

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
CIEP 477 - 001 Prevention, Assessment & Intervention: Academic

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Class Time and Location: Wed 7:00PM - 9:30PM, Maguire Hall - Room 303

COURSE DESCRIPTION

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. Candidates will learn how to use assessment data for planning, evaluating, and modifying instructional support. Candidates will also learn how to evaluate interventions and match academic interventions to instructional needs. Moreover, candidates will learn how to effectively communicate the results of academic assessments in both oral and written form in order to help teachers and parents develop, monitor, and modify academic intervention plans. Emphasis will be placed on understanding and mastery of response to intervention (RtI) as a model of assessment in school settings, interpretation of time-series data for evaluating and monitoring student progress, and the basic tenets of standardized assessment in achievement. Assessment in the context of determining appropriate academic interventions and identification of evidence based practices in academic areas will be stressed. Emphasis will be placed on linking academic assessment to intervention.

RELEVANT CPS PRINCIPAL COMPETENCIES

A. Creates powerful professional learning systems that guarantee exceptional teaching and learning for students

1. *Implementation of Common Core State Standards (CCSS):*
 - a. Demonstrates content expertise of CCSS by developing effective unit and lesson planning protocols that are aligned with data-driven practices
 - b. Sets expectation and facilitates staff in planning rigorous lessons and units across all grade levels and content areas aligned to the CCSS
 - c. Facilitates teacher teams in developing formative assessments aligned to CCSS that provide an accurate assessment of student learning
2. *Data Analysis and Planning:*
 - a. Demands instructionally sound strategies to meet the needs of a diverse student body
 - b. Analyzes instruction with precision by clearly capturing classroom learning through qualitative observations of student discourse and collaboration, optimization of learning time, responses to teacher questioning and quantitative sources including student work, formative and diagnostic assessments
 - c. Leads the implementation of data based planning cycles resulting in weekly data-driven action plans that are tracked to ensure continuous improvement, including

new lessons and/or new approaches to the content, ongoing check for understanding (students and teachers), and documentation of student growth over time

- d. Highlights the gaps in student learning between subgroups and leads courageous conversations to develop and implement strategies to eliminate the gaps

B. Champions teacher excellence through a focus on continuous improvement

1. Observation and Feedback:

- a. Implements a pre-set weekly observation system, aligned to CPS observation protocols and requirements, to give teachers prompt, honest, and actionable feedback, and add to a toolbox of higher level actions that will lead to improved teaching and cause accelerated student learning

3. Leadership Teams:

- a. Focuses the Instructional Leadership Team (ILT) on learning and applying practices that improve student achievement through data-analysis, observations, and videos and engineers a process for the ILT to lead the teacher teams through the same process
- b. Establishes and provides coaching support for teacher teams who are collectively responsible for continuously improving their instructional practice, monitoring student growth, and intervening to ensure students are progressing toward college and career readiness benchmarks

C. Establishes, nurtures, and protects a culture driven by college and career readiness

2. Student Culture:

- b. Builds specific routines that support the college and career culture (minute by minute, hour by hour, day by day, week by week, month by month)
- c. Implements a behavior management system that sets clear behavior expectations and reinforces the college and career ready culture

D. Empowers and motivates families and community to become engaged

- a. Leverages and builds on family and community resources to continually improve student learning and provide targeted support that ensures student growth

GENERAL COURSE OBJECTIVES

- The development of effective and appropriate interventions for school-based academic concerns
- The collection and interpretation of data from informal academic assessments and observations for intervention development and evaluation
- The use of curriculum-based assessments for monitoring students' academic programs and teacher decision-making
- Understanding of effective instructional strategies and their application to academic intervention

ALIGNMENT WITH ISBE/NASP STANDARDS

- Development of basic communication and interviewing skills involved in working with client

systems (ISBE/NASP 2,3)

- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5,7,8)
- Development of competencies in the link between assessment and intervention in the instructional consultative process (ISBE/NASP 1,2,3,6)
- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4)

The essential objectives for evaluation of this course are **boldfaced**:

INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ASSESSMENT (IDEA) OBJECTIVES

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. **Learning fundamental principles, generalizations, or theories**
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. **Acquiring skills in working with others as a member of a team**
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. **Learning how to find and use resources for answering questions or solving problems**
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Candidates who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, candidates must schedule an appointment with an SSWD coordinator. Candidates should contact SSWD at least four weeks before their first semester or term at Loyola. Returning candidates should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 477 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others – particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty members of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote

social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

CLASS COMMUNICATION

Sakai will be the main method of communication with candidates enrolled in this course. Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

DISPOSITIONS

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. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

TECHNOLOGY

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, candidates will develop and practice skills in locating and using on-line resources critical to these topics. All candidates **MUST** register their LIVETEXT account. Candidates must use their Loyola University Chicago email to register this account. Failure to register one's LIVETEXT account will result in a student not being able to receive a final grade.

