



PSY 635: School-Based Interventions

COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Andryce Clinkscales, Ph.D., LSSP, NCSP

Office Location: Binnion Hall, 211A

Office Hours: Mondays from 12:00 – 4:00 pm (on Zoom), Tuesdays from 7:10-8:10 pm (at Mesquite Metroplex Center), or by appointment

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Preferred Form of Communication: University email

Communication Response Time: Mondays-Fridays within 24-48 hours.

COURSE INFORMATION

Class Meeting Time:

Blended in-person and online synchronous. **Tuesdays 4:30-7:10 pm**. In-person dates are at **Mesquite Metroplex Center**, see in-person dates in the calendar below.

Required Textbook(s) and Course Materials:

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

National Association of School Psychologists. (2020). **Model for Comprehensive and Integrated School Psychological Services** [PDF file]. Retrieved from <https://www.nasponline.org/x55315.xml>.

Other required readings will be posted on D2L.

Additional Resources:

East Texas A&M University's Waters Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsycInfo 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: 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

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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

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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.

Student Learning Outcomes

1. Describe services within a three-tier 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 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

The syllabus/schedule are subject to change.

1. Attendance/Participation (70 points)

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.

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. FBA to BIP Process (7 Modules and 1 Report x 10 points each = 80 points total)

You will complete the [Basic FBA to BIP Specialist Training](#) course on your own throughout Weeks 1-7. This course is designed to provide a comprehensive overview of the Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP) process, for which school psychologists often serve as leaders. During weeks 2-6, you will work in small groups to complete a number of simulated case studies in which you will collect, analyze, and interpret behavioral data consistent with best practices in FBA and complete a written FBA report.

You will earn credit for this portion of the coursework by 1. Submitting a screenshot of your completed post-test at the end of each online module (80% or better is passing), and 2. Submitting your individual/group report for the case study activity. Module post-tests will be graded on completion and timeliness, and reports will be graded on both completion and quality. Students may elect to resubmit their individual/group reports one time each following revisions, and final grades will be assigned based on the revised product.

3. Midterm Exam (50 points)

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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 at a later date.

4. Systems-Level Prevention Project (50 points)

Students will work in groups of two or three. The systems-level prevention project demonstrates your skills with screening at the population (classroom, grade, or school) level using curriculum-based measures, disseminating data to your partner teacher or team, planning interventions, and monitoring student progress. Activities will be documented as presented below. You will share your data in an in-class presentation at the end of the spring semester.

Note: Students must use assessment data from fall and spring school semesters. Depending on the school calendar, there may also be data from winter screening conducted in December, January, or February, which could also be used.

Section 1: Initial conceptualization and plan

Philosophy and model of prevention: How does prevention strategy align with your professional beliefs and idea for systems-level work? How does individual and cultural diversity influence your work on this project? (1 page statement with citations)

Needs assessment: How did you determine what you were going to address for your prevention project? Describe and document the needs assessment process (e.g., notes from meetings with the reading specialist, review of school's goals regarding social skills, notes from meetings with supervisor) (1 page)

Initial plan: Describe your initial plan for collecting screening data from the classroom, grade, or school including who, what, where, and when. What is your plan for sharing the collected data with key stakeholders (e.g., principal, teacher)? (1-2 page description and documentation)

Section 2: Documentation and results for fall screening

Description of activities: Briefly describe the stakeholders (e.g., principal, teacher), the students (e.g., grade, age), the measure(s), the screening process, the general time frame, and why (1 paragraph). What occurred during the fall screening (1 page with any documentation)

Results: Create visual graphs you would potentially share with key stakeholders to depict the data and need for intervention at the chosen level (class, grade, school) (2-3 pages)

Section 3: Documentation and results for spring (and/or winter) screening

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Description of activities: What occurred during the spring (and/or winter) screening? (1 page with any documentation)

Results: Develop written feedback for your stakeholders, including a side-by-side graphic comparison of fall/winter/spring data (use what you have) (2-3 pages)

Intervention: Write about your plan for intervention including the identified area of need (At what tier? Why?), what interventions you're considering, how the intervention will be carried out (who, what, when), and how it will be progress monitored (1-2 pages)

