



PSY 635 School-Based Interventions
COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Anabel V. Meyer, Ph.D., Assistant Professor

Office Location: Henderson 225

Office Hours: Tuesdays 12:00pm – 3:00pm online, Thursdays 2:00pm – 4:00pm at Mesquite, or by appointment. If you have any questions or difficulties with the course material, please contact me.

Office Phone: (903) 886-5940

University Email Address: anabel.meyer@tamuc.edu

Preferred Form of Communication: University email

Communication Response Time: 24-48 hours during business days

COURSE INFORMATION

Class Meeting Time:

Blended in-person and online synchronous. **Thursdays 7:20pm - 10:10pm.** In-person dates are at **Mesquite Metroplex Center**, see in-person dates in the calendar below.

Textbook(s) Required:

Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2016). *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (2nd ed). Springer.

Steege, M.W., Pratt, J.L., Wickerd, G., Guare, R., & Watson, T.S. (2019). *Conducting School-Based Functional Assessments* (3rd ed). Guilford Press.

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 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.

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.

The syllabus/schedule are subject to change.

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 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.**

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.

Course Activities & Assignments

1. Attendance/Participation (10 meetings x 7 points each = 70 points total)

Attendance is critical for success in this course, as is coming to classes prepared. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. 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.** Do not assume absences will be automatically excused. Do not ask me for a link to attend class virtually if you cannot attend an in-person class. Also, weekly quizzes, activities, presentations, simulations, and discussion questions may be given, and your active participation in them will count towards your participation grade. For any online synchronous classes, you must have your camera turned on and actively participate to get credit for attendance.

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Absences should be minimized as an excessive number of absences, whether excused or unexcused, could result in an incomplete grade for this class. Unexcused or excessive absences will result in loss of that class's attendance, participation, and activity points. After the first occurrence of arriving late to class, each subsequent occurrence will result in losing half of that class's points and being more than 15 minutes late will result in losing all points for that class, but any points for activities that were completed will be retained. (See more information regarding attendance below).

2. Classroom Application Activities and Discussion Questions (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.

The goal of **Discussion Question** assignments is to stop at regular intervals and think about what you are reading and how it is informing your developing understanding of the field. These discussion questions will be utilized on weeks where we do not meet in person and will be counted toward your attendance and participation grades for those weeks. Your response to the discussion question should be posted to D2L no later than 24 hours prior to the end of class (by 10:10 pm Wednesday). You will then respond to at least 2 other student's posts as well as moderate and respond to the replies to your own post, all of which must be completed by 7:10pm Thursday (normal class time).

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:

- a. 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.
- b. Provide a very brief description of common interventions in this class, including research supporting use or non-use.
- c. 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.
- d. Share your evaluation of the empirical research base regarding this intervention, including:
 - i. Number of studies evaluating its effectiveness
 - ii. An annotated description of 3 to 5 studies exploring its effectiveness.
 - iii. Describe the strengths and limitations of the studies (design flaws, characteristics of the sample)
 - iv. Provide an overall evaluation of its status as evidence-based practice & recommendation for use.
 - e. Lead an actual demonstration of the intervention (act out and involve class members)
 - f. Field questions from the class
 - g. 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 Supports, Assertive Discipline, Foundations, Best Behavior

Intervention Area #2: Group/Classroom Level – Behavior- Social/Emotional Skills

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

Intervention Area #3: Group/Classroom Level – Behavior- Behavior Rating & 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 Child Interaction Therapy (PCIT), Triple P Positive Parenting Program, Parent Management Training (PMT)

Intervention Area #6: Group/Classroom level – Behavior/Mental Health- Emotional Regulation

- Examples: Coping Cat, Coping Power, Coping with Depression, DBT Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)

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

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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.

Guidelines for Written Work

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Grading

Assignment	Points Possible
Attendance/Participation	70
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

Grades will not be rounded up.

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:

The syllabus/schedule are subject to change.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

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Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence. 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.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (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 or copy of a funeral program in case of a death of a loved one). 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.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. For this course, such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. 13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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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>

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.

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, 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.

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](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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/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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR (Subject to Change)

Week	Method	Topic & Assignment	Readings
1 2/1	In-Person	Course Overview/Introductions	<u>Required</u> <ul style="list-style-type: none"> ● Syllabus
2 2/8	Online (synchronous)	Introduction to School-based Assessment and Intervention Classroom Activity 1	<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 2/15	No Meeting	NASP Convention	
4 2/22	In-Person	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 2	<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)

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<p>5 2/29</p>	<p>Online (synchronous)</p>	<p>RTI/MTSS Foundations</p> <ul style="list-style-type: none"> ● Applied Behavior Analysis ● Accountability Systems ● Evidence-Based Practices ● Contextual Influences and Response to Intervention <p>Classroom Activity 3</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> ● Jimerson, Burns, & VanDerHeyden Chapter 8-9 (Response to Intervention and Accountability Systems; MTSS and Evidence-Based Practices) ● Jimerson, Burns, & VanDerHeyden Chapter 26 (Contextual Influences and Response to Intervention) <p><u>Supplemental</u></p> <ul style="list-style-type: none"> ● Jimerson, Burns, & VanDerHeyden Chapters 10-11
<p>6 3/7</p>	<p>No Meeting (asynchronous)</p>	<p>Tier 1-Assessment, Problem Analysis, and Intervention</p> <p>Intervention Review Topic Due</p>	<p><u>Required</u></p> <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])
<p>7 3/14</p>	<p>NO CLASS MEETING, ENJOY YOUR SPRING BREAK!</p>		
<p>8 3/21</p>	<p>In-Person</p>	<p>Tier 2-Assessment, Problem Analysis and Intervention</p> <p>Classroom Activity 4</p>	<p><u>Required</u></p> <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)

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<p>9 3/28</p>	<p>Online (Synchronous)</p>	<p>Tier 2- Assessment, Problem Analysis, and Intervention (cont'd)</p> <p>Discussion Activity 5</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>10 4/4</p>	<p>No Meeting</p>	<p>COMPLETE MIDTERM EXAM</p>	
<p>11 4/11</p>	<p>In-Person</p>	<p>Tier 3 IRIS CENTER Modules</p> <p>Tier 3-Assessment, Problem Analysis, and Intervention</p> <p>Classroom Activity 6</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> 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>12 4/18</p>	<p>Online</p>	<p>Suicide Prevention and Intervention and Burnout</p> <p>A Closer Look at School-Wide Positive Behavioral Supports</p> <p>Response to Intervention for English Language Learners</p> <p>Discussion Activity 7 & 8</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> Jimerson, Burns, & VanDerHeyden Chapters 30-31 (Response to Intervention for English Language Learners; Essential Features of Tier 2 and 3 School-Wide Positive Behavioral Supports)

<p>13 4/25</p>	<p>In-Person</p>	<p>Functional Behavioral Assessment Intervention Review Presentations Case Study Assignment Posted</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> • Steege & Watson Chapters 1,3,7,8
<p>14 5/2</p>	<p>In-Person</p>	<p>Intervention Review Presentations LAST CLASS</p>	
<p>15 5/9</p>	<p>No Meeting</p>	<p style="text-align: center;">FINALS WEEK</p> <p style="text-align: center;">CASE STUDY ASSIGNMENT DUE</p> <p style="text-align: center;">Complete Course Evaluation</p>	