

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

Academic Skill Development and Intervention

Instructor: Kathryn Jaspers, Ph.D., NCSP
Class Day and Time: Section 1: Thurs 9:00am – 12:15pm; Section 2: Wed 4:00pm-7:15pm
Class Location: Section 1: South Chapel; Section 2: Online
Office Location: remote for Fall 2020 (usually Rogers 426)
Office Hours: by appointment
Email: jaspers@lclark.edu

Zoom link: <https://zoom.us/j/3127952075>

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.

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 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, 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 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 about the previously described course goal and objectives. All due dates are in pacific time.

- **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 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. 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). The first exam will be distributed the week of October 28th/29th (due Tuesday, 11/3 by 11:59pm). The second exam will be distributed the week of December 9th and 10th (due 12/15 by 11:59pm).
- **NW Region + Hawaii School Psychologist Virtual Conference** – In place of class on October 14th/15th, you are to attend the NW Region + Hawaii School Psychologist Virtual Conference, which is occurring from October 15th to 17th. This conference is taking the place of our state conference for 2020. More information and registration is at <https://www.wsasp.org/Fall-Conference>. Please attend to the extent you can. For the following week's class, bring your questions, most interesting points of learning, points of confusion, and/or quotations. If you are not able to attend, please contact me before the conference for an alternative assignment.
- **Paper:** Students will write a 7-10 page paper (APA style, not including title or reference pages) on topic related to academic skill development and intervention. Students are to develop a topic by the 3rd-week of class. A topic sign-up sheet (via Google Docs) will be posted on Moodle. 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 Paper handout, which will be posted on Moodle.
- **Weekly Products/Reflections:** After each class, 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 Friday at noon (12:00 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.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for two exams, a paper, and your weekly products/reflections.

Midterm Exam:	50 points
Final Exam:	50 points (may be cumulative)
Intervention Paper:	50 points
Weekly Products/Refl.	50 points (total)
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Total:	200 points

Grading Scale (200 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.

Field-Based Experience (Pre-practicum): In typical years, this course includes the following field experience: All students volunteer within a public school setting for at least three hours a week. Placements are facilitated by the instructor and our placement office in conjunction with a local school district. **The tentative plan for this semester is for students to be involved in remote intervention and academic coaching activities with students in David Douglas School District. Specifics of this placement are being developed, with a goal start date of October at the earliest.**

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.

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 and the college's student rights and responsibilities. Plagiarism, that is, using research without citations, or using

a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the college for additional discipline. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. 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.

Student Support Services Statement: *If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 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: E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

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 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/.

Food & Drink Policy: I ask that in-person students (1) refrain from eating in the classroom at any time and (2) use a straw without removing one's mask to drink. I will provide at least one 15-minute break during each class session, during which time students may choose to eat in York Commons or outside. If you have a health condition that requires more frequent eating, please talk to me or student support services as soon as possible so we can discuss accommodations. For remote students, I ask that your eating and drinking does not distract your own or others' learning (in other words, for example, snacks are fine, but please do not cook dinner during class).

COVID-19 Health and Safety: During these times, we need to take care of one another. All students are expected to review and comply with all institutional ([Health and Safety Expectations for All Community Members](#)) and graduate school (<https://graduate.lclark.edu/academics/graduate-school-reopening-2020/>) COVID-19 policies. Students are expected to avoid behavior that places them, and therefore the LC community, at higher risk to COVID-19 exposure. This includes both in-class behavior (e.g., mask that covers mouth and nose, hand hygiene, social distancing) and out-of-class behavior (avoiding large crowds; limiting social contacts). Students are also expected to carefully monitor their own health, to report any COVID-19 symptoms to Lewis & Clark Health Service staff, and to not come to campus if they have such symptoms. Students who do not comply with graduate school and/or institutional COVID-19 policies may be asked to leave class and may be subject to discipline. Students are encouraged to contact me to discuss any concerns with health and safety practices in our classroom and/or on campus. Our collective wellbeing is a priority.

Technology: Please see the graduate school's recommendations for technology for online and hybrid classes: <https://graduate.lclark.edu/academics/graduate-school-reopening-2020/educational-technology/>. Because our class format may change based on county or state guidelines and individual students may need to quarantine, I would recommend all students have the technology recommended for online learning.

This will be a paperless class. Please plan on bringing copies of handouts (either electronically or printed out) to class with you. This begins with the syllabus; I will not be distributing a paper copy of the syllabus

in class. You will likely find it useful to bring either tablet or laptop to class. All assignments are to be submitted electronically via Moodle.

