



PSY 635—Advanced Behavioral Assessment & Intervention

COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Dr. Kelly M. Carrero, BCBA
Assistant Professor of Special Education

Office Location: Henderson 227

Office Hours: By appointment

Office Phone: 903.886.5592

Office Fax: 903.886.5510

University Email Address: Kelly.carrero@tamuc.edu

Preferred Form of Communication: Virtual Office Hours (VOH) through eCollege or University Email.

Communication Response Time:

Using VOH through eCollege = within 24 hours Monday – Friday, weekends and holidays may take up to 48 hours;

Using University Email = within 48 hours Monday – Friday, weekends and holidays may take up to 72 hours.

COURSE INFORMATION

Materials

Textbook(s) Required

There are no textbooks required for this course. Required readings are posted in eCollege.

Other resources. Texas A&M University—Commerce's Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library/>

Course Description

This course will extend students' knowledge of problem identification, assessment, decision-making, and intervention design, analysis, & evaluation through the utilization of applied behavior analysis methodologies. Emphasis will be placed on issues associated with consultation

The syllabus/schedule are subject to change.

& collaboration, academic & behavioral interventions, and coping & social skills development within the school and other related environments. Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings. A large portion of the course assessment will be through an applied project.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe services within a three-tiered model of prevention and intervention.
2. Articulate the difference between accommodations, modifications, strategies, and interventions.
3. Evaluate existing interventions based on their empirical evidence.
4. Match interventions to the existing needs of students in the areas of reading, written language, math, behavior, and social/emotional learning.
5. Understand how to maximize fidelity of implementation of interventions.

Links to NASP Model 10 Domains of Practice

Domain 1: Data-Based Decision-Making and Accountability, you will gain knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration you will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services

Domain 3: Interventions and Instructional Support to Develop Academic Skills, you will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 5: School-Wide Practices to Promote Learning, you will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services, you will gain knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

The syllabus/schedule are subject to change.

Domain 8: Diversity in Development and Learning, you will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation, you will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

COURSE REQUIREMENTS

Course Activities & Assignments (Rubrics will be provided on eCollege)

Participation (10 pts)

Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class. See the rubric below for more information:

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities	Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing “special circumstances” for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

Reaction notebook (60 points)

In preparation for the class discussions, please document your reactions to the readings listed on the course schedule prior to each class session. These entries can be brief (a paragraph) and can be hand written. The goal is to get you thinking about the topic before class so that you will be prepared to participate in the discussion. Additionally, please document your completion of homework assignments in your notebook. These assignments will be provided in class at the end of each class. Homework assignment completion entries can also be brief (a paragraph), simply indicating that you completed the homework and any insights you gained from the assignment. Please keep these reactions in a notebook that you bring to each class session. I will collect them three times (randomly) during the term, so always bring them with you to class.

Assessment Project (3 Parts):

The syllabus/schedule are subject to change.

1. Assessment Case Conceptualization & Intervention Development (85 points)

Students will work practice matching assessment data to intervention selection. Students will utilize assessment techniques as well as the problem-solving model (Problem Identification, Problem Analysis, Plan Development, and Plan Evaluation) to analyze assessment results. More information regarding templates and rubrics will be provided in class and on eCollege.

2. Delivery of an Academic Intervention (50 points)

Results from the Assessment Case Conceptualization and Intervention Development, students will implement the intervention(s) selected. Data will be collected on the fidelity of implementation. The assignment will allow you to explore and learn about the academic area as well as one intervention manual in depth.

In addition, you are expected to provide a 1-2 page handout to each seminar member as part of your presentation. This handout should provide an overview of and/or supplement to your presentation, including references. It should not simply be a copy of your Powerpoint presentation. It should be the type of handout that might be used at an inservice training session at a school or clinic and that a practitioner would want to keep on file for future reference.

Lastly, you will select and assign a minimum of one empirical article that evaluates the efficacy of your assigned intervention. The selected article should be from a respected journal and provide the outcomes of the intervention using a rigorous research design (i.e., randomized control trial). You will need to be familiar with the use of search databases such as PsychInfo or ERIC to identify appropriate articles. Please consult with me if you have questions. ***This will be due at the time you turn in your outline and will be posted on eCollege.***

3. Progress Monitoring Data Analysis & Intervention (100 points)

Using the data from the Assessment Case Conceptualization and Intervention Development AND Delivery of an Academic Intervention assignments, you will collect progress monitoring data for your target student. Students will need to score and interpret both benchmarking (baseline) as well as weekly progress monitoring probes. Students will create individual progress monitoring graphs and evaluate the data using trend line analysis. There will be a focus on analyzing individual data such as setting a long and short-term goal for intervention based on the baseline data. You will analyze individual data to evaluate effectiveness and make recommendations for further intervention needed based on the data.