Course evaluations will be completed using an online system. It is essential for programmatic purposes that candidates complete evaluations within the designated timeframe. Additional information to candidates will be provided as the semester progresses. This information will be communicated via Loyola email; therefore it is essential that candidates check their university assigned email at least once a week, if not more frequently.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to

the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and candidates 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.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all candidates.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some candidates seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

REQUIRED READINGS

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom*. Guilford Press.

ISBN: 978-1-60623-297-2

Burns, M.K. Riley-Tillman, T.C, VanDerHeyden, A.M. (2012) *RtI Applications, Academic and Behavioral Interventions*. Guilford Press. ISBN: 978-1-4625-0354-4

Burns, M.K., Gibbons, K. (2012) *Implementing Response-to-Intervention in Elementary and Secondary Schools*, Routledge, Taylor and Francis Group, New York, NY. ISBN: 978-0-415-50072-2

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM*. Guilford Press. ISBN: 978-1-59385-399-0

Shapiro, E. (2004). *Academic skills problems workbook-revised edition*. New York, NY: The Guilford Press. 978-1572309685

Additional readings will be assigned by the instructor. Most of these will be empirical journal articles candidates will either find on Sakai or will search for and download from online academic databases found at Loyola University's library site. Other required readings (e.g., book chapters) will be posted on Sakai or handed out in class.

RECOMMENDED READINGS

- AERA, APA, NCME (1999). *Standards for psychological and educational testing* (3rd ed.). Washington, DC: Author.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bradley-Johnson, S., & Johnson, C.M. (2006). *A handbook for writing effective psychoeducational reports* (2nd ed.). Austin, TX: PRO-ED.
- Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York, NY: The Guilford Press. [paperback reprint in 2007]
- Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.
- Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York, NY: The Guilford Press.
- Shapiro, E.S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd ed.). New York: The Guilford Press.
- Shinn, M.R., & Walker, H.M. (Eds.). (2010). *Interventions for achievement and behavior problems III*. Bethesda, MD: National Association of School Psychologists. This would be an excellent book to get (possibly in preparation for Practicum)
- Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

SUPPLEMENTARY READINGS- may be useful for Annotated Bibliography for Portfolio

Learning Disabilities: Research & Practice

Journal of Learning Disabilities

Learning Disabilities Quarterly

Exceptional Children

Focus on Exceptional Children

Teaching Exceptional Children

Journal of Special Education

Remedial and Special Education

Educational Psychologist

Journal of Educational Psychology

Journal of Psychoeducational Assessment

Journal of Instructional Psychology

Assessment for Effective Intervention (AFI)
 Education and Treatment of Children
 Journal of Adolescent and Adult Literacy

Journal of Behavioral Education
 Journal of Applied Behavior Analysis

Journal of School Psychology
 School Psychology Review
 School Psychology Quarterly
 Psychology in the Schools
 Journal of Applied School Psychology
 Journal of Evidence Based Practices for Schools
 School Psychology Forum: Research in Practice
 Intervention in School and Clinic

Review of Educational Research
 American Educational Research Journal
 American Journal of Education

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted in class 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 and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. Please submit a paper copy of each assignment in class.

Course Requirement/Assignment	Due Date	Points Possible
Class Participation	Ongoing	15
Casework Reflection Journal		
<ul style="list-style-type: none"> • Establish Relationships • Problem Identification • Problem Analysis • Plan Implementation • Plan Evaluation 	TBA	5
	TBA	5
	TBA	5
	TBA	5
	TBA	5
Intervention Critique		30
<ul style="list-style-type: none"> • Early Literacy • Reading Fluency • Reading Comprehension • Spelling • Math • Writing 	TBA	
	TBA	
	TBA	
	TBA	
	TBA	
Casework Portfolio Including All Data For:	TBA	40
<ul style="list-style-type: none"> • Problem Identification • Problem Analysis • Plan Implementation • Plan Evaluation 		

Problem-Solving Case Report	TBA	60
Total Points Possible		170

1. Class Participation and Weekly Blog Posts. You may not earn participation points when you do not attend class. Therefore, regular attendance is mandatory. Candidates who have more than one absence or are regularly late to class are subject to failing this course at the instructor's discretion. If circumstances dictate you must miss more than one class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the instructor as soon as possible to make her aware of the situation.

