

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING, EDUCATIONAL PSYCHOLOGY, and
FOUNDATIONS COURSE SYLLABUS**

Course Prefix and Number: EPY 8773

Course Title: Academic Assessment and Intervention

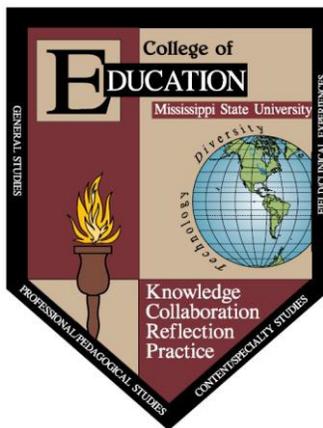
Credit Hours: Three (3) semester Hours

Method of Instruction: C (Lecture)

Method of Delivery: F (Face-to-Face)

Catalogue Description: Three hours lecture. Study of theories, techniques, and procedures that have been shown to prevent and remedy academic skills deficits

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives: Upon the completion of this course, students should be able to do the following:

1. Use empirically-based theoretical approaches or models (e.g., behavioral theory, applied behavior analysis, functional behavioral assessment, response to intervention, positive behavior intervention and supports, behavioral consultation) for assessing and intervening on common academic problems. **CFPO #1, 4; NASP 2.1;**
2. Use protocols for assessing and treating academic referral problems seen in school and clinical populations. **CFPO #1, 4; NASP 2.1**
3. Generalize their behavior analytic skills obtained from prior coursework to academic referral problems. **CFPO #1, 5; NASP 2.4, 2.7**
4. Adhere to a standardized protocol while maintaining an individualized approach to assessment and treatment of academic intervention, while appreciating diversity in providing assessment and treatment approaches to children and their families. **CFPO #4, 5; NASP 2.5**
5. Use methods of teaching families and other applied personal strategies and treatments for addressing common academic referral problems in school, home, and clinic settings. **CFPO #3, 4, 5, 7, 10, CFPO #11; NASP 2.7, 2.8;**
6. To provide students with knowledge regarding the legal and ethical principles that should be followed when providing academic assessment and intervention services to students and families. **CFPO #1, 4, 7; NASP 2.10**
7. To familiarize students with current research regarding the empirically-based assessment and intervention techniques for addressing common academic referral problems. **CFPO # 8; NASP 2.1, 2.10**

Topic Covered

1. Specific Learning Disabilities
2. Academic Achievement Assessment
3. Assessing the Academic Environment
 - a. Curriculum based assessment
 - b. Functional assessment of academic responding
 - c. Curriculum Based Measurement
4. Academic Interventions
 - a. Direct instruction procedures
 - b. Reading Interventions
 - c. Math Interventions
 - d. Spelling Interventions

- e. Writing Interventions
- 5. Brief Experimental Analysis Procedures
- 6. Curriculum-based Evaluation
- 7. Progress Monitoring & Graphing Data
- 8. Response-to-intervention
- 9. Developing IEP Goals & Recommendations

Required Course Texts:

Burns, M., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidenced-based strategies for improving student outcomes (3rd ed.)*. New York, NY: Guilford.

Shapiro, E.S. (2010). *Academic skills problems: Direct assessment and interventions (4th Ed)*. New York: Guilford

Suggested Supplemental Texts:

Harrison, P., & Thomas, A. (Eds.) (2014). *Best Practices in School Psychology (6th ed., Vol 1-4)*. Bethesda, MA: National Association of School Psychologists.

Shapiro, E.S. (2010). *Academic skills problems workbook (4th Ed)*. New York: Guilford.

Additional Required Reading: There are a series of Best Practices readings you will be required to read. Additionally, there are number of supplemental readings listed later in the syllabus. You are responsible to complete these readings on their assigned due date. All of these additionally reading will be shared with you.

Description of Instruction: This course will be instructed in a lecture format. Instruction will include traditional lectures, class discussion, case examples, and independent learning activities.

Academic Integrity: Honor Code: Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: **“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”** *Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>

Technology: Students will be required to use Canvas to access rubrics and supplemental course materials, including power points. Students will also be required to submit course work using Canvas.

Diversity: Issues in diversity (gender, race, SES, culture) will be noted as concerns with individual differences in the field and will be identified and regularly assessed when discussing topics.

Accommodations for Students with Disabilities: Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Title IX Policy: MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

Field Component: This course does not have a field component.

