



SPSY 531, Fall 2023

Academic Skill Development & Intervention

Lewis & Clark College, Graduate School of Education and Counseling

Instructor: Madeline Hall, Ed.S.(Adjunct)
Class Day and Time: Tuesdays 5:00pm - 8:15pm
Class Location: York Graduate Center, Room 101
Office Location: By appointment
Office Hours: By appointment
Phone: N/A
Email: mchall@lclark.edu (preferred method of communication)

Indigenous Land Acknowledgement

We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants -- past, present, and future.

Course Description:

Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include school systems such as Multi-Tiered Support System (MTSS) and Response to Intervention (RTI), academic interventions in reading, writing, math, and direct assessment for academic skills through curriculum-based measurement.

Credits: 3 semester hours

Required text:

- Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. Guilford Publications.

(OPTIONAL texts:)

- Harrison, P. L., & Thomas, A. (Eds). (2014). *Best Practices in School Psychology; Student Level Services*. National Association of School Psychologists. (referred to as BP; SLS below)

- Harrison, P. L., & Thomas, A. (Eds). (2014). *Best Practices in School Psychology; Data-Based and Collaborative Decision Making*. National Association of School Psychologists. (referred to as BP; DBDM below)

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 skill development. **NASP Domains: 1, 3, 8**
- 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**
- The student will have knowledge of their collaborative role in developing and analyzing curriculum-based measures of academic performance as they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. **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 about the previously described course goal and objectives. **All course assignments are to be submitted on Moodle, unless otherwise indicated.**

- **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. Both exams will be take-home and open book and open note. You must work entirely independently of any other person to complete the exams (i.e., no help from classmates, coworkers, internet strangers, etc).
- **Weekly Products/Reflections** – There will be either a work product (i.e., practicing a skill you learned) or a written reflection from specific prompt(s). You will often have time to complete these during class and are encouraged to turn them in that day, though you have until the start of next class (5:30 pacific) to submit them. Weekly products and reflections will be graded as credit/half credit/no credit (complete products/reflections following guidelines and on-time will receive full credit). You must complete all products/reflections to pass the course.

Student Engagement Expectations and Evaluation Information:

Activity	Description	Points
Attendance & Participation	You are expected to attend each class period. Failure to attend class will result in less participation points and possibly gaps in learning.	This is graded by the submission of the daily products/reflections
Mid-Term	Oct 31 No in person class, this will be an electronic assessment	100
Final	Dec 12 No in person class, this will be an electronic assessment	100
Presentations (See Rubric for Individual Presentation)	Each person will be required to give a 10-15 minute presentation on a specific intervention. The multiple group projects are not graded but will count towards participation	50
Daily Products/Reflections	There will be reflection questions/ an activity will be count towards participation. Participation for days on the day of mid-term and final will be given for taking the assessment on-time. You will have 1 week to complete the daily reflection/or assignment.	150
Total		400

Grading Scale:

Grade	Percentage
A	93+%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%

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

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.

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.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism will result in a grade penalty or failure of the course and may also result in being reported to the College. For this course, plagiarism will be defined as four or more consecutive words taken directly from another source without the use of quotation marks, omitting or giving an incorrect citation for a quotation or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org. It is expected that work turned in for this class has not been used for any other classes.

Disability Services Statement: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty 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 or Moodle regarding changes in class or assignments. Please check your Lewis & Clark email regularly. The instructor will use Moodle to post course content, including readings.

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.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by (virtually) for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/ .

Tentative Course Calendar – SPSY 531 – Academic Skills Development & Intervention

Date	Topic	Readings to do before class	Assignment
Sept 5	Introduction to course Whole Child Framework Intro to Multi-Tiered Logic School Psychologist role within an MTSS & Intervention framework		Exit Ticket
Sept 12	MTSS/RTI/School systems overview Intervention Teams & Collaboration	Burns, Riley-Tillman, Rathvon (2017) Chapters 1 & 2	Exit Ticket
Sept 19	Intervention Teams cont'd Group Project Start	<i>Article via Moodle</i>	Sign up for presentation topic on Moodle Group Project as Daily Participation
Sept 26	Intro to Reading Group Project Presentation		Module to complete
Oct 3	Reading Cont'd Writing Intro	<i>Module link on Moodle</i>	Exit Ticket
Oct 10	Writing Cont'd Early Numeracy	<i>Article via Moodle</i>	
Oct 17	Math Individual Reading Presentations		
Oct 24	Curriculum-Based Measurement Individual Writing Presentations	Burns, Riley-Tillman, Rathvon (2017) Chapter 3	Group Project as Daily Participation
Oct 31	Mid-Term, No In person class		Complete Mid-Term for Daily Participation

Nov 8	Curriculum-Based Measurement (cont.) + Academic Interventions + Retention Individual Math Presentations	Burns, Riley-Tillman, Rathvon (2017) Chapter 4	Exit Ticket
Nov 14	Intervention Plans & Fidelity of Implementation Group Project Work		Exit Ticket
Nov 21	No In Person Class Asynchronous class Moodle video. Article and podcast forum participation	<i>Article/Podcast via Moodle</i>	Moodle forum as daily participation
Nov 28	What if? Practical problem solving for systems/ implementation challenges Guest Lecturer Group Project work	Article on Moodle	Exit Ticket
Dec 5	Equity by Design/additional frameworks to consider Summary & Review For Final Group Project Presentations		Prep for Final as daily participation
Dec 12	Final - <u>No in-person Class</u>		Complete Final for Daily Participation