



**Texas A&M University-Commerce
PSY 635 School-Based Interventions
Course Syllabus: Spring 2022**

Instructor Information

Instructor: Tim Allen, Ph.D., Assistant Professor

Office Location: Henderson 220

Office Hours: Wednesdays 2:00-4:00pm and 7:10-9:10pm at Mesquite location, Mondays 3-5pm via D2L, or available by appointment in person and online. **If you have any questions or are having difficulties with the course material, please contact me.**

Office Phone: 903.886.5595

Email: tim.allen@tamuc.edu

Preferred Form of Communication: University email

Communication Response Time: 48 hours during business days

Course Information

Course Catalog Description: Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: Prior enrollment in PSY 535 or consent of instructor.

Class Meeting Time: Hybrid. In-Person Wednesdays 4:30-7:10, **Mesquite Metroplex Center**. See in-person dates in the calendar below.

Textbook(s) Required:

Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2015). *Handbook of response to intervention: The science and practice of multi-tiered systems of support*. Springer.

Other required readings will be posted in D2L.

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 Requirements

Class Format

This course will consist of lectures, discussion groups (both in person and online), watching videos and demonstrations, presentations, and practicing skills learned. **As so much time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.**

Course Activities & Assignments

1. Attendance (14 class meetings x 5 points each = 70 points total)

Attendance is critical for success in this course. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions, and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse and this must be confirmed and approved.

2. Classroom Assessment and Intervention Application Activities (8 Activities x 10 points each = 80 points total)

These application activities will give students the opportunity to practice skills related to school-based assessment and intervention. During these activities, students will have an opportunity to match screening and other assessment data (e.g., benchmarking and progress monitoring probes) to intervention selection, practice using the problem-solving model, and collect data on the fidelity of implementation. Additional details about each classroom activity will be provided throughout the semester. If students miss a class due to an excused absence, a makeup assignment will be allowed.

3. Midterm Exam (50 points)

A mid-semester exam will assess the students' knowledge, understanding, and application of course readings and content. More information on the format and content of the exam will be provided in class.

4. Intervention Review (50 points)

Students will work in groups of two or three. The empirical literature provides a wealth of intervention strategies to select from when designing interventions for students with presenting academic, social, emotional, and/or behavioral difficulties. Students will consult the literature on a general class of interventions, then focus on the one intervention strategy/procedure that has the strongest research evidence and present it to the class. Presenters will summarize information regarding the procedures involved, evidence for or against use of the practice, and indications/contraindications for use

with particular individuals. Format is as follows:

- Describe the class of interventions, including how they fit into the three-tier model and RTI process, as well as characteristics of intended deliverers and recipients
- Provide a very brief description of common interventions in this class, including research supporting use or non-use
- Give an overview of the intervention with the most research support, including availability, requirements, length, expertise needed, and use of the intervention with individuals from diverse racial/ethnic/cultural backgrounds, etc.
- Share your evaluation of the empirical research base regarding this intervention, including:
 - Number of studies evaluating its effectiveness
 - An annotated description of 3 to 5 studies exploring its effectiveness
 - Describe the strengths and limitations of the studies (design flaws, characteristics of the sample)
 - Provide an overall evaluation of its status as evidence-based practice & recommendation for use
- Lead an actual demonstration of the intervention (act out and involve class members)
- Field questions from the class
- Provide an informative handout to the class and instructor.

The presentation should take 45 minutes. Potential interventions include the following:

INTERVENTION AREA #1: School-wide Level – Behavior

- Examples: School-wide Positive Behavior Support, Assertive Discipline, Foundations, Best Behavior

INTERVENTION AREA #2: Group/Classroom Level – Behavior – Social Skills/Social-Emotional Skills Curricula

- Examples: Steps to Respect, Second Step, Bully Proofing, FRIENDS, Strong Kids/Strong Teens

INTERVENTION AREA #3: Group/Classroom Level – Behavior – Behavior Rating and Feedback

- Examples: Check-in/Check-out Behavior Education Program, Self-Management/Self-Monitoring

INTERVENTION AREA #4: Group/Classroom Level – Behavior – Classroom Management

- Examples: Timeout, The Good Behavior Game, Think Time, PATHS

INTERVENTION AREA #5: Group/Classroom Level – Behavior – Parent Training

- Examples: The Incredible Years, Parent Management Training (PMT-O), Love and Logic

INTERVENTION AREA #6: Group/Classroom Level – Behavior/Mental

Health – Emotional Regulation

- Examples: Coping Cat, Coping Power, Coping with Depression, Zones of Regulation

OTHER OPTIONS INCLUDE: Math instruction, Writing instruction, ESL Instruction, High School Remedial Reading Instruction, Reading Comprehension, Content Area Instruction, Study/Organizational Skills, and beyond.

5. Case Conceptualization Project Report (100 points)

Students will be given assessment data to guide intervention selection and prepare a report describing the plan for implementation, progress monitoring, and fidelity measurement. Students will utilize FBA techniques as well as the problem-solving model (Problem Identification, Problem Analysis, Plan Development, and Plan Evaluation). More information will be provided in class and on D2L. Students can work in dyads but must turn in an individually written report.

Grading

Assignment	Points Possible
Attendance	70
Classroom Application Activities	80
Midterm Exam	50
Intervention Review	50
Case Study Report	100
Total Points Possible	350

Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% and below

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. Evaluate existing interventions based on their empirical evidence.
3. Match interventions to the existing needs of students in the areas of reading, written

- language, math, and social/emotional/behavioral functioning.
4. 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 4: Interventions and Mental Health Services to Develop Social and Life Skills. You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health to implement and evaluate services that support socialization, learning, and mental and behavioral health.