Clinical Practice Note: Students in the school psychology program are required to complete a minimum of one semester of summer academic clinic. **Although it is not necessary for the student to complete the summer clinic in the same year as they complete this course, it is required that the clinic will be completed after this course has been successfully completed; however, it is strongly encouraged that this be done during the upcoming summer.** This will allow the student to practice those skills taught within this course. Additionally, students often have the opportunity to complete research and other program requirement through their participation in the clinic. As the companion component of this course, the clinic requires full participation and is currently planned to be held 5 days a week, four hours a day for five weeks during the second summer term. Additionally, there will be preliminary preparation that will be required as part of this class. Thus, the clinic will require a minimum approximately 20 hours of contact time per week for a total of 100 practicum hours to be counted toward the required hours for state licensure and national certification. Please be sure to log your hours as appropriate for documentation towards these goals.

Evaluation of Student Progress:

Literature Review (100 points total): You will conduct a literature review and write a paper on academic assessment or intervention for a specific area of your choosing. The area you choose cannot be one already chosen by one of your peers. This will be written in APA format and be 5-10 pages long, not including your reference section. The paper should include a section on directions for future research. Possible topics for your literature review are at the end of this section. Remember, a literature review is not a "how to" manual for an intervention, but a

synthesized collection of the literature on the topic. **Your topic is Due January 28, 2019. Your final draft is due March 4, 2019.**

**The purpose of this task is to provide you an opportunity to read more extensively about academic intervention research and to think critically about current research in addition to future direction of research. (Course objective: 7)*

Possible Academic Intervention Literature Review Topics

Specific Learning Disabilities (e.g., Dyslexia, reading disorders, etc.)	Secondary Mathematics
ADHD – as it pertains to learning	Computer Assisted Instruction
Reading Comprehension	Other technology assisted interventions (e.g., iPads)
Mathematics Fluency	Reading Fluency
Spelling	Mathematics Acquisition
Problem-solving mathematics	Writing Fluency
Phonemic Awareness	A Specific Intervention or intervention technique
Writing Acquisition	
Brief Experimental Analyses (different articles)	
Video Modeling Procedures	
Interspersal Techniques	
Repeated Readings	
Paired Reading	
Listening Passage Preview	
Cover-Copy-Compare	

Partner-based Academic Project (100 points Total): For the partner-based academic project, you will complete several portions of the report with a partner throughout the semester, receiving feedback on each subsequent portion. Finally, using this feedback, you will compile each section into a well-polished final report. (Course objectives: 1, 2, 3, 4, 5, & 6)

- **Curriculum-based Measurement Probe Proficiency (20 points)** You will administer and score a oral reading fluency, reading comprehension, math computation, math concepts and applications, writing, and spelling curriculum-based measurement probes with you assigned partners. You will administer at least 3 of each at the correct grade level and the median score will be reflected in your brief report. A table of all scores will be created as well. These probes will be scored by you and turned in for verification. You will use this information to write the initial portion of your brief academic report. **This is due on XXXX.**

**The purpose of this task is to familiarize and prepare you to conduct an academic assessment.*

- **Brief Experimental Analysis of Intervention (Partner Project; 20 points)** You will complete a BEA of 3 individualized interventions in math, reading, spelling, or writing with you assigned partner. You will be expected to graph your data based on both effectiveness and efficiency. These graphs will be included in your brief report. These graphs will be turned in for review. **This portion of the report is due on XXXX.**

**The purpose of this task is to familiarize and prepare you to conduct a BEA and determine the most appropriate academic intervention.*

- **Progress Monitoring of Intervention (Partner Project; 20 points)** You will be expected to briefly monitor an intervention across at least 3 treatment trials with your assigned partner. You will progress monitor at grade level and current instructional level. You will be expected to graph this data along with the data collect all data previously collected from your CBM probes and BEA. These graphs will be included in your brief report. These graphs will be turned in for review. **This portion of the report is due on XXXX.**

**The purpose of this task is to familiarize and prepare you with how to appropriately progress monitor the effectiveness of your intervention.*

- **Academic Report (40 points)** You will be expected to write a brief, comprehensive academic report. This report should compile the data you collected from your CBM, BEA, and PM assignments. You will also be expected to include a future recommendations section in the report, as well as mock-background information and academic history. You will be provided with a template to complete this assignment, which you will be expected to follow. **This is due on XXXX.**

**The purpose of this task is to familiarize and prepare you to present academic assessment and intervention in written format.*

Practice Academic Assessment and Intervention Project: For the purposes of this project, you will need to find a real child or adolescent to volunteer his or her time for the sake of your practice and skill development beyond using a classmate. You are responsible for finding a child

or adolescent to act as your practice case. You are not allowed to formally share the results of this project with the child or family. The child must meet the following criteria: (Course objectives: 1, 2, 3, 4, 5, 6, & 7)

- Be enrolled in school
- Be in K – 12th grade
- Be in general education
- Be neurotypical
- Be available to meet with you on two separate occasions for 1-2 hours maximum.

