

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2083 (Summer 2008)

Subject Area - Course Number: PSYCH 762
(See Note #1 below)

Cross-listing: N/A

Course Title: (Limited to 65 characters) Academic Interventions

25-Character Abbreviation: Academic Interventions

Sponsor(s): Christine Neddenriep and Tracey Scherr

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: N/A

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: Admission to School Psychology Program or consent of instructor

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** PSYCHOLOGY

Instructor: Christine Neddenriep and Tracey Scherr
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Computer Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:		Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:
No of times in degree:

No of credits in major:
No of credits in degree:

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

Course justification:

Academic Interventions, was initially offered in Summer 2007 as a workshop (PSYCH 790), as a result of several factors including the need identified by alumni survey data, input from practicum field supervisors and current students, as well as observed changes in the field of school psychology. Our primary objective in offering this workshop was to prepare students in the School Psychology Program to be able to monitor the progress of academic instruction and to evaluate the effectiveness of evidence-based interventions as required in the newest iteration of the Individuals with Disabilities in Education Act (IDEA). As the role of the school psychologist changes from predominantly assessment-based service delivery to that of a more prevention-oriented problem-solver, these skills are increasingly required. Students' evaluations of the course as a whole were positive, 4.57/5.00, and written comments indicated that the course content was valuable, practical, and useful to their current and future applied practice. The offering of this course also increased the preparedness of students to engage in the consultation process for academic concerns within their practicum setting in the following fall semester.

Relationship to program assessment objectives:

Students in the School Psychology Program are required to demonstrate the effectiveness of their services in effecting positive outcomes for children. Their effectiveness is assessed through outcome data resulting from intervention consultations completed during practicum and internship. The knowledge and skills taught in the Academic Interventions Course are essential to their ability to achieve such positive outcomes.

Budgetary impact:

This course will be offered during the summer session and paid on a self-supporting basis through Graduate Studies and Continuing Education; thus, the addition of this course will not require additional budgetary resources.

Course description: (50 word limit)

This course instructs students in the theory and methods of direct, academic assessment. Students will administer, score, and interpret progress monitoring measures. Students will become familiar with evidence-based interventions specific to various academic skills and will use progress monitoring data to evaluate the effectiveness of evidence-based interventions.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

SAMPLE SYLLABUS
For
PSYCH 762
Academic Interventions
University of Wisconsin-Whitewater

Instructors:	Christine E. Neddenriep, Ph.D.	Tracey G. Scherr, Ph.D.
Office:	Winther Hall 5040	Winther Hall 5039
Phone:	472-1850	472-1018
Email:	neddenrc@uww.edu	scherrt@uww.edu
Office Hours:	TBD	TBD

Required Textbooks: Rathvon, N. (1999). *Effective school interventions: Strategies for enhancing academic achievement and social competence*. New York: Guilford.

Shapiro, E. S. (2004). *Academic skills problem: Direct assessment and intervention*. (3rd. ed.). New York: The Guilford Press.

Shinn, M. R., Walker, H. M., & Stoner, G. (Eds.). (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: NASP.

Textbooks are available for purchase at the University Bookstore.

AIMSweb® manuals can be downloaded from website.

Recommended Textbooks: Daly, E. J., Chafouleas, S., & Skinner, C. H. (2005). *Interventions for reading problems*. New York: The Guilford Press.

Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West.

Shapiro, E. S. (2004). *Academic skills problems workbook: Revised edition*. New York: The Guilford Press.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology* (4th ed.). Bethesda, MD: NASP.

Additional Readings Christ, T. J., Davie, J., & Coolong-Chaffin, M. (2007). Interpretations of curriculum-based measurement outcomes: Standard error and confidence intervals. *School Psychology Forum: Research in Practice, 1*, 75-86.

Witt, J. C., Daly, E. J. III, & Noel, G. H. (2000). Functional academic assessment: Intervention. In *Functional assessment: A step-by-step guide to solving academic and behavior problems* (pp. 73-94). Longmont, CO: Sopris West.

Skinner, C. H., Williams, R. L., & Neddenriep, C. E. (2004). Using interdependent group-oriented reinforcement to enhance academic performance in general education classrooms. *School Psychology Review, 33*, 384-397.

Walcott, C. M., & Riley-Tillman, T. C. (2007). Evidence-based interventions from research to practice. *Communiqué*, 35(6), 16-20.

