

**Educational Psychology 6380 / 7381**  
**Academic Assessment and Interventions for Students with Learning Difficulties Syllabus**  
**Spring**  
**4:35 - 7:05 p.m., Tuesdays**

**Instructor:**

John L Davis, Ph.D.

Location: SAEC 3229

Office Hours: Tuesday, 2 pm – 4 pm

Telephone: 801-587-1722

E-mail: [davis.john@utah.edu](mailto:davis.john@utah.edu)

**Course Description:**

The focus on this course will be on the understanding of how to apply academic assessment information and empirically validated interventions to address academic and learning difficulties. Participants will be exposed to a variety of strategies and methods for assessing and intervening with achievement and learning problems in the schools. Areas of focus include reading, written language, mathematics, organizational and study skills, ELL learners, and content area curricula.

**Course Objectives:**

By the completion of this course, participants will:

1. Gain exposure to a variety of empirically validated intervention strategies to address common achievement and learning difficulties in schools.
2. Be able to design, implement, and evaluate an individually applied empirically validated academic intervention.
3. Demonstrate knowledge of the issues involved in the design, implementation, and evaluation of academic interventions.

**Required Course Materials:**

Hosp, J. L., Hosp, M. K., Howell, K. W. & Allison, R. (2014). *ABCs of Curriculum-Based Evaluation: A Practical Guide to Effective Decision Making*. Guilford Publications.

Additional required readings are available on Canvas.

**Online Component:**

This course utilizes Canvas as an online tool to access information and submit assignments. Students can access the syllabus, lecture slides, videos, assignments and additional required readings through Canvas.

To log on to Canvas go to: <https://learn-uu.uen.org>. Use your UNID and password to log in. If you need technical assistance, contact the Campus IT Help Desk at (801) 581-4000 for computer and browser technical issues. Or for assistance with Canvas contact the TACC Helpdesk at (801) 585- 5959, Monday-Friday, 8am - 5pm.

**Course Activities:**

Course activities encompass a variety of formats to enable students to integrate material and interact with fellow class participants. This is a graduate-level course, so students will be expected to integrate information in a variety of formats and actively participate in class discussions and activities. To facilitate discussion and understanding of the concepts, it is imperative that students read the assigned readings prior to class and be active participants in class discussions and small group activities. All written assignments should be typed, double-spaced, and follow APA format. In addition to discussions and small group activities scheduled during class times, independent student activities are designed to facilitate acquisition skills relevant for academic assessment and treatment in applied settings.

### Summary of Assignments:

1. In-Class Participation: Students are expected to regularly attend class and actively participate in class discussions and small group activities. Being actively involved in the learning process results in a more effective learning experience for everyone.

<i>Criteria for In-Class Participation Points</i>	<i>Points</i>
Missed no more than one class (for any reason). Regularly read material in depth prior to class. Frequently responded to questions raised or asked relevant questions in class. Comments and questions consistently reflected critical thinking skills. Contributed significantly to the learning of others.	90-100
Missed no more than two classes. Did not regularly read material in depth prior to class. Frequently responded to questions raised or asked relevant questions in class. Comments and questions occasionally reflected critical thinking skills. Contributed to the learning of others.	70-89
Missed no more than three classes. Did not regularly read material prior to class. Often passive in class activities, rarely asked questions or made comments that reflected critical thinking or asked questions solely for clarification. Only occasionally contributed to the learning of others.	51-69
Missed four or more classes. Did not regularly read material prior to class. Did not ask questions or make comments that reflected critical thinking. Lack of engagement in class activities and did not contribute to the learning of others.	0-50

2. Quizzes: Students are expected to read all assigned readings for each class prior to class and come prepared to discuss the material. Each class will begin with a very brief quiz. The quiz will be weighted so that approximately 50-70% of the possible points will be assigned to a question(s) from the material for that week and 30-50% will be drawn from the material from the previous week's discussion. Students are responsible for timely arrival to class and managing time in the quiz. Quizzes will conclude 10 minutes after class begins. Students will be allowed to make up weekly quizzes if the absence has been previously excused in writing by Dr. Davis or is covered by the university absence policy. If neither of these is the case the student will receive a 0 for that week's quiz. Students are allowed to drop their lowest quiz grade.
3. Evaluation of Study Quality. Each student will choose an academic content area and an article on that topic to review. Student will apply What Works Clearing house standards to evaluate the methodological quality of the article. Students will follow the rubric and present

results to the class in a 10-15 minute presentation.