Switching Class Modalities: If you would like to switch from in-person to online (or online to in-person), please contact me as soon as possible. I ask that you give me as much warning as possible. I may ask you to switch sections.

Work Load: Strong organization and planning on the part of students is necessary to properly manage the heavy workload typical of a graduate program. Plan to spend a minimum of 2-3 hours outside of class for every 1 hour in class. In other words, for a 3-credit class, expected to spend 6-9 hours per week on course-related work in addition to the scheduled class time.

College Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

Classroom Etiquette

Confidentiality: Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

Discussion Norms: We will be exploring many topics that are complex and emotional, and I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, we will develop norms as a class.

Recording Class: The instructor may record Zoom class sessions.

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Approximate Class Schedule – Subject to Change

DATE	TOPIC(S)	Assignment
Sept 9/10	Review of Syllabus and Course Assignments Introduction to Academic Intervention/RtI Evolution of School Psychology; Background/rationale for direct assessment and intervention	Best Practices Data-Based Chapters 2 & 5
Sept 16/17	RtI Instructional Hierarchy	Essential Components of RtI Haring and Eaton Chapter (note: this chapter was written in the '70s, which is reflected by the language they use)
Sept 23/24	Early Literacy & Reading	Joseph Chapters 5 & 6 ELA Common Core Standards (skim and familiarize yourself): http://www.corestandards.org/ELA-Literacy/
Sept 30/Oct 1	Reading	National Reading Panel (2000) Joseph Chap 7
Oct 7/8	Math	Best Practices (BP) Data-Based (DB) Chapter 15 Chapter: Evidence-Based Interventions for Math Disabilities in Children and Adolescents Math Common Core Standards (skim and familiarize yourself): http://www.corestandards.org/Math/
Oct 14/15 (NO CLASS)	No Class – NW Region + Hawaii School Psychologist Virtual Conference	
Oct 21/22	**all students will be online this week** Early Numeracy Writing	Early Numeracy Chapter Mather, Wendling, & Roberts: Building Basic Writing Skills
Oct 28/29	Writing, Spelling Distribute mid-term exam (covering content through writing/spelling) Knowledge	Best Practices (BP) Data-Based (DB) Chapter 12 Mather, Wendling, & Roberts: Improving Written Expression

Nov 4/5	<p>Curriculum-Based Measurement (CBM)</p> <p>CBM Administration: Early Literacy</p> <p>Choosing targets Assessing the academic environment Methods and domains of assessment</p> <p>Acadience Data Interpretation</p>	<p>Midterm Exam due by 11:59pm pacific time on <u>Tuesday</u>, Nov 3rd</p> <p>Acadience (DIBELS Next) Reading Assessment Manual pp. 1-88</p> <p>Acadience administration video: Acadience Reading K-6 (split over 2 weeks)</p> <p>Best Practices Data Based Chapters 6 & 7</p>
Nov 11/12	<p>Peer review of Intervention Paper</p> <p>CBM Administration: Reading Fluency, Reading Comprehension</p> <p>Universal Screening</p> <p>Acadience Data Interpretation</p>	<p>Due: Draft 1 of Intervention Paper (Electronic)</p> <p>Acadience (DIBELS Next) Reading Assessment Manual pp. 79-125</p> <p>Joseph Chapter 4</p> <p>Acadience administration video: Finish Acadience Reading K-6</p>
Nov 18/19	<p>CBM administration: Math, Writing, Spelling</p> <p>Assessing placement, progress monitoring; instructional time</p> <p>Constructing probes; Use of data: Goal setting, data analysis, and decision making</p>	<p>Acadience (DIBELS Next) Benchmark Goals (Reading and Math)</p> <p>Acadience Math Manual (pp. 32-89)</p> <p>Acadience administration video: Acadience Math</p>
Nov 26	THANKSGIVING – NO CLASS	
Dec 2/3	<p>Other Examples of Universal Screeners and Progress Monitoring Tools, including Adaptive Tests</p> <p>Shapiro’s model of Direct Assessment of Academic Skills</p> <p>Problem-Solving Model</p> <p>Case studies; putting it all together</p>	<p>Due: Final Draft of Paper</p> <p>Readings To Be Determined (TBD)</p>
Dec 9/10	<p>Preschool; English Language Learners</p> <p>Final Exam distributed</p>	<p>Joseph Chapter 8: Addressing the Needs of English Language Learners with Reading Problems</p> <p>2nd reading TBD</p>
Dec 16/17	Review, wrap up, and next steps	<p>Due: Final Exam is due by <u>Tuesday</u> 12/15 at 11:59pm, pacific time</p>

