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## Instructional Interventions in School Psychology (SPSY 67965 / SPSY 77965)

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Course Instructor: Richard J. Cowan, Ph.D., NCSP

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Required Texts: (Available at bookstore).

- Daly, E.J., Chafouleas, S., & Skinner, C. (2005). *Interventions for reading problems: Designing and evaluating effective strategies*. New York: Guilford.
- Rathvon, N. (1999). *Effective school interventions*. New York: Guilford.
- Shinn, M.R., Walker, H., & Stoner, G. (2002). *Interventions for academic and behavioral problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists.

Additional Required Readings:

- There will be additional selected readings to supplement specific topics, as reflected in the syllabus and as related to individual article reviews (see *Course Requirements* below).
- Common readings will be made available through the IRC @ 221 White Hall.
- Other readings will need to be secured from original sources (e.g., *Best Practices* chapters), as announced.

Course Objectives:

- To develop an understanding of how academic/behavioral consultation may be used as a means of providing both pre-referral and IEP-related intervention.
- To develop an understanding of best practices approaches to providing positive behavior supports across settings.
- To provide a context from which to understand how to review assessment outcome data and select, implement, and evaluate the outcomes of child- and subject-specific intervention strategies.
- To develop an understanding of the existing school-based interventions that address common academic concerns.
- To develop an understanding of the practical utilization of various school-based interventions.
- To develop the ability to evaluate design and methodology issues pertaining to research-based strategies.
- To develop an understanding of how to design interventions to meet the individual needs of students with special needs (e.g., students with LD, PDD, ADHD; students who are visually or hearing impaired; students from ELL families).

Course Requirements:

1. **Class Attendance and Participation.** Given the interactive nature of this course, attendance is critical. Each absence will result in a loss of points. Active participation includes, but is not limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Let's work together to make this a great course!
2. **Curriculum-Based Measurement Norming.** Each student will participate in a school-based CBM norming activity. CBM will include measures of reading, math, spelling, and/or written expression. The instructor

will make regular announcements regarding upcoming opportunities. This assignment includes a one page reaction paper.

3. **Journal Article Critiques.** Each student will select, read, and provide a detailed critique of 3 published journal articles reporting the results of a school-based academic intervention study. Articles selected for this assignment may not be the same ones already specified a reading as identified in the syllabus. In addition, all articles must (a) be published within the last 10 years, and (b) appear in a peer-reviewed, scholarly journal (e.g., *School Psychology Quarterly*, *School Psychology Review*, *Journal of School Psychology*, *Education and Treatment of Children*, *Journal of Applied Behavior Analysis*). Each critique should be approximately two pages, following from examples that will be provided in class. One article will follow the format provided in class; two articles will follow the format provided in class and be presented to the class through the *Individual Article Presentation* (assignment #4) below. Students should pay particular attention to implications for school-based practice.
4. **Individual Article Presentations.** Each student will present a detailed summary and critique of two of the articles they review for assignment #3 above. Each presentation should last about 15 minutes, including time for a meaningful discussion of implications for both research and practice. This assignment will require each student to prepare a summary of the article to be shared with their peers.
5. **Group Presentation (Assigned Domain; 90 Min Ea.).** Each student will participate in a group presentation in one of the following academic intervention domains: Reading, Mathematics, and Spelling/Written Expression. The group will need to incorporate the readings in the syllabus on their assigned day, in addition to at least two articles that are summarized for their audience to supplement their presentation. Each group should plan to meet with the instructor prior to their presentation, in order to help them organize and plan the presentation. Each group will need to get their outline approved prior to their presentation. Please note that these presentations cover critical content and should be taken very seriously.

**02/20/06 Student Group 1: Reading**

**03/13/06 Student Group 2: Mathematics**

**04/10/06 Student Group 3: Spelling/Written Expression**

6. **Culminating Experience.** Instead of midterm and final examinations, class participants will complete two culminating experiences to be completed during the last two scheduled sessions. The instructor will prepare all materials in advance. The participants will have to use the class time to consider mock assessment and background data in order to design an individualized assessment program to meet the needs of the profile of the client to be provided by the instructor. In addition, they will be required to develop a data collection system and plan for treatment evaluation. Given the high point value and critical nature of these assignments, attendance is absolutely critical. More information will be provided as the semester unfolds.

#### **Assignment Point Value Breakdown and Grading Scale:**

Component:	Points:	Notes:
Class Attendance/Participation 14 days @ 5 points each	<b>70</b>	Each absence will result in a loss of 5 points, as will minimal participation (I do not anticipate a problem with this).
CBM Norming Assignment	<b>30</b>	You may complete and hand in this assignment at any point during the semester; the sooner, the better. The absolute deadline is contained in the course timeline below.