Prerequisites: Admission to the School Psychology Program or consent of the instructor.

Course Content: This course instructs students in the theory, techniques, and methods of direct assessment of academic skills. Students will administer, score, and interpret progress monitoring measures of basic academic skills. Students will use data obtained from these measures to identify and evaluate the effectiveness of evidence-based interventions. Students will become familiar with evidence-based interventions specific to various academic skills.

NASP and UW-W Training Competencies:

Data-based Decision-Making and Accountability
Effective Instruction and Development of Cognitive/Academic Skills
Student Diversity in Development and Learning
Prevention, Wellness Promotion, and Crisis Intervention
Home/ School/ Community Collaboration
Legal and ethical practice and professional development

Course Objectives:

Upon completion of this course the student will be able to do the following:

1. Relate an understanding of the theory and practice of curriculum-based measurement for reading, mathematics, writing, and spelling.
2. Administer, score, and interpret progress monitoring measures of reading, mathematics, writing, and spelling.
3. Establish goals based on benchmarking, expected rates of progress, and mastery criteria.
4. Determine criteria for evaluating the quality of evidence-based interventions.
5. Research and select evidence-based interventions based on the diverse learning needs of students.
6. Display the results of the assessment and brief experimental analysis data in written report and graphic formats.
7. Research and prepare an in-service presentation on topics related to academic interventions.

Course Requirements and Evaluation:

The course is designed to provide students with a number of assignments and activities to develop competency in developing, implementing, and evaluating interventions. These assignments are specified below and each activity has been assigned a point value that will count toward your final grade in the course. Due dates are indicated on the class schedule. Late submissions will result in a 5 point deduction. Students who believe that the assessment procedures described below will inadequately represent their abilities should contact the instructor within the first two weeks of class to discuss appropriate alternative assessment measures.

Curriculum-based Measurement Administration and Goal Setting Summary. Student will administer CBMs across basic skills areas. Based on assessment data, student will determine an appropriate goal based on mastery criteria, expected rates of progress, or benchmarks. (50 points)

Summary Report. Students will engage in a brief experimental analysis for a basic skill area with a child concerning an academic behavior (skill or performance deficit) of concern. Each student will prepare a report summarizing their assessment and interventions attempted. Details regarding format will be provided in class (100 points)

Group Presentation. Pairs of students will develop an in-service presentation on a topic related to academic interventions. The presenters should include a useful practitioner oriented, research-based set of handouts. To keep the audience engaged, presenters need to include activities that further participants' understanding of the content. Presenters should minimize their use of hand held notes. Pairs need to use overheads, Power Point, or other media in the presentation of content. Topics will be assigned in class. (100 points)

Summary of Credit Options:

1. Curriculum-Based Measurement Administration and Goal Setting (50 points)
2. Summary Report (100 points)
3. Presentation (100 points)

Grading:

A maximum of 250 points can be earned in the course. Grades will be assigned on a percentage basis from the total number of points earned and the number of points possible.

A = 93% – 100%	232 – 250 points
AB = 87% – 92%	217 – 231 points
B = 80% – 86%	200 – 216 points
BC = 76% – 79%	190 – 199 points
C = 70% – 75%	175 – 189 points
D = 65% – 69%	162 – 174 points
F = Below 65%	Below 162

Course Policies:

1. Attendance. Students are expected to attend all classes. Students who anticipate the need for an absence due to religious observation or University sanctioned event should contact instructor within the first two weeks of class. Unanticipated emergencies necessitating absence should be communicated to instructor as soon as possible. Efforts will be made to help students make up missed work; however, missing more than one class will result in a one grade level reduction in your final course grade for each absence.
2. Active Participation. Students are expected to actively participate in class discussions and activities. Please read assigned material prior to the class meeting and be prepared to engage in conversation regarding the concepts.
3. Academic Integrity. “The university has a responsibility to promote academic honesty and integrity...Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS Chapter 14). Students who violate these standards will be penalized as permitted under UWS Chapter 14. *Students in the School Psychology Program are guided by the recognized ethical codes of the profession regarding all assessment and intervention procedures. Violation of these codes, including any falsification of protocol data, will subject the student to dismissal from the certification sequences.*

The student is referred to:

A. *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*

1. General Principles
2. Section 2. Evaluation, Assessment, or Intervention

B. *National Association of School Psychologists Principles for Professional Ethics*

1. Section II. Professional Competency
2. Section IV. Professional Practices

4. Special Needs. Please let me know as soon as possible if you have any special needs so that appropriate accommodations in curriculum, instruction, or evaluation can be made. The Center for Students with Disabilities and Project Assist, among other campus resources, are available to assist students.

