INSTRUCTIONAL CONSULTATION AND INTERVENTIONS
Psychology 286 (4 units) - Spring 2020
Tuesday 5:00-8:50PM, Room 312C

Kaitlin Hendricks-Petitti, Ph.D.	kaitlinhendricks@gmail.com
	Office Hours: by appointment

Texts
- Harrison, P. L. & Thomas, A. (2014). *Best practices in school psychology VI. Bethesda, MD: National association of school psychologist.*
- *Report of the National Reading Panel: Teaching Children to Read: Report of the Subgroups (480 pages).*
  Available in free pdf at: h
  ttps://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf
- Final Report of Mathematics Panel (2008).
  Available in free pdf at:
  https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf
- *Developing Early Literacy: Report of the National Early Literacy Panel (260 pages).*
  Available in free pdf at:
  https://www1.nichd.nih.gov/publications/pubs/documents/NELPReport09.pdf

Recommended Resources
Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success.* New York: Guilford Press
Brown-Chidsey, R., & Stegge, M. (2005). *Response to Intervention: Principles and strategies for Effective Practice.* New York: Guilford Press
Burns., M., Riley-Tillman, T. C., & VanDerHeyden, A. (2012). *RTI Applications: Academic and behavioral interventions.* New York: Guilford Press.
Esquivel, G. B., Lopez, E. C., & Nahari, S. (2007). *Handbook of multicultural school psychology: An interdisciplinary perspective.* Mahwah, NJ: Lawrence Erlbaum
Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement.* New York, NY: The Guilford Press.
Joseph, L. (2007). *Understanding, assessing, and intervening on reading problems.* Bethesda, MD: National Association of School Psychologists
Paine, S., Radicchi, J., Rosellini, L., Deutchman, L., & Darch, C. (1983). *Structuring your classroom for academic success.* Champaign, IL: Research Press
Peacock, G., Ervin, R., Daly, E., & Merrell, K. (2010). *Practical handbook of school psychology: Effective practices for the 21st century.* New York: Guilford Press.
Rathvon, N. (2008). *Effective school interventions: Evidence based strategies for improving student outcomes.* New York: Guilford Press (suggested resource)
Riley-Tillman, T. C., & Burns, M. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention.* New York: Guilford Press.
Rosenfield, S., & Berninger, V. (2009). *Implementing evidence-based academic interventions in school settings.* New York: Oxford Press.
Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention (*3rd ed.). New York: Guilford Press
Shapiro, E.S. (2004). *Academic skills problems workbook.* New York: Guilford Press

Web Sites:
- School-based Interventions & CBM

http://www.interventioncentral.org
http://www.whatworksclearinghouse.org
http://www.promisingpractices.net/default.asp
http://www.bestevidence.org/
http://www.nasponline.org/resources/intonline/index.aspx
http://www.rti4success.org

- Empirically Supported Curriculum
  http://ebi.missouri.edu/
  http://reading.uoregon.edu/curricula/or_rfc_review_si.php
  http://reading.uoregon.edu/curricula/core_report_amended_3-04.pdf
  http://www.fcrr.org/
  www.guilford.com
  www.researchpress.com
  http://ies.ed.gov/ncee/wwc/

- Progress Monitoring
  https://dibels.org/next.html
  http://www.aimsweb.com
  http://www.studentprogress.org/default.asp
  http://www.easycbm.com
  http://www.interventioncentral.org

Course Prerequisites: The course is primarily designed for students in the second year of the school psychology program but is also appropriate for advanced students in applied behavior analysis or education. Recommended prerequisites are Consultation and Academic Assessment. Students should have a background in human learning and applied behavior analysis.

Course Description: (I – 1.4) Psychology 286, Instructional Consultation and Interventions, will provide students with the knowledge base needed to design, implement, and evaluate effective academic interventions and prevention programs. The course is designed to build on consultation and assessment skills to work with teachers to develop programs for students in general and special education. Issues pertaining to interventions with students from culturally diverse groups will be presented.

COURSE GOALS AND OBJECTIVES:
Students will:
- Identify different factors that affect learning of academic skills.
- Explain issues affecting effective instructional consultation practices.
- Explain the alterable components in an educational environment that may be manipulated to improve student performance.
- Use assessment information to target appropriate areas for intervention as well as evaluate the effectiveness of an intervention.
- Research effective academic interventions in the current empirical literature.
- Design, implement, and evaluate an academic intervention.
- Utilize technology to obtain information and resources for class and practicum assignments (e.g., internet links) and to present information in reports (e.g., Excel) and class (PowerPoint).

COURSE GOALS LINKED TO NASP STANDARDS
1. Data-based decision-making and accountability
2. Consultation and collaboration

3. Effective instruction and development of cognitive/academic skills
4. Socialization and development life skills
5. Student diversity in development and learning
6. School and systems organization, policy development and climate
7. Information technology

GOALS AND OBJECTIVES FOR THE PSYCHOLOGY EdS PROGRAM
1: Theory and content in school psychology - Know theoretical and empirical bases of professional practice.
Learning Objectives:
- Define, explain, give examples, and apply information on psychological foundations, educational foundations, interventions and problem solving, statistics and research methodologies, professional school psychology

2: Skills - Analyze problems from a systems/ecological perspective focusing on the child, the family, the school, and the community.
Learning Objectives:
- Interpret assessment and intervention data.
- Demonstrate a scientific problem solving approach in their work.