Journal Article Critiques 1 @ 25 points each	<b>25</b>	Late critiques will result in a loss of 5 points per day. Example will be distributed in class. See rubric.
Individual Articles Presentation (2 @ 25 points each)	<b>50</b>	Be certain to include a summary to share with your classmates. See rubric.
Group Presentation	<b>125</b>	Please meet with the instructor prior to your presentation. Your outline must be approved prior to presenting.
Culminating Experience 2 parts @ 50 points each	<b>100</b>	Bring all readings/materials to class.
<b>TOTAL POINTS POSSIBLE</b>	<b>400</b>	<b><u>Points for Grading:</u></b> <b>360-400 = A</b> <b>320-359 = B</b> <b>280-319 = C</b>

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**Tentative Course Timeline**  
(Subject to Change, As Deemed Appropriate and/or Necessary)

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<b>Date:</b>	<b>Topic:</b>	<b>Readings and Assignments:</b>
	NO CLASS	N/A
	Syllabus & Overview Introduction to Instructional Interventions	Syllabus
	Academic/Behavioral Consultation (Pre-referral and post-IEP Intervention)	<i>Sheridan et al., (1996), Chapter 4</i> Rathvon, Ch 2 (pp. 20-57) S, W, & S, Ch 10 (pp. 243-294)
	Positive Behavior Supports and Response to Intervention (RTI) <b>Intervention Articles Presentations (4)</b>	<i>Fuchs et al. (2003). RTI: Definitions....</i> <i>Gresham (2004). Current Status and....</i> <i>Horner et al. (2000). Elements of PBS</i> <i>Turnball et al. (2002). A blueprint for....</i>
	Curriculum-Based Measurement and Progress Monitoring <b>Intervention Articles Presentations (4)</b>	D, C, & S, Ch 6 S, W, & S, Ch 6, 20 <i>Shinn (1989), Ch 4, 6</i> <i>Fuchs &amp; Fuchs (1999) Monitoring....</i>
	<b>Group 1: Reading Interventions</b> <b>Intervention Articles Presentations (4)</b>	D, C, & S, Ch. 2, 3, 4, 5 Rathvon, Ch 2 (pp.158-185) S, W, & S, Ch 26, 27

		<i>Best Practices, Ch 46, 51</i> <i>Additional Readings (To Be Assigned)</i>
	Interventions for Children with Autism Spectrum Disorders <b>Intervention Articles Presentations (4)</b>	<i>Green (1996); Smith (1996)</i> <i>Gresham et al. (1999)</i> <i>Herbert et al. (2000)</i> <i>National Research Council (2001) (select)</i>
	Interventions for Children with Autism Spectrum Disorders	<i>Green (1996); Smith (1996)</i> <i>Gresham et al. (1999)</i> <i>Herbert et al. (2000)</i> <i>National Research Council (2001) (select)</i>
	<b>Group 2: Mathematics Intervention</b> <b>Intervention Articles Presentations (4)</b>	Rathvon, Ch 2 (pp. 186-205) S, W, & S, Ch. 22 <i>Additional Readings (To Be Assigned)</i>
	Increasing Productivity and Homework-Related Interventions <b>Intervention Articles Presentations (4)</b>	Rathvon, pp.113-158 S, W, & S, Ch 23, 24, 33
	NO CLASS	N/A
	NO CLASS	N/A
	<b>Group 3: Spelling/Written Expression</b> <b>Interventions</b> <b>Intervention Articles Presentations (4)</b>	Rathvon, Ch 2 (pp. 206-233) S, W, & S, Ch 22 <i>Additional Readings (To Be Assigned)</i>
	Best Practices for ESL/ELL Students, Students who are Hard of Hearing, and Students with Visual Impairment <b>Intervention Articles Presentations (4)</b>	<b><i>Best Practices, Ch 86, 87, &amp; 93</i></b>
	<b>Culminating Experience, Part I</b>	All Materials/Readings
	<b>Culminating Experience, Part II</b> <b>Wrap-up &amp; Course Evaluations</b>	All Materials/Readings <b>CBM Write-Ups Due</b> <b>Third Article Critique Due</b>
	FINALS WEEK	<b>All Revisions Due</b>

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### Article Presentation Rubric

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<b>Component:</b>	<b>Point Value:</b>	<b>Description:</b>
Identify target skill/behavior	2.5	Identify the dependent variable of the study. In single-subject research, this is the behavior plotted on the graph over time.
Identify the intervention	2.5	Identify the independent variable (i.e., the intervention) and all relevant components.
Strengths and limitations of the Method and Design	5	Consider all of the following elements of the study: participant demographics, research design, intervention integrity checks, data collection procedures (and other outcome measures), follow-up data, etc.
What were the outcomes?	2.5	Brief summary of results.
Implications for Research	5	Identify any remaining research-to-practice gaps.
Implications for Practice	5	Considering what we know, what are “best practices” re: this skill area and intervention?
Professional appearance and style	2.5	This goes without saying. ☺
<b>TOTAL POINTS POSSIBLE</b>	<b>25</b>	

COMMENTS:

## Group Presentation Rubric

Component:	Point Value:
Meets with Instructor prior to presentation	10
Incorporates assigned readings	20
In addition to assigned readings, incorporates two additional readings	10
The group is collaborative in its presentation, and the components complement one another	20
Handouts are provided for audience members, including a reference list	5
The final product represents thorough coverage of a meaningful topic	20
<p>PPT Presentation Includes:</p> <ul style="list-style-type: none"> <li>✓ Title slide</li> <li>✓ Overview slide</li> <li>✓ Introduction of topic slide(s)</li> <li>✓ Discussion/content slides</li> <li>✓ A variety of slides</li> <li>✓ Questions embedded</li> <li>✓ At least two tables/figures</li> <li>✓ Overview update slide (same as overview slide, with reference to where you are in the presentation; serves as a continuing advanced organizer)</li> <li>✓ Summary slide</li> </ul>	20
The team incorporates an activity to help audience understand at least one specific intervention	20
<b>TOTAL POINTS POSSIBLE</b>	<b>125</b>