Students will also receive a maximum of ten points towards their class participation grade based on their efforts outside of the classroom. The expectations are as follows—each week you have a blog posting due to me by 8AM of the day of each class period. Please provide a minimum of a 250 word journal type entry regarding your questions, comments, thoughts, and/or reactions to the readings from the previous week and/or questions, comments, or other reactions to experiences related to school psychology conversations and/or visits. This is meant to be informal though you should take care that these blogs postings (which are set up such that they can only be viewed by you and I) are thoughtful and express your honest opinions, reactions, and/or questions. You will receive a maximum of ten points for these weekly emails/ blog postings. One point will be lost for any week missed and students who miss two or more weeks without instructor consent to do so will receive a 0 for their class participation grade.

2. Casework Reflection Journal. Candidates will submit journal entries on assigned weeks. Journal entries are due at the beginning of each class. Each journal entry is limited to 2-3 pages and should include your thoughts and reactions to the stages of consultation in which you are engaging.

3. Intervention Critique. Candidates will critique an existing evidence-based early reading, reading fluency, reading comprehension, spelling, writing, or math intervention that can be used within the context of consultation in schools. For this project, you will be required to complete a 3- 5 page written critique of the intervention, containing: a brief description of the intervention, its applications, implementation, treatment components, outcome measures, research or program evaluation support, and your own evaluation of the intervention. You will share your critique in class. Papers should be double-spaced in 12 pt font with 1" margins at most.

4. Casework Portfolio. Candidates will gather assessment data for their case throughout the semester and will be expected to organize and present the data in a binder for each step of the problem-solving process. The portfolio should include all data collected such as consent forms, completed interview protocols, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio.

5. Problem-Solving Case Report. Candidates are expected to complete a minimum of one problem-solving case (resulting in a case report) in the schools. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. The report will include four different assessment methods (review,

interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information). At the end of the semester, candidates will present their cases. An overhead, PowerPoint, or handouts should be made of data, protocols, and tables to share with others during discussion. This final report should be approximately 12- 15 pages (double-spaced, 12 pt font, and 1" margins).

As needed, scoring rubrics and guidelines for assignments will be posted on Sakai and/or distributed in class.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
158-170	93-100	A
153-157	90-92	A-
148-152	87-89	B+
141-147	83-86	B
136-140	80-82	B-
131-135	77-79	C+
124-130	73-76	C
119-123	70-72	C-
114-118	67-69	D+
102-113	60-66	D
<102	<60	F

Regarding the course grade, the instructor will compute scores on course assignments according to the criteria specified in this syllabus. The instructor then has the obligation, and reserves the right, to raise or lower the final grade based on evidence regarding performance and/or dispositions if, in her judgment, the work and/or dispositions of the student warrants it.

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

Tentative Course Schedule

Course schedule is tentative and subject to change. Changes will be announced in class and on Sakai.

Jan 15 Introduction to Course

Required Readings

Syllabus

Due

Begin identification of a student(s) for case study.

Required Reading for Next Class, Jan. 22

Burns, M.K., Gibbons, K. (2012) *Implementing Response-to-Intervention in Elementary and Secondary Schools*, Chapters 1 - 4

Jan. 22 Introduction to Academic Assessments and Interventions and Evaluations

Review powerpoints, discuss required reading

Required Reading and Assignment for Next Class, Jan. 29

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Introduction*, Ch. 1, 2

Burns, M.K. Riley-Tillman, T.C, VanDerHeyden, A.M. (2012) *RtI Applications, Academic and Behavioral Interventions*. Ch. 1

Reschly - Teacher Preparation and Response to RtI at Middle and High Schools (pdf on Sakai)

Assignment: Bring your school's universal/school-wide data to Jan. 29 class

Recommended Readings

Assessment for Effective Intervention - AEI: <http://aei.sagepub.com>

Jan. 29 Steps of the Problem Solving Process

Discuss required readings, review powerpoint

Required Readings for Next Class, February 5

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM, A Practical Guide to CBM*, Ch. 1, 2, 3 (Hosp)

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Introduction: Ch. 3, 4, 5, 11*

Shapiro, E. (2004). *Academic skills problems workbook-revised edition*: Pages 7-30

Recommended Readings:

Assessment for Effective Intervention (AEI) <http://aei.sagepub.com/>

IRIS (IDEA & Research for Inclusive Settings) Module: Effective School Practices: Promoting Collaboration & Monitoring Students' Academic Achievement
<http://iris.peabody.vanderbilt.edu/resources.html>

February 5 Steps of the Problem Solving Process Cont'd

Review Interviewing Powerpoint, Interviewing and Goal Setting Forms
Required Readings and Assignments for February 12

Best Practices: 12: Best Practices in designing, implementing, and evaluating quality interventions (Kristi R.F. Upah)

Best Practices Chapter 105: Best Practices in School-Based Problem-Solving Consultation: Application in Prevention and Intervention Systems (Thomas R. Kratochwill)

Signed consent forms (can be turned in earlier if ready)

February 12 Steps of the Problem Solving Process Cont'd

Review Best Practices Articles and Powerpoints

Required Reading and Assignments for February 19

Burns, M.K., Gibbons, K. (2012) *Implementing Response-to-Intervention in Elementary and Secondary Schools*, Chapters 5-7

Burns, M.K. Riley-Tillman, T.C, VanDerHeyden, A.M. (2012) *Rti Applications, Academic and Behavioral Interventions* Chapters 2,5,7,9 and 12

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Introduction* Chapters 6, 7, 8, 9

Building Relationships Journal Entry due February 19

February 19 Early Literacy

Review powerpoint, discuss required readings

Reading Rockets Toolkit for School Psychologists

(<http://www.readingrockets.org/professionals/schoolpsychologists>)

Due: Building Relationships Journal Entry

Required Readings for Next Class, February 26

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM, A Practical Guide to CBM*, Chapter 4

Burns, M.K. Riley-Tillman, T.C, VanDerHeyden, A.M. (2012) *RtI Applications, Academic and Behavioral Interventions* Chapters 6, 8, 10 and 11

Feb 26**Reading Fluency**

Reading CBM – overview, administration, and scoring
Case Discussion

Required Readings for March 12

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM, A Practical Guide to CBM*, Chapter 8

RTI: Appendix C (189, 194)

Shapiro workbook: 137-145 (local norms)

Recommended Readings

IRIS Module: Fluency and Word Identification

SPRING BREAK – NO CLASS MARCH 5**March 12****Reading Comprehension**

Powerpoint

Problem Analysis, Plan Development, & Plan Implementation - Powerpoint

Case Discussion

Due: Problem Identification Journal Entry

Required Readings for March 19

RTI: Appendix C (190, 195, 191, 196)

Shapiro workbook: 55-66

Recommended Readings

IRIS Module: Comprehension and Vocabulary

March 19**Spelling**

Powerpoint

Charting Data

Case Discussion

Due: Problem Analysis Journal Entry

Required Readings for March 26
 SPR Special Issue (Treatment Integrity)
 RTI: Appendix B

March 26 **Mathematics**
 Powerpoint
 Plan Evaluation Powerpoint
 Case Discussion

Required Readings for April 2
 Shapiro workbook: 83-90

April 2 **Writing - IRIS Module: Written Expression**
 Case Discussion

Due: Program Evaluation Journal
Required Readings for Next Class, April 9
 ABCs: 7
 RTI: 8, Appendix C (203-210)
 Shapiro workbook: 67-82

April 9 **Plan Evaluation**
 Articles, Powerpoint, Templates
 Case Discussion

Due: Plan Development Journal
Required Readings for Next Class, April 16
 ABCs: 6
 RTI: 7, Appendix C (197-202)

April 16 **Report Writing** (Traditional vs. Solution-Focused Psychoeducational Report)
 Intro to MAPS and other academic assessments used in the schools
 Social Skills and Task- Related Behaviors
 Case Discussion

Required Readings for April 23

Flanagan, D.W., Ortiz, S.O., Alfonso, V.C., & Dynda, A.M. (2006). Integration of response to intervention and norm-referenced tests in learning disability identification: Learning from the Tower of Babel. *Psychology in the Schools*, 43, 807-825.

Due: Plan Implementation Journal Entry

April 23 **Plan Evaluation** – reviewing your progress monitoring data
Due: Plan Evaluation Journal Entry
Case Discussion

Required Readings for April 30

Daly, Chafouleas, & Skinner (2004): 6 (hard copy or Sakai)

April 30 **Case Presentations**
Due: Casework Portfolio
Problem-Solving Case Report
HAPPY BREAK!