The intervention plan will include the following categories: intervention name, how to use it, the logistics, the progress monitoring plan, decision making rule, reinforcement strategies. A report with the progress-monitor graph and an intervention plan that details the specifics of the intervention that you would described to a parent will be submitted. A format for the report will be provided on eCollege.

Presentation of Assessment Project (30 points)

Students will present each element of the Assessment Project to the class. The presentation will be graded on the basis of how well the assessment data, intervention information, and progress monitoring data is presented. It should be presented in a way that is understandable to adults

The syllabus/schedule are subject to change.

unfamiliar with educational jargon (e.g., parents). The presentation should last **20-30 minutes**. The meeting is worth 30 points.

Late Work: It is very important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **10 points will be deducted for each day the assignment is late**. This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email).

GRADING

<i>Assignment</i>	<i>Points Possible</i>
Reaction Notebook	60
Assessment Case Conceptualization & Intervention Development	85
Delivery of an Academic Intervention	50
Progress Monitoring Data Analysis	100
Presentation	30
Participation	10
<i>Total Points Possible</i>	335

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades. In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- ✓ Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.

The syllabus/schedule are subject to change.

- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) eCollege, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. I will not serve as technical support. TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Content delivery will be hybrid. Specifically, you will work through asynchronous online modules and then we will meet face-to-face about 50% of the class meetings. You will be expected to work through course modules that will be on eCollege/Pearson Learning. If you have problems accessing the system, immediately contact the system administrator through the help screens provided.

There is an applied project in this course and it accounts for much of your grade.

Therefore, it is critical that you keep up with the content at a pace that will allow you to apply it during the time sensitive applied project.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, log into the course on eCollege after our face-to-face meetings and review the modules that will be due before our next face-to-face meeting. This will allow you to schedule when you need to complete your work. You will also need to secure a placement for your applied project. If you are already working in a setting that will allow you to complete your applied project, you will need site authorization from a supervisor (more to come about what is required). **If you need assistance with a placement for your applied project, please schedule a time within the first 2 weeks of this course to identify a placement.** Other ways to be successful in this course include: (a) getting the contact information of one of your classmates (in the event you missed a class or just need clarification), (b) contacting a librarian at TAMUC (you can do this over the phone) to teach you how to access scholarly articles, and (c) meeting with me during my office hours if you have questions or concerns. It is always recommended that you schedule an appointment or let me

The syllabus/schedule are subject to change.

know you are stopping by during my office hours so I can let “walk-ins” know that I have an appointment coming and you will be guaranteed time with me.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

The syllabus/schedule are subject to change.

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

The syllabus/schedule are subject to change.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

The syllabus/schedule are subject to change.

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

The syllabus/schedule are subject to change.

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Your quickest response will be through Virtual Office Hours (VOH) on eCollege. If you have a general question, it is likely your peers have the same question. If you have a personal comment or question, email correspondence is the most appropriate method of communication. You can email me at Kelly.carrero@tamuc.edu

Using VOH through eCollege = within 24 hours Monday – Friday, weekends and holidays may take up to 48 hours;

Using University Email = within 48 hours Monday – Friday, weekends and holidays may take up to 72 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus/schedule are subject to change.

Course Specific Procedures/Policies

1. Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, and (c) adhering to the university student code of conduct (e.g., plagiarism, cheating).
2. Writing Assignments: Prepare all written assignments according to the APA Publications Manual (6th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.
 - a. ***ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). SCORES OF 30% OR MORE WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).
 - b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will reward students with bonus points if you can provide documentation that you have utilized the Writing Center to help you improve the quality of your written work. Here is a link to the Online Writing Lab:
<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

January 18th: online→Review syllabus and get familiar with online course materials

January 25th: on-campus

February 1st: on-campus

February 8th: online; phone/virtual conferences scheduled with Dr. Carrero to discuss Assessment Project

February 15th: on-campus

February 22nd: online

The syllabus/schedule are subject to change.

