

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**EVIDENCE-BASED INTERVENTIONS
CIEP 466-002
FALL 2018**

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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.

METHOD OF INSTRUCTION: This course will be taught using an online platform via Sakai that includes some voice-narrated PowerPoint lectures, online discussions, readings, and assignments. Any lectures will be posted by 5pm on Monday of the corresponding week and students are responsible for monitoring due dates of readings, assignments, and any online discussions.

ESSENTIAL COURSE OBJECTIVES:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- 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:

- Define “evidence-based intervention” and differentiate this concept from similar concepts (e.g., *empirically-supported intervention*, *evidence-based practice*, etc.)
- 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)
- Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention’s evidence

- Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings
- Understand the strengths and limitations of developing and implementing evidence-based interventions with minority populations

This course also 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.

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. Emails will only be sent to Loyola email accounts.

ONLINE ENGAGEMENT: Students are responsible for completing the assigned readings each week, viewing online lectures, and participating in the discussion forums on Sakai. Students will be asked to provide input at the beginning of the semester on norms for the course that will guide our responsibility to each other when having dialogue online. The establishment of norms will support an environment of discourse that is respectful and safe and students will be expected to participate in dialogue that perpetuates a safe and welcoming online classroom environment.

DISPOSITIONS: Professionalism, Inquiry, and Social justice are indicators of growth for different levels in the program. Dispositions will be assessed through LiveText and are not factored into your grade. Refer to the Dispositions rubric in Live Text for information about those assessed in RMTD 400.

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. Students are expected to 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 assist students in navigating library resources.

SPECIAL NEEDS & ACCOMMODATIONS: If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

PEOPLE-FIRST LANGUAGE: Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

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 SOURCES:

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>

Pyrzczak, 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.

EVALUATION & GRADING PROCEDURES: This course requires you to complete four assignments towards a grade and participate in online discussions. The four assignments are described below in order of due date. When completing assignments, note the following:

- Assignments will *only* be accepted via Sakai. Assignments submitted via email or in person will not be accepted.
 - 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. It is the student's responsibility to discuss extensions for due dates ahead of time.
 - All 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.
 - Students should be mindful of the page limit for each written assignment. Points will be deducted for assignments that fall below or above the page range assigned; therefore, it is highly recommended that students complete assignments within the directed page range.
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Evidence-Based Practice Action Plan
DUE 10/01/18 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 one's ability to engage in evidence-based practice in one's 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 be written within 5-7 pages and 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

Evidence-Based Intervention Analysis: Part I

DUE 11/05/18 by 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. The purpose of this assignment is to ensure that you know how to interpret the information presented in the databases. Therefore, assignments that are written using an intervention not found in a database will receive a failing grade. Upon finding the intervention in one of the databases, students must write a 5-7 page paper that includes the following information:

- a. Brief description of the intervention
- b. Target problem
- c. Target population
- d. Number of Studies Reviewed (should be at least 2-3)
- 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

Evidence-Based Intervention Analysis: Part II

DUE 11/26/18 by 11:59 pm

For Part I of this assignment, you identified and interpreted the evidence-base of an intervention. For 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 EL 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, ability, etc. In addition, you can also address

modifications that may be needed to better fit the structure of your school (i.e. staff professional development, length of time, staff certification). For this project, you should write an 8-10 page 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. Delineate the components you would change and explain how you would change the component.
 - e. Summary reflection. Briefly reflect on the process you went through to identify modifications and understanding this process will impact your future practice.
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Final Project: Evidence-Based Intervention Presentation
DUE 12/10/18 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

Grades will be assigned based on one’s collective performance on graded assignments, including online engagement. Rubrics will be provided for each assignment for students to review before submitting their work. The components of one’s grade are as follows:

Assignment	Points Possible
Evidence-Based Practice Action Plan	100
Evidence-Based Intervention Analysis: Part I	100
Evidence-Based Intervention Analysis: Part II	100
Evidence-Based Intervention Presentation	100
Online Engagement	100