For this practice case you will be required to complete the following:

- **Curriculum-based Measurements:** You will need to complete (a) CBMs in Oral Reading Fluency, (b) Reading Comprehension, (c) Math Concepts and Applications, (d) Math Computation, (e) Spelling, and (f) Written Language. You will need at least 3 probes in each domain. Given that you will need to find the child’s instructional level, you may complete more. 3 probes should be provided at each grade level of probes should the child’s instructional level be different than his or her grade level. **This will require interaction with the practice client.* **I encourage you to have your CBM data collected by XXXX.**
- **Brief Experimental Analysis:** You will need to complete BEAs for a set of both reading fluency or math computation, regardless of the child’s performance in either of these areas. **This will require interaction with the practice client.*
- **Progress Monitoring Data:** You will be *CREATE* mock-progress monitoring data in the areas of reading fluency or math computation to incorporate into your final report. **This will NOT require interaction with the practice client.*
- **Academic Report:** You will need to write an academic report based on the data you collect from your practice case. The report will include background information, CBM results, BEA results, Progress Monitoring data, and recommendations (intervention recommendation and IEP goals). The template will be similar to your partner-based report. **This final report, with all component parts, is due on XXXX.**

Presentations (50 points)

You will be expected to give a brief (i.e., 10-minute) case presentation on your practice-case. During this report you will be expected to review your assessment and intervention data with the class. Additionally, you will be expected review your recommendations and provide a clear rationale for why you chose them. This will be done on the day of the final, April 30, 2019.

(Course objectives: 1, 2, 3, 4, 5, 6, & 7)

**The purpose of this task is to familiarize and prepare you to orally present academic assessment and intervention data to a group of your peers.*

Grading Scale: Course grades will be based on performance on the Article review and presentation, graphs, literature review, and attendance and participation.

Assignments	Points	Grade
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Participation/Attendance	50 points	A	360 – 400 points
Literature Review	100 points	B	320 – 359 points
CBM Assignment	20 points	C	280 – 319 points
BEA Assignment	20 points	D	240 – 279 points
PM Assignment	20 points	F	≤ 239 points
Partner Academic Report	40 points		
Practice Case Academic Report	100 Points		
Presentation	50 points		
Total	400 points		

Bibliography/Supplemental Readings

1. Ardoin, S. P., Binder, K. S., Zawoyski, A. M., & Foster, T. E. (2018). Examining the maintenance and generalization effects of repeated practice: A comparison of three interventions. *Journal of School Psychology, 68*, 1-18.
2. Ayres, K., M., Lowrey, K. A., Douglas, K. H., & Sievers, C. (2011). I can identify Saturn but I can't brush my teeth: What happens when the curricular focus for students with sever disabilities shifts. *Education and Training in Autism and Developmental Disabilities, 46*(1), 11-21.
3. Barnett D. W., Daly, E., & Martens, B. (2004). Empirically based special service decisions from single case designs and increasing and decreasing intensity. *Journal of Special Education, 38*, 66-79.
4. Burns, M. K., Petersen-Brown, S., Haegele, K., Rodriquez, M., Schmitt, B., Cooper, M., Clayton, K., Hutcheson, S., Conner, C., & Hosp, J. (2016). Meta-analysis of academic interventions derived from neuropsychological data. *School Psychology Quarterly, 31* (1), 28-42.
5. Cates, G. L. (2012). Data-based Decision Making Across a Multi-tiered System of Support. In J. P. Bakken (Ed.) *Response to Intervention in the Core Content Areas: A Practical Approach for Educators* (pp. 261-274). Prufrock Press, Inc.: Texas
6. Cates, G. L., Skinner, C. H., Watson, T. S., Meadows, T. J., Weaver, A., & Jackson, B. (2003). Instructional effectiveness and Instructional Efficiency as considerations for data based decision making: An evaluation of interspersing procedures. *School Psychology Review, 32*, 601-616.
7. Gadke, D. L., Cates, G. L., & Swerdlik, M. E. (2012). What is RtI?. In J. P. Bakken (Ed.) *Response to Intervention in the Core Content Areas: A Practical Approach for Educators* (pp. 1-22). Prufrock Press, Inc.: Texas.
8. Daly, E. J., Murdoch, A., Lillenstein, L., Webber, L., & Lentz, F. E. (2002). An examination of methods for testing treatments: Conducting brief experimental analysis of the effects of instructional components on oral reading fluency. *Education and Treatment of children, 25*, 288-316.
9. Eckert, T. L. Ardoin, S. P., Daly, E. J., & Martens, B. K. (2002). Improving oral reading fluency: A brief experimental analysis of combining an antecedent intervention with consequences. *Journal of Applied Behavior Analysis, 35*, 271-281.
10. Fairchild, L., & Gadke, D. L., (2018). Central auditory processing disorder: Considerations and cautions for school psychologists. *Communiqué, 47*(1), 27-31.

