

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

EVIDENCE-BASED INTERVENTIONS
CIEP 466-002
FALL 2016

Instructor: Markeda Newell, Ph.D.
Office: LT 1132
Office Phone: 312-915-6918
Email: mnewell2@luc.edu

Time: Course lectures will be posted on SAKAI
every Wednesday by 5:00 pm

Office Hours: By Appointment

COURSE DESCRIPTION: This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, processes for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school-based settings.

COURSE OBJECTIVES:

- Essential Course Objectives:
 - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
 - Learning how to find, evaluate and use resources to explore a topic in depth
 - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
 - Learning appropriate methods for collecting, analyzing, and interpreting numerical information

In addition, upon completion of the course, students will be able to:

1. Define “evidence-based intervention” and differentiate this concept from similar concepts (e.g., *empirically-supported intervention*, *evidence-based practice*, etc.)
2. Identify organizational websites that collect, evaluate, and disseminate evidence-based academic and behavioral interventions for children and adolescents that can be used in school-based settings (e.g., What Works Clearinghouse, Doing What Works, Johns Hopkins Best Evidence Encyclopedia, and SAMHSA’s National Registry of Evidence-Based Programs and Policies)
3. Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention’s evidence.
4. Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings
5. Understand the strengths and limitations of developing and implementing evidence-based interventions with minority populations

This course meets the following NASP domains: data-based decision-making; Interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; preventive and responsive services; diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice.

IDEA COURSE EVALUATION LINK FOR STUDENTS:

Please follow this link to the IDEA Campus Labs website: <http://luc.edu/idea/> to complete the course evaluation at the end of the semester. Please click on **Student IDEA Log In** located in the top left menu bar to complete the course evaluation.

METHODS OF INSTRUCTION: This course will consist of online, voice-narrated power point lectures, readings, and assignments.

CLASS COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. I will not send emails to personal email accounts.

TECHNOLOGY: Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume students will be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with any of the preceding skills/equipment, it is your responsibility to become so.

LIVETEXT. Everyone should have a LiveText account that is active. I will enter your disposition scoring into Livetext at the end of the semester. If you need assistance with the LiveText, you can find more information here: [Livetext](#).

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education, as part of a Jesuit, Catholic University, espouses the following mission: Our mission is social justice, but our responsibility is **Social Action through Education**. More specifically, students learn to critically evaluate current bodies of knowledge in their field (CFS1). To explain, students in this course will develop skills needed to understand and interpret intervention research for K-12 students. Moreover, students will learn strategies for modifying interventions to meet the needs of a diverse student population. Thus, the skills you learn will advance the mission of the LUC SOE. Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect.

DISPOSITION: Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook (http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-

[edd_2015.pdf](#)). The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

STUDENTS RIGHTS and RESPONSIBILITIES: Please follow this link (www.luc.edu/education/syllabus-addendum/) to learn more about your rights and responsibilities regarding:

- ACCESSIBILITY
- ETHICSLINE REPORTING HOTLINE
- ACADEMIC HONESTY
- ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES:

REQUIRED READINGS: There is no required text for this course. Therefore, all of the course readings will be book chapters and journal articles. The book chapters will be posted on Sakai. Students will search for and download the articles from online databases found at Loyola University's library site.

RECOMMENDED READINGS

Alfano, C. A. & Beidel, D. C. (Eds.) (2014). *Comprehensive evidence-based interventions for children and adolescents*. Hoboken, NJ: Wiley & Sons.

National Research Council. (2002). *Scientific research in education*. Washington, DC: National Academy Press. Available online for free at <http://www.nap.edu/catalog/10236/scientific-research-in-education>

Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing.

Shinn, M. & Walker, H. (2010). *Interventions for academic and behavioral problems III*. Bethesda, MD: NASP.

Weisz, J. R. (Eds.) (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). New York, NY: Guilford Press.

COURSE REQUIREMENTS & EVALUATION PROCEDURES: Assignments must be completed on time and submitted via Sakai on the dates noted. **Ten percent of the total points possible will be deducted for each day past the due date.** All written assignments (unless otherwise specified) must be typewritten, double-spaced, 12-pt font, and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. There are no page limits for any assignment.