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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

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.

Links to TExES Competencies for Diagnosticians

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Course Outline/Calendar (Subject to Change)

Week	Method	Topic & Assignment	Readings
1 2/2	In-Person	Course Overview/Introductions	<u>Required</u> <ul style="list-style-type: none"> • Syllabus
2 2/9	Online	Introduction to School-based Assessment and Intervention	<u>Required</u> <ul style="list-style-type: none"> • Benson & Donohue (2018) • Forman & Oliveira (2018) • Ardoin & January (2018) • Briesch & Volpe (2018) <u>Supplemental</u> <ul style="list-style-type: none"> • Jimerson, Burns, & VanDerHeyden (2016) Chapter 1 (From Response to Intervention to Multi-Tiered Systems of Support)
3 2/16	Online	RTI/MTSS Foundations <ul style="list-style-type: none"> • Linking Assessment to Intervention/Data-Based Decision-Making/Problem Solving • Intro to Case conceptualization • ABA Refresher Classroom Activity 1 NASP Convention	<u>Required</u> <ul style="list-style-type: none"> • Batsche et al. (2010) (Contains Case Examples of Carla & Victor) • Jimerson, Burns, & VanDerHeyden Chapters 2 and 3 (Data-Based Decision-Making; Applied Behavior Analysis) <u>Supplemental</u> <ul style="list-style-type: none"> • Gersten et al. (2005)

			<ul style="list-style-type: none"> ● Kratochwill & Schernoff (2004) ● Jimerson, Burns, & VanDerHeyden (2016) Chapters 4-7
4 2/23	In-Person	RTI/MTSS Foundations <ul style="list-style-type: none"> ● Applied Behavior Analysis ● Accountability Systems ● Evidence-Based Practices ● Contextual Influences and Response to Intervention Classroom Activity 2	<u>Required</u> <ul style="list-style-type: none"> ● Jimerson, Burns, & VanDerHeyden Chapter 8-9 (Response to Intervention and Accountability Systems; MTSS and Evidence-Based Practices) ● Chapter 26 (Contextual Influences and Response to Intervention) <u>Supplemental</u> Jimerson, Burns, & VanDerHeyden Chapters 10-11
5 3/2	Online	Tier 1-Assessment, Problem Analysis, and Intervention Classroom Activity 3 Intervention Review Topic Due	<u>Required</u> <ul style="list-style-type: none"> ● Jimerson, Burns, & VanDerHeyden Chapters 12-15 (Screening Assessment Within a Multi-Tiered System of Support; Mathematics Instruction; Classroom Reading Instruction; Classwide Intervention Using Peer-Assisted Learning Strategies [PALS])
6 3/9	Online	Tier 2-Assessment, Problem Analysis and Intervention Classroom Activity 4	<u>Required</u> <ul style="list-style-type: none"> ● Jimerson, Burns, & VanDerHeyden Chapters 16-17 (Assessment: Periodic Assessment to Monitor Progress; Problem Analysis at Tier 2: Using Data to Find the Category of the Problem)
7 3/16	NO CLASS MEETING, ENJOY SPRING BREAK!		

<p>8 3/23</p>	<p>In-Person</p>	<p>Tier 2- Assessment, Problem Analysis, and Intervention (cont'd)</p> <p>COMPLETE MIDTERM EXAM</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> Jimerson, Burns, & VanDerHeyden Chapters 18-19 (Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2; Implementation of Tier 2 Reading Interventions in the Primary Grades)
<p>9 3/30</p>	<p>Online</p>	<p>Tier 3 IRIS CENTER Modules</p> <p>Classroom Activity 5</p>	
<p>10 4/6</p>	<p>In-Person</p>	<p>Suicide Prevention and Intervention and Burnout</p> <p>Classroom Activity 6</p>	
<p>11 4/13</p>	<p>Online</p>	<p>Tier 3-Assessment, Problem Analysis, and Intervention</p> <p>Classroom Activity 7</p>	<p><u>Required</u></p> <p>Jimerson, Burns, & VanDerHeyden Chapters 20-23 (Progress Monitoring for Students Receiving Intensive Academic Intervention; Introduction to Problem Analysis to Identify Tier 3 Interventions: Brief Experimental Analysis of Academic Problems; Intensive Mathematics Intervention Strategies; Primary Grade Reading Interventions)</p>
<p>12 4/20</p>	<p>In-Person</p>	<p>A Closer Look at School-Wide Positive Behavioral Supports</p> <p>Response to Intervention for English Language Learners</p>	<p><u>Required</u></p> <p>Jimerson, Burns, & VanDerHeyden Chapters 30-31 (Essential Features of Tier 2 and 3 School-Wide Positive Behavioral Supports; Response to</p>

			Intervention for English Language Learners)
13 4/27	Online	Functional Behavioral Assessment Intervention Review Presentations Classroom Activity 8	Steege & Watson Chapters 4-8
14 5/4	In-Person	Intervention Review Presentations LAST CLASS	
15 5/11	Online	Intervention Review Presentations FINALS WEEK CASE STUDY ASSIGNMENT DUE Complete Course Evaluation	

Course and University Procedures/Policies

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>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology & Special Education and/or Dean's Office).

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>

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>

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and MyLeo. All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I will not send communication about the class to personal email accounts.

Late Assignments. Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness, etc.). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity. All students are expected to conform to the Texas A&M University Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication, and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas and suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. A second instance of academic integrity can result in the failure of this course.

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>

For Your Information. Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<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/34Safet>

[yOfEmployeesAndStudents/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.

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Access and Navigation

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: 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.

Brightspace Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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. *****