11. Hall, M. S., & Burns, M. K., (2018). Meta-analysis of targeted small-group reading interventions. *Journal of School Psychology, 66*, 54-66.
12. Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. C. Lovitt, M. D. Eaton, & C. L. Hansen (Eds.), *The fourth R: Research in the classroom* (pp. 23-40). Columbus, OH: Merrill.
13. Klingbeil, D. A., Van Norman, E. R., McLendon, K. E., Ross, S. G., & Begeny, J. C. (2018). Evaluating Tau-U with oral reading fluency data and the impact of measurement error. *Behavior Modification, 0* (0), 1-26.
14. Morton, R. C., & Gadke, D. L., (2018). A comparison of math cover, copy, compare intervention procedures for children with autism spectrum disorder. *Behavior Analysis in Practice, 11*, 80 – 84.
15. Nelson, P. M., Van Norman, E. R., & Parker, D. C., (2018). An examination of student reading outcomes following tier II exit decisions. *Journal of School Psychology, 68*, 142-153.
16. Powell, M. B., & Gadke, D. L., (2018). Improving oral reading fluency in middle-school students: A comparison of repeated reading and listening passage preview. *Psychology in the Schools 0* (0), 1-13.
17. Reschly, D. J. & Hosp, J. L. (2004). State SLD identification policies and practices. *Learning Disability Quarterly, 27*, 197-213.
18. Schneider, W.J., & Kaufman, A. (2016). Let's not do away with comprehensive cognitive assessment just yet. *Archives of Clinical Neuropsychology, 1-13*.
19. Skinner, B. F. (1984). The shame of American education. *American Psychologist, 39*, 947-954.
20. VanDerHeyden, A. M., & Burns, M. K. (2017). Four dyslexia screening myths that cause more harm than good in preventing reading failure and what you can do instead. *Communiqué 45* (7), 1-6.
21. Wu, S., & Gadke, D. L. (2017). Improving oral reading fluency in elementary school children: Comparing the effectiveness of repeated readings and video self-modeling. *School Psychology Forum: Research in Practice 11* (3), 91-104.
22. Wu. S., Gadke, D. L., & Stratton, K. K. (2018). Using video self-modeling as a small group reading fluency intervention for elementary school students. *Journal of Applied School Psychology 0* (0), 1-19.

Best Practices in School Psychology VI Readings

- Data-based and Collaborative Decision Making (DBD) Chapters: 10, 11, 12, 13, 14
- Student-level Services (SLS) Chapters: 4, 7, 8, 9
- Foundations Chapters: 23, 25, 26, 28