4. Monograph. Each student is expected to complete a detailed monograph covering an academic intervention pertinent to this course (preferably one relevant to your academic intervention case – see below). The monograph should focus on empirical literature regarding an academic intervention designed to remediate a specific academic difficulty. The monograph should be typed and prepared in APA format. The monograph will include brief summaries of the research articles reviewed (reviewed articles should span multiple years and, settings, patients, etc.) and an outline of the procedures. The monographs will be distributed to the other students in the class in addition to the instructor. Students are required to meet individually with the instructor in order to guide the scope and direction of their chosen topic to avoid duplication. Students are required to submit their monograph electronically to the instructor by the due date and the instructor will disseminate copies to all students in the class.
5. Monograph Presentation (Included in Case Presentation). Each student will present their monograph topic and addition to their case presentation. Monograph presentations should serve as a primer for the respective intervention reviewed in the monograph and lead into the case study (below).
6. Academic Interventions Case and Presentation. Each student will be assigned to work with a designated licensed school psychologist intern (or licensed educator if not in the school psychology program) in the schools for a minimum of 3 hours per week. For those students in current school practicum placements, current field placement sites and supervisors will be utilized (the minimum 3 hours per week is in addition to required practicum hours). Through this supervisor, you will be assigned cases for academic assessment, behavior assessment, and progress monitoring. For the purposes of this course, each student will at a minimum, conduct an academic assessment for a targeted student, design and implement an academic intervention, and monitor the child/adolescent's progress with that intervention over an 8-week period at least twice per week. At a minimum, the academic assessment will include teacher interviews, child/adolescent interviews, ecological assessment, direct observation, and curriculum-based assessment. Implementation of an academic intervention will occur across an 8-week period along with regular progress monitoring involving repeated curriculum-based measurement within the child/adolescent's curriculum at least twice per week. Students will be required to keep a log of their activities and **complete a written case report summarizing the academic assessment results** (interviews, observation, ecological assessment, curriculum-based assessment), description of the intervention (with empirical support via references), goal statement, and a summary of the progress monitoring data, including graphic representation (of baseline and intervention data) and computed effect sizes. Students will also be responsible for an oral presentation of their case using PowerPoint that should be about 30 minutes. Throughout the course of the academic assessment and intervention case study, students may consult with the instructor as needed. Grades for this assignment will be based on effort and rigor in implementing the academic intervention. Positive results are NOT a requirement of this project.

Monograph grades will be assigned as follows:

Adequacy of literature review – 50% (i.e., inclusion of relevant articles and clarity of summaries)

Description of procedures – 40%

Proper Formatting – 10% (i.e., correct use of APA style, free from typos, instructions, etc.)

Presentation grades will be assigned as follows:

Presentation style (i.e., engaging the audience) – 20%

Slide formatting (i.e., readability) – 20%

Presentation within time limits (i.e., don't go over the time limit) – 10%

Use of videos, pictures, and screenshots (i.e., make the slides fun to view for the audience) – 10%

Clearly described and presented data (i.e., APA format, articulated well) – 40%

### Assignment Due Dates:

Monograph	April 14 <sup>th</sup> 11:59 pm
Presentation	Last two classes
Quality Review	On assigned day
Written case report	By last class

### Grading:

All course requirements (including in-class participation) will be considered in the final grade. Late assignments will not be accepted. The following shows the point assignments for ED PS 6380 / 7380:

In-Class Participation	100 points	<u>Grading Scale</u>
Weekly Quizzes	100 points	95-100% = A
Quality Review	50 points	90-94% = A-
Monographs	100 points	87-89% = B+
Case Write-up	100 points	83-86% = B
Case Presentations	50 points	80-82% = B-
<u>Total</u>	<u>500 points</u>	

### Need for Accommodations:

The University of Utah's Department of Educational Psychology seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building (581-5020 (V/TDD)). The Center for Disability Services will make arrangements with you and the instructor for accommodations.

### Academic Honesty:

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work and/or inappropriately collaborating. Students also will be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing.

Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah Student Code.

### Class Atmosphere:

It is expected that students will maintain a respectful and civil atmosphere at all times during class meetings by adhering to the following guidelines:

1. Students will arrive on time and stay for the full class period
2. Students will complete reading assignments prior to class
3. Students will turn in assignments on time
4. Wrongly attached documents will not be allowed resubmission...be careful!!!
5. Students will participate in class discussions and activities
6. Students will conduct themselves in a courteous and professional manner
7. Students will prevent disruptions by turning off and refraining from use of cell phones and by putting away extraneous materials.
8. The use of laptop/tablet computers in class is permitted in class; however, they should only be used to follow presentation materials and take notes. Any additional use (e.g., social media, web browsing, emailing, etc.) will result in the loss of laptop/tablet computing privileges in class and negatively impact participation grade.