Grades will be given using the following scale:

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

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
Week of 8/27/18	Introduction to the requirements of the course	None	See Sakai for directions on how to introduce yourself to the class ☺
Week of 9/3/18	Building an Evidence-Base for Practice: Conceptualizing High-Quality Research in Education	<ul style="list-style-type: none"> • APA Presidential Task Force (2006) • Hoagwood, Burns, Kiser, Ringeisen, & Schoenwald (2001) • National Research Council (Chps. 1,2, & 4) 	None
Week of 9/10/18	Building an Evidence-Base for Practice: Conducting High-Quality Multicultural Research	<ul style="list-style-type: none"> • Cardemil (2002) • Gone (2011) • Ingraham & Oka (2006) • Morales & Norcross (2010) • Lau, Chang, & Okazaki (2010) 	None
Week of 9/17/18	Identifying Evidence-Based Interventions: Who Determines the Quality of the Evidence?	<ul style="list-style-type: none"> • Wilczynski (2012) • Slavin (2008) • Coffee, Newell, & Kennedy (2014) 	None
Week of 9/24/18	Evaluating Evidence-Based Interventions	<ul style="list-style-type: none"> • Kratochwill & Stoiber (2002) • Christenson, Carlson, & Valdez (2002) • Lewis-Snyder, Stoiber, & Kratochwill (2002)-review coding protocol • Evidence-Based Intervention Taskforce in School Psychology- review coding protocol 	None
Week of 10/1/18	Evidence-Based Interventions: Role of Qualitative Research	<ul style="list-style-type: none"> • Siegel (2005) • Silverstein & Auerbach (2009) • Nastasi & Schensul (2005) • Agius (2013) 	Evidence-Based Practice Action Plan due 10/1 before midnight
Week of 10/8/18	Review of EBI Databases for Academic Interventions	Review the Following databases: <ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • Johns Hopkins Best Evidence Encyclopedia • EBI Network • Promising Practices Network 	<i>Watch Instructional Videos for each database on how to use their databases</i>
Week of 10/15/18	Individual Virtual Meetings with Instructor to discuss questions about the Evidence-Based Intervention Analysis assignment and discuss feedback on the Action Plan assignment		
Week of 10/22/18	Review of EBI Databases for Behavior, Social-Emotional, and Mental Health Interventions	Review the Following databases: <ul style="list-style-type: none"> • SAMSHA NREPP • CASEL • Campbell Collaboration • Cochrane Library • Center for Evidence-Based Practice: Young Children with Challenging Behaviors 	<i>Watch Instructional Videos for each database on how to use their databases</i>
Week of 10/29/18	Review of EBI Databases for Specialty Areas	Review the Following databases: <ul style="list-style-type: none"> • National Implementation Research Network • National Center on Student Progress Monitoring 	<i>Watch Instructional Videos for each database on how to use their databases</i>
Week of 11/5/18	Using LUC Library Databases for Research	None	Evidence-Based Intervention Analysis Part I due 11/5 before midnight

Week of 11/12/18	Addressing a Lack of Evidence: What can I do?	<ul style="list-style-type: none"> • Bernal et al. (2009) 	
Week of 11/19/18	Thanksgiving Break		
Week of 11/26/18	Evidence-Based Practices: Moving from Research to Practice and Policy	<ul style="list-style-type: none"> • Kendall & Beidas (2001) • Sexton & Kelly (2010) • Rotheram-Borus, Swenderman, & Chorpita (2012) • Forman et al. (2013) 	<i>Evidence-Based Intervention Analysis Part II due 11/26 before midnight</i>
Week of 12/3/18	Individual Virtual Meetings with Instructor to discuss questions about the Final Project and discuss feedback on previous assignments		
Week of 12/10/18	Final Exam Week: Evidence-Based Presentation due 12/10 before midnight		

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.