Literature Review Rubric

Introduction/Thesis	Clearly indicates position. Introduces topics and identifies need to explore the topics	Loosely indicates topic. Does not indicate why this topic is important to explore	No clear topic identified.
	20 18 16	14 12 10 8	6 4 2 0
Review of Literature	Seamlessly synthesizes the literature into a clear and coherent review. Covers several aspects/applications of the topic (e.g., intervention used with grade school and high school children)	Limited synthetization of the literature. Review lacks comprehensive coverage of topic	Literature review is not synthesized. Articles are described independent of their relation to one another. Literature covers narrow portion of topic.
	20 18 16	14 12 10 8	6 4 2 0
Conclusion	Student brings together and summarizes the ideas presented in the review. Also, based on the review, the student explores weakness in the literature and future research opportunities.	Student provides brief summary of review, loosely tying everything together. Offers future directions for research, may not be linked to literature.	Summary is limited or missing. Does not offer future research directions or limitations in current literature.
	20 18 16	14 12 10 8	6 4 2 0
Editing & Form	Only the occasional error. Demonstrate mastery of APA manuscript format.	Mistakes (i.e., spelling errors & grammar) distracted from position. Minor APA formatting errors.	Paper was littered with errors. No clear editing was done. APA format was not followed.
	20 18 16	14 12 10 8	6 4 2 0
Subtractions	<ul style="list-style-type: none"> • 10 points for not using APA format. • 20 points for not turning in topic • 1 point for every wrong citation. 		

Partner Academic Report Rubric

Curriculum-based Measurement Probe Referral Concern, background, & Assessment Results (20 points):

- ___ (2.5): Name, age, etc. is included clearly at the top of the report
- ___ (2.5): Referral concern clearly stated
- ___ (2.5): Background information includes age, town, grade, school, family, and relevant school information (e.g., history of academic concerns, IEP, etc.)
- ___ (2.5): Behavior observations clearly describe the child during the assessment and intervention setting.
- ___ (2.5): Provides a key to interpret results
- ___ (2.5): Breaks down and describes each different CBM probe
- ___ (2.5): Accurately provides interpretation of median score for each probe
- ___ (2.5): Provides clearly broken down tables of CBM data in an appendix.

Brief Experimental Analysis (20 points):

- ___ (5): Clearly explains why the target area was chosen for the BEA
- ___ (5): Identifies and clearly explains 3 evidence-based interventions
- ___ (5): Clearly articulates client's performance on BEA and uses data to choose most appropriate intervention
- ___ (5): Accurately graphs data using an alternating treatment design model

Intervention & Progress Monitoring (20 points):

- ___ (5): Clearly discussing implementation of intervention, as well as performance
- ___ (5): Graphs intervention data appropriately
- ___ (5): Explains progress monitoring procedures and results
- ___ (5): Graphs progress monitoring data appropriately.

Completed report including Summary & Recommendations (40 points):

- ___ (5): Clearly summarized the information throughout the report.
- ___ (10): Provides clear recommendations based on the data
- ___ (5): Recommendations are evidenced based and clear enough they can be implemented based on description or source.
- ___ (15): Completed final report
- ___ (5): Report is free of spelling, grammar, and formatting errors.

Practice Client Academic Report Rubric

Referral Concern, background, etc. (15 points):

- ___(2.5): Name, age, etc. is included clearly at the top of the report
- ___(2.5): Referral concern clearly stated
- ___(5): Background information includes age, town, grade, school, family, and relevant school information (e.g., history of academic concerns, IEP, etc.)
- ___(5): Behavior observations clearly describe the child during the assessment and intervention setting.

Assessment Results (20 points):

- ___(5): Provides a key to interpret results
- ___(5): Breaks down and describes each different CBM probe
- ___(5): Accurately provides interpretation of median score for each probe
- ___(5): Provides clearly broken down tables of CBM data in an appendix.

Brief Experimental Analysis (20 points):

- ___(5): Clearly explains why the target area was chosen for the BEA
- ___(5): Identifies and clearly explains 3 evidence-based interventions
- ___(5): Clearly articulates client's performance on BEA and uses data to choose most appropriate intervention
- ___(5): Accurately graphs data using an alternating treatment design model

Intervention & Progress Monitoring (20 points):

- ___(5): Clearly discussing implementation of intervention, as well as performance
- ___(5): Graphs intervention data appropriately
- ___(5): Explains progress monitoring procedures and results
- ___(5): Graphs progress monitoring data appropriately.

Summary & Recommendations (20 points):

- ___(5): Clearly summarized the information throughout the report.
- ___(10): Provides clear recommendations based on the data
- ___(5): Recommendations are evidenced based and clear enough they can be implemented based on description or source.

Editing (5 points):

- ___(5): Report is free of spelling, grammar, and formatting errors.

Presentation Rubric

Clearly reviews client background. Includes referral concern, family information, and school information.	____ / 10
Reviews assessment procedures and results clearly and concisely	____ / 10
Reviews BEA procedures and results clearly and concisely	____ / 10
Explains progress monitoring detail	____ / 10
Provides appropriate and user friendly recommendations and IEP goals	____ / 10