### Course Outline:

Meeting Date	Topic(s) & Required Readings
January 12 <sup>th</sup>	Review of syllabus and course requirements
January 19 <sup>th</sup>	Introduction to the problem-solving models; Multi-tiered systems of support.
January 26 <sup>th</sup>	<p>Overview of functional behavior assessment, and behavior support plans. Methods to Reduce behavior in school classrooms</p> <p><b>Readings:</b> Steege &amp; Watson (2009) – Chapter 4 &amp; 5 – available on Canvas</p> <p><b>IES Practice Guide</b> – Reducing Behavior Problems in the Elementary School Classroom</p> <p>Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a>.</p>
February 2 <sup>nd</sup>	<p>Observing academic environments; Ecological assessment; Introduction to curriculum-based measurement.</p> <p><b>Readings:</b></p>

	Hosp et al. Chapter 1, 2, & 3
February 9 <sup>th</sup>	NASP—NO CLASS
February 16 <sup>th</sup>	Curriculum-based measurement; Introduction to data-based decision making. <b>Readings:</b> Hosp et al – Chapter 1 & 2
February 23 <sup>th</sup>	Data-based decision making; Monitoring academic progress; Introduction to Evidence quality <b>Readings:</b> <b>Hosp et al. – Chapter 3</b> <b>What Works Clearinghouse Procedures and standards Handbook Version 3</b> <b>Available at:</b> <a href="https://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf">https://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf</a>
March 1 <sup>st</sup>	Interventions for Early Literacy <b>Readings:</b> <b>IES Practice Guide – Assisting Students with Reading: Response to Intervention and Multi-Tier Intervention in Primary Grades</b> Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.</i> (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> . <b>Ehri et al (2001) Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel’s Meta-Analysis</b> Student Interest Article - TBD

March 8 <sup>th</sup>	<p>Interventions for reading comprehension difficulties</p> <p><b>Readings:</b></p> <p><b>IES Practice Guide – Improving Reading Comprehension in Kindergarten through 3<sup>rd</sup> grade</b></p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://whatworks.ed.gov/publications/practiceguides">whatworks.ed.gov/publications/practiceguides</a>.</p> <p>Student Interest Article - TBD</p>
March 15 <sup>th</sup>	Spring Break—NO CLASS
March 22 <sup>th</sup>	<p>Interventions for comprehension (secondary level); Interventions for vocabulary.</p> <p><b>Readings:</b></p> <p>Cromley, J. G., &amp; Azevedo, R. (2007). Testing and refining the direct and inferential mediation model of reading comprehension. <i>Journal of Educational Psychology, 99</i>(2), 311.</p> <p><b>National Reading Panel – Vocabulary Instruction – Available Online</b></p> <p>Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C., Cable, A., Tackett, K. K., &amp; Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading comprehension outcomes for older struggling readers. <i>Review of Educational Research, 79</i>(1), 262-300.</p>
March 29 <sup>st</sup>	<p><b>Interventions for Written Language.</b></p> <p><b>Readings:</b></p> <p><b>IES Practice Guide – Teaching Elementary Students to be Effective Writers</b></p> <p>Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., &amp; Olinghouse, N. (2012). <i>Teaching elementary school students to be effective writers: A practice guide</i> (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch</a>.</p>

	Student Interest Article - TBD
April 5 <sup>th</sup>	<p><b>Interventions for Mathematics.</b></p> <p><b>Readings:</b></p> <p><b>IES Practice Guide – Assisting Students with Mathematics: Response to Intervention and Multi-Tier Intervention in Primary Grades</b></p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools</i> (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a>.</p> <p>Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., &amp; Ogbuehi, P. (2012). <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/</a>.</p> <p>Student Interest Article - TBD</p>
April 12 <sup>th</sup>	<p><b>Multicultural considerations in Instruction</b></p> <p><b>Readings:</b></p> <p><b>IES Practice Guide – Teaching academic content and literacy to English learners in elementary and middle school</b></p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., &amp; Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a>.</p> <p>Student Interest Article - TBD</p>

April 19 <sup>st</sup>	Monograph/Case Presentations
April 26 <sup>th</sup>	Monograph/Case Presentations