Relevant UW-W Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University-Sponsored Events. (For details please refer to the Undergraduate & Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Relevant Websites:

AIMSweb®

www.aimsweb.com

DIBELS

<http://dibels.uoregon.edu>

Institute for the Development of Educational Achievement (IDEA)

<http://idea.uoregon.edu>

Intervention Central

www.interventioncentral.org

National Center on Student Progress Monitoring

www.studentprogress.org

National Reading Panel

<http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Positive Behavior Interventions & Support

www.pbis.org

Reading Rockets

www.readingrockets.org

Scientifically Based Research

www.gosbr.net

COURSE SCHEDULE:

Class	Topic	Readings
1	Course Overview; Review of the Problem Solving Process; Benchmarking and Progress Monitoring Measures	Review Shapiro 1 & 2

		AIMSweb Manuals
2	Benchmarking and Progress Monitoring Measures	Review Shapiro 7 AIMSweb Manuals
3	Assessing Instructional Placement and Goal Setting	Review Shapiro 3 & 4 Shinn 9 AIMSweb Manual
4	General Strategies for Instructional Modifications Individual and Group Contingencies	Shapiro 5 Skinner et al. (2004) Rathvon 3
5	General Strategies (Continued); Classwide Peer Tutoring Reporting results with confidence intervals Instruction in CBM Assessment and Goal Setting Summary Assignment	Shinn 23 Christ & Coolong- Chaffin (2007)
6	Intervention Components; Brief Experimental Analysis Selecting and Evaluating Interventions CBM Assessment and Goal Setting Summary Due	Shinn 10 Witt et al. (2000) Walcott & Riley-Tillman (2007)
7	Specific Strategies for Instructional Modifications for Early Literacy Skill Development	Shapiro 6 Shinn 26
8	Specific Strategies for Instructional Modifications for Reading Fluency and Sight Word Development	Rathvon 4
9	Specific Strategies for Reading Comprehension	Shinn 27 Rathvon 4
10	Specific Strategies for Instructional Modifications for Math	Shinn 21 Rathvon 4
11	Specific Strategies for Instructional Modifications for Spelling and Written Expression Presentation (and) Presentation (and)	Shinn 22 Rathvon 4
12	Interpretation, Evaluation, and Communication of Results	
13	Self-Monitoring and Increasing Academic Productivity Presentation (and) Presentation (and)	Shinn 16 Rathvon 3 & 4

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| 14 | Increasing Homework Completion and Improving Study Skills
Presentation (and)
Presentation (and) | Shinn 24
Rathvon 4 |
| 15 | Interventions for Secondary School Students
or Parent Training and Collaboration
Course Evaluation
Presentation (and)
Summary Report Due | Shinn 29
Rathvon 4 |

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York: The Guilford Press.

Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: The Guilford Press.

Daly, E. J., Chafouleas, S., & Skinner, C. H. (2005). *Interventions for reading problems*. New York: The Guilford Press.

Greater Washington Educational Telecommunications Association (2002). *Reading rockets toolkit for school psychologists*. Washington, D.C.: Author.

Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West.

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21st century: Foundations and practice*. New York: The Guilford Press.

Rathvon, N. (1999). *Effective school interventions: Strategies for enhancing academic achievement and social competence*. New York: The Guilford Press.

Shapiro, E. S. (2004). *Academic skills problem: Direct assessment and intervention*. (3rd. ed.). New York: The Guilford Press.

Shapiro, E. S. (2004). *Academic skills problems workbook: Revised edition*. New York: The Guilford Press.

Shinn, M. R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: The Guilford Press.

Shinn, M. R., Walker, H. M., & Stoner, G. (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology* (4th ed., Vols. 1-2). Bethesda, MD: National Association of School Psychologists.

Witt, J., & Beck, R. (1999). *One-minute academic functional assessment and interventions: "Can't" do it...or "won't" do it?*. Longmont, CO: Sopris West.

Witt, J. C., Daly, E. J., III, & Noell, G. H. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West.

Notes:

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.