1. **Evidence-Based Practice Action Plan (DUE 10/05/16 by 11:59 pm):** Despite the challenges of engaging in evidence-based practice, school psychologists are scientist-practitioners who must use research to guide their practice. Therefore, students will develop an action plan to address at least one barrier to being an evidence-based practitioner in his/her school. For this assignment, students will identify at least one barrier that prevents or impedes the ability to engage in evidence-based practice in

his/her school. Then, students will identify a solution to the barrier and delineate the steps he/she will take to remove this barrier. The action plan must include the following components:

- a. Background
 - i. Brief description of your school (e.g., grade levels, demographics, achievement data, major challenges/positives)
 - ii. Number of years in school as school psychologist
 - iii. Brief description of your role as school psychologist
 - iv. Brief description of the goals you would like to achieve as a school psychologist in the building
- b. Description of the Barrier/Problem
 - i. Describe the barrier/problem
 - ii. Explain why the barrier/problem exists
 - iii. Include any research that supports this as a common/prominent barrier to evidence-based practice (HINT: Search literature on research-to-practice gap)
- c. Proposed Solution
 - i. Cite any research that informed your solution (you do not have to cite research if none is available)
- d. Explanation of how you can implement the solution

2. **Evidence-Based Intervention Analysis: Part I (DUE 11/09/16 at 11:59 pm).** Students will identify an intervention that they have used or are currently using in practice. Students will search one or more of the EBI databases to determine whether this intervention has been reviewed. Upon finding the intervention in one of the databases, students must write a paper that includes the following information:

- a. Brief description of the intervention
- b. Target problem
- c. Target population
- d. Number of Studies Reviewed
- e. Type of Studies Reviewed (e.g., quantitative—group or single case, meta-analysis, qualitative)
- f. Rating of evidence
- g. Your interpretation and view of the evidence and the rating
- h. Explanation of whether you would suggest that your school buy this intervention

Note: If the intervention is not in a database, please select an intervention that is in one of the databases. The purpose of this assignment is to ensure that you know how to interpret the information presented in the databases.

3. **Evidence-Based Intervention Analysis: Part II. (DUE 11/30/16 at 11:59 pm).** For Part I of this assignment, you have identified and interpreted the evidence-base of an intervention. For Part II of this assignment, you should identify how this intervention can be modified to serve a specific population of students in your school. For example, in your school, there may be a group of ELL students who could benefit from this intervention. You should explain how this intervention could be modified for this population of students in your school. The modification can be based on race, gender,

language, SES, etc. In addition, you can also address modifications that may be needed to better fit the structure of schools (e.g., length of time, staff expertise, etc.) For this project, you should write a paper that includes the following information:

- a. Description of the Target Problem Among Specific Population of Students in Your School
 - i. Describe the problem
 - ii. Provide a brief summary of any data you have to indicate the problem exists
 - iii. State the goal (i.e., what do you want to see improved among this group of students)
 - b. Brief overview of the intervention that you reviewed in Part I
 - i. Describe intervention target and theoretical framework of the intervention
 - ii. Briefly restate the overall quality of the evidence on effectiveness
 - iii. Describe the populations that have been included in the evidence-base
 - iv. Explain why you think this intervention would be helpful in addressing the needs of the specific population you identified
 - c. Explain why there is a need to modify the intervention to address the needs of this specific population
 - i. You must cite research explaining why there is a need for modification
 - ii. You must cite research explaining what kinds of modifications would be helpful
 - d. Explain how you would modify the intervention in order to implement it with the specific population
 - i. Delineate the components you would change and explain how you would change the component
 - e. Summary Reflection
 - i. Briefly reflect on the process you went through to identify modifications and understanding this process will impact your future practice
4. **Final Project: Evidence-Based Intervention Presentation (DUE: 12/14/16 by 11:59 pm).** Students will develop a voice-narrated, PowerPoint presentation on the Evidence-Based Intervention Analysis assignment (Parts I and II). You should develop the PowerPoint as if you were doing a presentation to your school's administration. You will be evaluated on the content covered as well as your presentation skills. The presentation should be no longer than 30 minutes. The presentation should cover the following content:
- a. Part I Content: Present the Evidence-Base
 - i. Brief description of the intervention
 - ii. Target problem
 - iii. Target population
 - iv. Number of Studies Reviewed
 - v. Type of Studies Reviewed (e.g., quantitative—group or single case, meta-analysis, qualitative)
 - vi. Rating of evidence
 - vii. Your interpretation and view of the evidence and the rating
 - b. Part II Content: Present an argument to convince them to buy the intervention for a specific population in your school

- i. Description of the Target Problem Among Specific Population of Students in Your School
 - ii. Explain why there is a need to modify the intervention to address the needs of this specific population
 - iii. Explain how you would modify the intervention in order to implement it with the specific population
- c. Conclusion

Grading:

Assignments	Points Possible	Weight
➤ Evidence-Based Practice Action Plan	100	20%
➤ Evidence-Based Intervention Analysis: Part I	100	25%
➤ Evidence-Based Intervention Analysis: Part II	100	25%
➤ Evidence-Based Intervention Presentation	100	30%

Final course grades will be assigned as follows:

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	<60

Course Outline

Date	Topics	Readings	Assignments
08/31/16	Introduction to the requirements of the course	None	None (Note: Start Reading!)
09/07/16	Building an Evidence-Base for Practice: Conceptualizing High-Quality Research in Education	<input checked="" type="checkbox"/> APA Presidential Taskforce (2006) <input checked="" type="checkbox"/> Hoagwood, Burns, Kiser, Ringeisen, & Schoenwald (2001) <input checked="" type="checkbox"/> National Research Council Chapters 1, 2, and 4	None

09/14/16	Building an Evidence-Base for Practice: Conducting High-Quality Multicultural Research	<input checked="" type="checkbox"/> Cardemil (2002) <input checked="" type="checkbox"/> Gone (2011) <input checked="" type="checkbox"/> Ingraham and Oka 2006 <input checked="" type="checkbox"/> Morales & Norcross (2010) <input checked="" type="checkbox"/> Lau, Chang, & Okazaki (2010)	None
09/21/16	Identifying Evidence-Based Interventions: Who determines the quality of the evidence?	<input checked="" type="checkbox"/> Wilczynski (2012) <input checked="" type="checkbox"/> Slavin (2008) <input checked="" type="checkbox"/> Coffee, Newell, & Kennedy (2014)	None
09/28/16	Evaluating Evidence-Based Interventions	<input checked="" type="checkbox"/> Kratochwill & Stoiber (2002) <input checked="" type="checkbox"/> Christenson, Carlson, & Valdez (2002) <input checked="" type="checkbox"/> Lewis-Snyder, Stoiber, & Kratochwill 2002 (example application of the coding protocol) (Review) <input checked="" type="checkbox"/> Evidence-Based Intervention Taskforce in School Psychology Coding (Review)	None
10/05/16	Evidence-Based Interventions: Role of Qualitative Research	<input checked="" type="checkbox"/> Meyers & Sylvester (2006) <input checked="" type="checkbox"/> Silverstein & Auerbach (2009) <input checked="" type="checkbox"/> Nastasi & Schensul (2005) <input checked="" type="checkbox"/> Agius (2013)	Evidence-Based Practice Action Plan Due by 11:59 pm
10/12/16	Review EBI Databases (ACADEMIC): <ul style="list-style-type: none"> • What Works Clearinghouse • Johns Hopkins Best Evidence Encyclopedia • EBI Network • Promising Practices Network 	<input checked="" type="checkbox"/> Review Databases	<input checked="" type="checkbox"/> Watch instructional videos on how to use databases
10/19/16	INDIVIDUAL SKYPE MEETINGS Purpose: Discuss Questions about Evidence-Based Intervention Analysis Project	None	None
10/26/16	Review of EBI Databases (BEHAVIORAL/SOCIAL-EMOTIONAL/MENTAL HEALTH):	<input checked="" type="checkbox"/> Review Databases	<input checked="" type="checkbox"/> Watch instructional videos on how to use databases

	<ul style="list-style-type: none"> • SAMSHA NREPP • CASEL • Campbell Collaboration • Cochrane Library • Center for Evidence-Based Practice: Young Children with Challenging Behaviors 		
11/02/16	Review of EBI Databases: SPECIALTY Databases <ul style="list-style-type: none"> • National Implementation Research Network • National Center on Student Progress Monitoring 	<input checked="" type="checkbox"/> Review Databases	Watch instructional videos on how to use databases
11/09/16	Using LUC Library Databases for Research	None	Evidence-Based Intervention Analysis: Part I DUE
11/23/16	Addressing a Lack of Evidence: What can I do?	Bernal et al. (2009)	None
11/30/16	Evidence-Based Practices: Moving from Research to Practice and Policy	<input checked="" type="checkbox"/> Kendall and Beidas (2001) <input checked="" type="checkbox"/> Sexton & Kelly (2010) <input checked="" type="checkbox"/> Rotheram-Borus, Swendeman, & Chorpita (2012) <input checked="" type="checkbox"/> Forman et al. (2013)	Evidence-Based Intervention Analysis: Part II DUE
12/07/16	INDIVIDUAL SKYPE MEETINGS: Purpose: Discuss Questions about Final Project		
12/14/16	Final Exam Week No Class Session	None	Evidence-Based Presentation Due