support personnel in the school who provided assistance if at all.
Support teams?
Coaches/Mentors? Directly to the student or to the teacher only?
Is modeling or professional development provided?
Special Ed teachers?
Parents?
8. Talked about tiers or levels of instruction (if any).
9. If a student does not make progress with the general curriculum – what happens next at your school.
Probe here: Any types of intensifying instruction?
10. How does the general education teacher interact with the student who is experiencing academic challenges? If other support personnel are involved, how do they interact with the student? Are there similarities and/or differences?
Probe here: What do you feel is the biggest road block for students making academic progress?

II. Interview Protocol: For Special Education Teacher:

Thank your participant for being willing to be interviewed. Let them know you want to interview them to gain understanding of what they do when working with students with challenges who are in the general education classroom. As permission to record.

Questions:

1. Think of a student you work with who is currently having challenges with the academic content in the general education classroom. Please do not share with me the student's name.
2. In what academic areas does the student struggle.

3. How do you start to understand the ways in which the student struggles (if at all).
4. What do you do to the academic content when you notice the child is struggling?
Probe here: What modifications are used if at all
What evidence-based instruction materials were used if at all?
What evidence-based interventions were tried if at all?
5. What can you say about assessment?
6. What can you say about progress monitoring?
7. Talk supports from the school.
Probe here: Talk about other support personnel in the school who provided assistance if at all.
Support teams?
Coaches/Mentors? If a coach or mentor is provided – does the coach or mentor provide services directly to the student or to the teacher?
General Education Teacher Professional Development
Parents?
8. Talked about tiers or levels of instruction (if any).
9. If a student does not make progress with the general curriculum – what happens next at your school.
Probe here: Any types of intensifying instruction?
10. How does the general education teacher interact with the student who is experiencing academic challenges? How do other support personnel interact with the student? How do you interact with the student who is experiencing academic challenges? Are there similarities and/ or differences?
Probe here: What do you feel is the biggest road block for students making academic progress?

III. Interview Protocol: For Special Education Teacher:

Thank your participant for being willing to be interviewed. Let them know you want to interview them to gain understanding of what they do when working with students with challenges who are in the general education classroom. As permission to record.

Questions:

11. Think of a student you work with who is currently having challenges with the academic content in the general education classroom. Please do not share with me the student's name.
12. In what academic areas does the student struggle.
13. How do you start to understand the ways in which the student struggles (if at all).
14. Do you provide direct services to the student or to teachers? Talk more about this.
15. What do you do to the academic content when you notice the child is struggling?
Probe here: What modifications are used if at all
What evidence-based instruction materials were used if at all?
What evidence-based interventions were tried if at all?
16. What can you say about assessment?
17. What can you say about progress monitoring?
18. Talk supports from the school.
Probe here: Talk about other support personnel in the school who provided assistance if at all.
Support teams?

Coaches/Mentors? Is modeling or professional development provided? Talk more about how you model for teachers. Is it different for gen ed teachers vs. special education teachers?

General Education Teacher Professional Development
Parents?

19. Talked about tiers or levels of instruction provided or expected (if any).
20. If a student does not make progress with the general curriculum – what happens next at your school.

Probe here: Any types of intensifying instruction?

21. How do you interact with the student who is experiencing academic challenges? Are there similarities and/ or differences with others at the school including gen ed and spec ed teachers?

Probe here: What do you feel is the biggest road block for students making academic progress?

5. CASE STUDY PRESENTATION

- **DUE:** 6.9.2020, OR 6.11.2020 START of class (depending upon your assigned day).

You will sign up to provide a presentation to the class about one of the cases provided in the Case Study textbook. To earn credit for this assignment, you must complete the following parts:

Part 1: Powerpoints need to be uploaded to Learning Suite through Digital Dialogue

- Clarity of visual and oral presentation. (10 points)
- Selection and use of references to support presentation. Reference should be listed on the last slide in APA format. To earn full credit you will need to submit on time and have passed approval. (10 points)
- Description of your case 3-5 slides. (30 points)
- Recommendations for intensifying instruction 3-5 slides. (30 points)
- Specific Recommendations for academic interventions explained in 3-5 slides. (30 points)
- Coaching/Modeling strategies for teachers 2-3 slides (20 points).
- Lesson Plan describing your academic intervention 1 – 2 slides (20 points)

Part 2: Use your ppt as a basis for a class presentation. Include the following information in your presentation:

- Present the workshop in 15 minutes (do not go over time).
- Provide a copy of a lesson plan (1 to 2 pages) for your classmates PRIOR to your presentation.
- Pinpoint the grade level of the student and/or teachers for whom you would be providing instruction.
- include handouts such as readings, materials for participation, and an evaluation form. (40 points)

Part 3: Commenting on Digital Dialogue

- Comment on 3 classmates' power points through Digital Dialogue
- Comment on content and relate to class discussion, course content and ways in which you will use the information. Comment via text. (10 points)

6. SRSD VIDEO WITH CONTEXTUAL FACTORS

- **DUE:** 6. 9. 2020

You will plan, implement and record two persuasive writing SRSD lessons with a “student.”

In order to complete this assignment you must:

Create a two week SRSD persuasive writing unit.

Include a pre and post writing assessments.

Choose two lessons from your SRSD persuasive writing unit to record (one must be a lesson introducing self-statements)

Video record and submit these two lessons from your unit.

Consider contextual factors as part of this project.

Write a 3-5 page reflection paper about your SRSD work.

For contextual factors, please include:

- Your thoughts about how the geographic location impacts student learning?
- Your thoughts about how the community and school population impact student learning?
- Your thoughts about how the socio-economic profile impacts student learning?
- Your thoughts about how the race/ethnicity profile of the student body impacts student learning?
- Other considerations about the community or school that could impact student learning?

2.

CAUTION: Please make sure not to write from a deficit view or a culture of poverty lens.

Include in your reflection the strengths and affordances students from disparate socio economic, families, communities and racial and ethnic backgrounds bring to the instructional environment.

7. DIGITAL INTERVENTION JOURNALS

- **DUE:** There will be 3 journal check ins during the semester: 5.14.2020, 5.28.2020, and 6.4.2020. Completed journal is due 6.16.2020.

Throughout the semester you will create a digital intervention journal. Within this journal you will record your understanding of interventions in the area of reading, writing, math and academic performance. In order to complete this assignment you will:

1. Create a digital journal with 4 sections: Reading, Writing, Math, Academic

Performance.

2. Choose 4 interventions within each area from Chapter 4 from the Burns et al text.
3. Add to your journal throughout the semester.
4. Use and complete the digital journal template
5. Be ready to share you journal in class during check ins.

Intervention Area Reading Writing Math Performance
Name of Intervention
Explain how to implement the Intervention
Write about how you tried this Intervention with a “student”
Provide and describe an online link you found that would help someone understand this strategy
Reflections about this intervention: (which age, grade etc. would benefit the most from this strategy?)

8. ORAL FINAL

- **DUE:** 6.16.2020

It is expected as a BCBA or School leader, you will be able to communicate information to parents and other professionals who work with students who do not respond to Tier 1 interventions. As such, the final will be conducted orally, in a one-on-one zoom meeting with Dr. Cutrer-Párraga. Oral finals will last for 30 minutes. Questions for the final will be taken from course content as well as class discussions.

CLASS PARTICIPATION

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, and participating (with a capital P) in class activities and discussion.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.
-

UNIVERSITY POLICIES

1. 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.

2. SEXUAL MISCONDUCT

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

University policy requires all university employees in a teaching, managerial, or

supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class

assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

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

3. 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.

4. 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.