March 1st: on-campus

March 8th: online; phone/virtual conferences with Dr. Carrero to discuss Assessment Project

March 15th: SPRING BREAK!!! Be safe!

March 22nd: on-campus

March 29th: online

April 5th: on-campus

April 12th: online

April 19th: online—FINISH YOUR PAPER and PPT!! Upload your PPT to DocSharing

April 26th: on-campus for student presentations— BRING COPY OF PAPER

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

May 3rd: on-campus for student presentations—BRING COPY OF PAPER

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

May 10th: **on-campus for student presentations-- BRING COPY OF PAPER

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Summer 2016 Course Schedule PSY 635 (Subject to Change)

Date	Topic	Readings	Assignments Due	Activities/Highlighted Interventions
7/10/17	Course introduction & Determining the merit of interventions	Gersten et al. (2005) Kratochwill & Schernoff (2004)		<ul style="list-style-type: none"> Missouri Evidence Based Intervention Network What Works Clearing House IRIS Modules Assign Interventions
7/12/17	<i>Online Class - Multi-tiered systems of support (MTSS), Problem Solving, Case Conceptualization</i>	Batsche et al. (2010) Riley-Tillman et al. – Chapters 2 & 3		Case Conceptualization Practice
7/17/17	Reviewing FBA: Functional Assessment Interview & Direct Observation	O'Neill et al. – Chapters 1 and 2 Crone et al. Chapter 1 & 8		FBA Case Conceptualization Activity
7/19/17	Reviewing FBA: Linking Assessment to Intervention	O'Neill et al. - Chapters 3 Horner et al. (2000)		Intervention Delivery Model: Behavioral Interventions
7/24/17	System Wide Behavioral Supports: PBIS, Social Emotional Learning, and Social Skills	Crone et al. Chapter 4 Stormont et al. – Chapters 4	FBA Case Conceptualization Due	Think Social!
7/26/17	Show Me The Data: Evaluating Effectiveness of Interventions, Making Data-Based	Riley-Tillman et al. – Chapters 4, 5, & 7 Minke, K.M. & Jensen, K.L. (2014).	Intervention Presentation Outline Draft & Article Due	

The syllabus/schedule are subject to change.

	Decision, & Communicating Data in Meetings			
7/31/17	Curriculum Based Measurement: How Tos Flipped Classroom	<p>Academic Assessment Part 1 http://iris.peabody.vanderbilt.edu/module/gpm/</p> <p>Academic Assessment Part 2 http://iris.peabody.vanderbilt.edu/module/rpm/</p> <p>Direct Behavior Ratings http://dbrtraining.education.uconn.edu/</p>		<ul style="list-style-type: none"> • Discuss IRIS Modules • CBM Tutorial with DIBELS Probes • Assign Progress Monitoring Analysis Report & Intervention Plan
8/2/17	Academic Interventions	<i>Presentation Articles – These will be posted a week prior</i>		<ul style="list-style-type: none"> • Reading: Collaborative Strategic Reading • Math: Peer Assisted Learning Strategies - Math • Writing: Self Regulated Strategy Development
8/7/17	Problem Solving Team Meetings		Meeting Agenda	
8/9/17	No Class – Final Report Due		Progress Monitoring Analysis Report & Intervention Plan Due on Ecollege	

Required Readings on eCollege

Batsche, G.M., Castillo, J.M., Dixon, D.N., & Forde, S. (2010). Best practices in linking assessment data to intervention. In A. Thomas A. J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-195). Bethesda, MD: National Association of School Psychologists.

The syllabus/schedule are subject to change.

- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71, 149-165.
- Horner, R. Sugai, G., Todd, A., & Lewis-Palmer, T. (2000). Elements of behavior support plans: A technical brief. *Exceptionality*, 8, 205-215.
- Kratochwill, T.R., & Schernoff, E.S. (2004) Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review*, 33(1), 34-48.
- Minke, K.M. & Jensen, K.L. (2014). Best practices in facilitating family-school meetings. In Harrison, P.L. & Thomas, A. (Eds.), *Best practices in school psychology: System Level Services* (pp. 165-179). Bethesda, MD: National Association of School Psychologists.
- Stormont, M., Reinke, W., Herman, K., & Lembke, E.S. (2012). Internalizing Behaviors. In *Academic and behavioral supports for at-risk students: Tier 2 interventions*. New York, NY: Guilford Press

The syllabus/schedule are subject to change.