

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology (SPSY) 531 - Spring 2020

Academic Skill Development and Intervention

Instructor:	Kathryn Jaspers, Ph.D., NCSP
Class Day and Time:	Thursday 9:00am – 12:15pm
Class Location:	York 121
Office Location:	Rogers 426
Office Hours:	by appointment
Phone:	503-768-6119
Email (preferred):	Jaspers@lclark.edu

Catalog Course Description: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None

Credits: 3 semester hours

Required Texts:

Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

Joseph, L. (2015). *Understanding, assessing, and intervening on reading problems, 2nd edition*. Bethesda, MD: National Association of School Psychologists.

Additional Readings:

Additional course readings (as outlined by syllabus) can be found in the library database or will be distributed in class or posted on Moodle.

Course Goal: The course is intended to help you understand academic skill development, research-based academic interventions, and their application in the school setting with various populations.

Course Objectives:

- The student will have knowledge of evidence-based interventions and effective instructional practices that promote learning and academic skills.
NASP Domains: 1, 3

- The student will develop an understanding of the Multi-tiered Systems of Support (MTSS) and Response-to-Intervention (RtI) models, including how these models/systems can assist with data-based decision making, identification of student strengths and needs, monitoring of progress over time, and identification of students in need of special services.
NASP Domains: 1, 3, 5, 6

- The student will be able to develop, administer, and analyze the results of curriculum-based measures of academic performance.
NASP Domains: 1, 3, 9

Course Activities: All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically with regards to the previously described course goal and objectives.

- **Readings** – Most course readings will come from *Best Practices in School Psychology* or the Joseph text. Additional book chapters and articles are included on the syllabus class schedule and can be found in the library or will be distributed in class or posted on Moodle. Reading the designated material prior to our discussing them should greatly facilitate your mastery. Students may be asked to write discussion questions about reading material.
- **Class Participation** – Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
- **Examinations** – There will be two exams during the course: a mid-term exam and a cumulative final exam. The purpose of examinations is to demonstrate your understanding of course concepts and serve as an instructional tool for further learning. Exams will allow students to demonstrate knowledge in multiple modes, which may include (but is not limited to) multiple choice, short answer, and essay formats.
- **Course Projects** – Each student will complete three course projects that are designed to provide opportunities to synthesize course information with practical application.

Interview: The first project is an interview of a K-12 public school teacher about assessment and intervention in their classroom. You will submit a 2-4 page paper (double-spaced) about the interview along with your interview questions and answers. You may interview your pre-practicum teacher, or, if your pre-practicum teacher is not available for interview, any other public school teacher in Oregon. This course project is explained in more depth on the Course Projects handout, which will be distributed in class and/or posted on Moodle.

Paper: The second project will be a 10-15 page paper (APA style, not including title or reference pages) on topic related to the field of school psychology. The instructor will provide students a list of possible topics from which students will choose, with only one student per topic. Papers will include (1) an in-depth description and critical review of the given topic, and (2) limitations or areas for future research within the topic. This course project is explained in more depth on the Course Projects handout, which will be distributed in class and posted on Moodle.

CBM Project: The third project will involve administering a variety of Curriculum-Based Measurements (CBMs) to one child. The project will require

- (1) using Curriculum-based Measurements to screen a child in the areas of reading, math, and writing;
- (2) scoring, interpreting, and providing intervention/instruction recommendations based on child's academic skill levels; and
- (3) writing a paper describing the experience, summarizing the child's performance, and outlining recommendations for intervention and progress monitoring for the child.

This course project is explained in more depth on the Course Projects handout, which will be distributed in class and/or posted on Moodle.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for three course projects and two examinations. Each exam and the paper are worth 50 points. The CBM project is worth 20 points. The Interview is worth 10 points. The final examination will be cumulative in nature.

Grading Scale (180 points possible):

Grade	Percentage
A	95+%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%

Students earning a grade of C or below (<80%) will be required to re-take the course for credit toward degree.

Pre-Practicum: We will be linking experiences in your pre-practicum class to learning in this course. You are expected to keep an hours log of your pre-practicum hours, which you may do electronically or on paper. You should average 3 hours per week at your pre-practicum site. You will be submitting your logs in mid-April and again in late May/early June. , along with an evaluation form by your classroom's teacher. Any changes in schedule or missed weeks (including College breaks) should be discussed with your teacher ahead of time. Plan to spend at least 60 hours at your pre-practicum site between January and June. It is expected that you continue at the site until the end of their school year (usually mid-June), even if you have met the 60 hours. You must stay on track with your pre-practicum hours in order to pass this class.

CPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Participation: It is the responsibility of the student to attend each class, arrive on time, be prepared by having completed all readings, and participate in class discussions. Failure to meet with the expectations will result in a warning from the instructor, followed by a grade reduction if the behavior continues.

Late Work: It is expected that all work is completed and turned in by the date listed in the syllabus. Late work will be accepted only in the case of excusable absences (illness, accidents, death in your family, and official College trips), and the instructor may request written documentation.

Academic Honesty Policy: All students are responsible for knowing the standards of academic honesty. Please refer to the Lewis & Clark Graduate Catalog for the Standards for Professional Conduct and Academic Integrity. It is very important for students to learn how to describe research findings in their own words. For this course, plagiarism will be defined as four or more consecutive words taken directly from an article or another source without the use of quotation marks. The electronic version of your papers will be used to detect instances of plagiarism. Each instance of plagiarism will result in a deduction of 50% of the total points. Any student who plagiarizes more than one time will be reported to the Dean of Students. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org for information and resources on plagiarism, citations, paraphrasing, and more. It is expected that work turned in for this class has not been used for any other classes, with the exception of the annotated bibliography completed in the fall semester.

Disability Services Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if they are absent.

Communication: The instructor may communicate with students via email regarding changes in class or assignments. Please check your school email regularly. The instructor may use Moodle or email to post/share course content, including readings. If you need assistance accessing or using Moodle, information can be found at https://www.lclark.edu/information_technology/educational_technology/resources/moodle-resources/. If further assistance is needed, please email itservice@lclark.edu or call the IT Service Desk at 503-768-7225.

Extra Credit: No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets (e.g., iPad) are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

Writing Center: The Lewis & Clark writing center is located on the main floor of Watzek Library. Staff at the writing center are prepared to assist with many aspects of writing, including structure/organization, idea generation, and grammar/mechanics. See https://college.lclark.edu/academics/support/writing_center/ for more information or to make an appointment.

SPSY 531 – Spring 2020
 Academic Skill Development and Intervention
Approximate Class Schedule – Subject to Change

DATE	TOPIC(S)	Assignment
Jan 9	Review of Syllabus and Course Assignments Introduction to Academic Intervention/RtI Evolution of School Psychology; Background/rationale for direct assessment and intervention	BP DB Chapters 2 (review from last semester), 4, 5
Jan 16	Curriculum-Based Measurement (CBM) RtI Instructional Hierarchy	Acadience (DIBELS Next) Assessment Manual pp. 1-38 (bring to class) Essential Components of RtI Haring and Eaton Chapter
Jan 23	CBM Administration: Early Literacy Choosing targets Assessing the academic environment Methods and domains of assessment CBM Administration; Universal Screening	BP DB Chapters 6 & 7 Acadience (DIBELS Next) Assessment Manual pp. 39-77 (bring to class)
Jan 30	CBM Administration: Oral Reading Fluency and Reading Comprehension	Acadience (DIBELS Next) Assessment Manual pp. 77-104 Acadience (DIBELS Next) Benchmark Goals Joseph Chapter 4
Feb 6	CBM administration: Math, Writing, Spelling Assessing placement, progress monitoring; instructional time Constructing probes; Use of data: Goal setting, data analysis, and decision making	TBD Due: Interview
Feb 13	Midterm Exam (90 min) Reading & Early Literacy	
Feb 20	Reading Peer review of Intervention Paper	Joseph Chapters 5 & 6 Due: Draft 1 of Intervention Paper (Electronic)
Feb 27	Reading	National Reading Panel (2000) Joseph Chap 7
Mar 5	Math	Due: Draft 2, including edits from peer feedback BP DB Chapter 15 Chapter: Evidence-Based Interventions for Math Disabilities in Children and Adolescents

Mar 12	Math & Early Numeracy	Early Numeracy Chapter
Mar 19	Writing, Spelling	Due: Final Draft of Paper BP DB Chapter 12 Mather, Wendling, & Roberts: Building Basic Writing Skills
Mar 26	SPRING BREAK	
Apr 2	Writing, Spelling	Mather, Wendling, & Roberts: Improving Written Expression
Apr 9	Interventions: Study Skills, Learning Strategies, Peer Tutoring, Attention Interventions: Preschool and English Language Learners	Joseph Chapter 8: Addressing the Needs of English Language Learners with Reading Problems Due: CBM Project
Apr 16	Final Exam	Due: Pre-practicum Logs