Reflection on activities: Include a 2-page reflection on your work. Reflect on the strengths and weaknesses of the prevention and intervention process. Use course content and ideas to inform your reflection. Sample questions include: How well would you be able to communicate your results to your intended audience? How did you decide with whom to work for intervention? How open was the person/would they be to your ideas for intervention? What are your thoughts about the activity of screening systems-level data, how did it adhere to or deviate from your proposed plan, how did "human factors" enter your plan? How did this activity support or change your conceptualization of prevention in your practice? How did the school's conception of the role and purpose of screening compare to yours? How did individual and cultural diversity influence your work on this project? (2 pages, no citations necessary)

Case Study Assignment #1 – Academic (50 points)

Students will engage in a variety of observation and interview tasks to get a better sense of school-based assessment and intervention for academic concerns. In consultation with the teacher(s), students will select an appropriate child for the case study and work to obtain parent consent for working with that child, based on their school district's guidelines. ***Students should follow their school district's policies for obtaining parent consent and utilize the provided course consent form as needed.*** See information below for guidance on how to select an appropriate student for the case study.

Students will complete an initial record review and observation with the selected child before beginning an academic intervention with the child to improve associated outcomes. Students will work for approximately 30 minutes each week with the child during which time the student will practice various assessment and intervention strategies. The expectation for the academic case study is that students will collect a minimum of 3 baseline data points (i.e., same target measure across 3 sessions) prior to implementing the intervention, and a minimum of 4 progress monitoring data points following initiation of the intervention.

Case Study Assignment #2 – Behavior/Social-Emotional (50 points)

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Students will engage in a variety of observation and interview tasks to get a better sense of school-based assessment and intervention for behavioral/social-emotional concerns. In consultation with the teacher(s), students will select an appropriate child for the case study and work to obtain parent consent for working with that child, based on their school district's guidelines. ***Students should follow their school district's policies for obtaining parent consent and utilize the provided course consent form as needed.*** See information below for guidance on how to select an appropriate student for the case study.

Students will complete an initial record review and observation with the selected child before beginning a behavioral/social-emotional intervention with the child to improve associated outcomes. Students will work for approximately 30 minutes each week with the child during which time the student will practice various assessment and intervention strategies. The expectation for the behavioral/social-emotional case study is that students will collect a minimum of 3 baseline data points (i.e., same target measure across 3 sessions) prior to implementing the intervention, and a minimum of 4 progress monitoring data points following initiation of the intervention.

Guidelines for Selecting a Student for the Case Study Assignments: By the end of February, it will be important to have identified your case study student(s) and be in the process of following your school district's guidelines for obtaining parental consent to collect information on this student. After receiving consent (per your school district's guidelines/policies), you may start exploring the student's record, interview various individuals connected to the child (e.g., teacher(s), parent(s)) and conducting observations. Please work with your supervisor and other school staff in identifying a student who meets the following criteria:

1. If the student is currently receiving special education services or is expected to be referred and/or evaluated for special education services during the spring semester, receipt of the intervention will **not** impact this process in some way.
2. The student is anticipated to be in the teacher's classroom for the entire spring semester.
3. The student's parents are likely to be open to this experience, and likely to sign and return a parent permission form indicating their willingness to have their child involved in these activities, if required by the school district.
4. The student is likely to benefit from the academic, behavioral and/or socio-emotional support that will be provided on a weekly basis in the spring semester.

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:

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

Grading

Assignment	Points Possible
Attendance/Participation	70
FBA to BIP Process	80
Midterm Exam	50
Systems-Level Prevention Project	50
Case Study Assignment #1	50
Case Study Assignment #2	50
Total Points Possible	350

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 East Texas A&M University 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

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.

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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 East Texas A&M University campus open computer lab, etc.

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>

COMMUNICATION AND SUPPORT

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

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.

Class Participation. All students **MUST** actively participate in class discussions and class activities 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.

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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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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>

Academic Integrity

Students at East Texas A&M University 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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

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East Texas A&M University Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

East Texas A&M University 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.

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.

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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week	Format	Topic & Assignment	Readings
1 1/13	In-Person	Course Overview/Introductions FBA to BIP Process – Module 1	<u>Required</u> <ul style="list-style-type: none"> • Syllabus
2 1/20	Online (Synchronous)	Introduction to School-based Assessment and Intervention FBA to BIP Process – Module 2	<u>Required</u> <ul style="list-style-type: none"> • Ardoin & January (2018) • Briesch & Volpe (2018) • Loftus-Rattan et al. (2023) • Steege et al. (2019), Ch. 1 and 2
3 1/27	In-Person	RTI/MTSS Foundations <ul style="list-style-type: none"> • Linking Assessment to Intervention/Data- Based Decision-Making/Problem Solving Introduction to FBA FBA to BIP Process – Module 3	<u>Required</u> <ul style="list-style-type: none"> • Batsche, G., Castillo, J., Dixon, D. N., & Forde, S. (2008) • Florida Statewide Problem Solving & Rtl Project (2010), Intro. and Ch. 1 • Steege et al. (2019), Ch. 3
4 2/3	Online (Synchronous)	RTI/MTSS Foundations <ul style="list-style-type: none"> • Evidence-Based Practices <ul style="list-style-type: none"> • Contextual Influences and Response to Intervention • Implementation Fidelity Tier 1-Assessment, Problem Analysis, and Intervention FBA to BIP Process – Module 4	<u>Required</u> <ul style="list-style-type: none"> • Forman & Oliveira (2018) • Eagle et al. (2015) • Sugai et al. (2012) • Steege et al. (2019), Ch. 4 and 7
5 2/10	Online (Synchronous)	Tier 1-Assessment, Problem Analysis, and Intervention (cont'd) Prevention Project Section 1 FBA to BIP Process – Module 5	<u>Required</u> <ul style="list-style-type: none"> • Best Practices in Population- Based School Mental Health Services (Doll et al., 2014) • Best Practices: Data-Based and Collaborative Decision- Making, Problem Analysis • Steege et al. (2019), Ch. 8

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			<u>Supplemental</u> <ul style="list-style-type: none"> Best Practices in Systems-level Change (Curtis & Stollar, 2014)
6 2/17	No Class - NASP CONVENTION		
7 2/24	In-Person	Tier 2-Assessment, Problem Analysis, and Intervention Initial Case Study Work FBA to BIP Process – Module 6	<u>Required</u> <ul style="list-style-type: none"> Center on PBIS Introduction to Tier 2 Hintze et al. (2008) FBA to BIP Forms and Resources Steege et al. (2019), Ch. 11
8 3/3	Online (Synchronous)	Tier 2- Assessment, Problem Analysis, and Intervention (cont'd) FBA to BIP Process – Module 7	<u>Required</u> <ul style="list-style-type: none"> Bruhn & McDaniel (2021) Best Practices in Curriculum-Based Data Collection and Decision Making in Reading and Math Best Practices in Linking FBA Data to Culturally Relevant Interventions Steege et al. (2019), Ch. 12
9 3/10	No Class – SPRING BREAK		
10 3/17	In-Person	Tier 3-Assessment, Problem Analysis, and Intervention FBA Report	<u>Required</u> <ul style="list-style-type: none"> Barret et al. (2024) Baily et al. (2020), Progress Monitoring Easy CBM Materials Salvia et al. (2017), select chapters
11 3/24	No Class – COMPLETE MIDTERM EXAM		

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<p>12 3/31</p>	<p>Online (Synchronous)</p>	<p>Tier 3-Assessment, Problem Analysis, and Intervention (cont'd)</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> • Fletcher et al. (2018) • Robertson et al. (2020) • Burns et al. (2017), select chapters • Steege et al. (2019), Ch. 13
<p>13 4/7</p>	<p>In-Person</p>	<p>Crisis Prevention and Intervention Prevention Project Section 2</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> • Best Practices in Suicide Prevention and Intervention • Eklund et al. (2018) <p><u>Supplemental</u></p> <ul style="list-style-type: none"> • Jimerson et al. (2005)
<p>14 4/14</p>	<p>Online (Synchronous)</p>	<p>Crisis Prevention and Intervention (cont'd) and Burnout</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> • NASP Resources • Best Practices in Maintaining Professional Effectiveness, Enthusiasm, and Confidence
<p>15 4/21</p>	<p>No Class (Asynchronous)</p>	<p>A Closer Look at School-Wide Positive Behavioral Supports Response to Intervention for English Language Learners</p>	<p><u>Required</u></p> <ul style="list-style-type: none"> • Best Practices: Foundations, Cross-Cultural Competency • Best Practices: Foundations, Culturally Responsive Interventions • Best Practices in Assessment of Bilingual Learners in Schools
<p>16 4/28</p>	<p>In-Person</p>	<p>Systems-Level Prevention Project - Presentations</p>	
<p>17 5/5</p>	<p>In-Person (Finals Week)</p>	<p>Case Study Assignments - Presentations</p> <p>Complete Course Evaluation</p>	

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