3: Application - Participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
Learning Objectives:
- Deliver services from a consultation framework to prevent and remediate learning and adjustment problems experienced by children and adolescents.
- Integrate assessment methodologies and the development of empirically-based interventions.

4: Critical thinking - Judge the adequacy with which conclusions are supported by data.
Learning Objectives:
- Judge the value of new theories, practices, and materials in school psychology.
    - Justify practices in assessment, intervention, counseling, and prevention/intervention.

5: Values - Demonstrate commitment to the welfare of children.
Learning Objectives:
- Adhere to NASP and APA standards for assessment, intervention, and counseling.

COURSE ETHICS: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential.   Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

Disruptive Classroom Behavior: Cell phones should be turned off during class time except in cases of family emergencies.

COURSE REQUIREMENTS

Research Critiques: Each student will research the current (2010 or later) empirical literature (e.g., *JABA, School Psych Review, School Psych Quarterly, Exceptional Children*) and turn in three (3) research summaries on assigned topics. Turn in a copy of the article and a 1 to 2 page (maximum) summary/critique of the study. Information to be included in the critique:

- participants
- target behavior
- procedures (including time/week intervention was implemented)

- materials utilized
- results/generalizability (could you replicate)
- limitations (what would you change)

Cohort coordination to **avoid duplication** of articles will be expected. Research studies will be reviewed and analyzed in class.

TOPIC					
Phonemic Awareness					
Reading decoding					
Reading Fluency					
Reading comprehension					
Math					
Written language					
ELL Reading IX					

Alternative Therapies: Work in groups of 3 for a 30 minutes presentation on alternative therapy for academic deficits. Suggestions are (1): Vision/tracking therapy, Irlen lens and overlays (2) Sensory treatments, perceptional motor treatment, weighted vests, (3) Diets: gluten free, sugar free for autism and ADHD, (4) brain training games. Email PPT with references to cohort.

Classroom Management: Work in groups of 3 for a 20-30 minutes presentation on (a) Teacher attention and praise, (b) Classroom rules and the Good Behavior Game (c) Other class wide reinforcement systems (d) technology based classroom management systems (e.g., Class Dojo) Email PPT and references to cohort.

(P – 1.4, 1.5, 2.1) (P – 8.3, 9.2) Consultation/Intervention Project: The term project will be a consultation and intervention case study in which the problem solving process is implemented. This will be conducted at your practicum site. Students will design one academic intervention project (e.g., peer tutoring, differential reinforcement, repeated reading, reading instruction, cover-copy-compare or drill). The project must include:

- At least weekly progress monitoring (e.g., CBM, DIBELS, academic accuracy) of an **academic skill**
- 3 baseline data points (which may, and probably should, be gathered in one week preceding intervention implementation; spring semester is surprisingly short with breaks, conventions, and CST. Archival data may be utilized IF this will be the data gathered during implementation)
- A minimum of **8 weekly intervention data points.**
- The intervention should be implemented at least **3 times per week for a minimum of 15 minutes.**
- You do not have to directly implement the intervention, and may supervise a consultee.
- Regardless you need to collaboratively design the intervention and implementation integrity must be documented and social validity assessed.
- Interim reports (e.g., a teacher interview and assessment of the educational environment, intervention plan) will be expected. Consider this information (i.e., assessment of the classroom) in designing the intervention.
- The intervention must be based on the empirical literature; two articles directly related to the proposed intervention will be required. The goal must be to improve academic competence in a specific skill.
- The project will be documented as a manuscript (see grading criteria for

components).
- The interventions will be developed into a 10 to 15 minute PowerPoint presentation for dissemination (The PowerPoint needs to include a mini literature review establishing the empirical basis for your intervention, methodology, results, discussion and recommendations, and references. Presentation style will be included in points awarded. You will need to include a handout on how to set up your intervention and provide copies for the class. This should be detailed and include a citation for the empirical basis for your intervention- this is a "recipe," not a copy of your PPT slides)

Be sure to make your final graph ABA/APA congruent. That is, baseline and intervention data must be on the SAME graph, with a vertical line designating changes in phases, including from baseline to intervention. Second, be sure to label so the graph is self-explanatory; that is, vertical axis and legend.

Please organize all materials (see intervention grading scale for content): manuscript, reference articles, TI and social validity forms, sample materials, interviews, class handout, and actual data into an electronic file to be submitted finals week.

Curriculum Reviews: Each student will conduct a literature review of a <u>reading or mathematics intervention curriculum or materials</u>; if possible, please investigate one being utilized at your practicum site. Note strengths and weaknesses. How does this curriculum match the needs of the students at your school site (e.g., if there are a large number of ESL students, is this curriculum well suited for them)? Please write a 2-3 page review of the curriculum with a minimum of 3 references; at least one of these may be web-based but should go beyond the information provided by the publisher. Note empirical evidence supporting the program, endorsements by the FL Center, CA DOE, Federal sites. Include information on cost, training required, and for whom this is intended (ages, small group, class-wide, individual.)

<u>Possible Programs to Review:</u>

http://www.fcrr.org/interventions/Interventions.shtm

<u>Reading Programs</u>	<u>Mathematics Programs</u>
- Read naturally - SRA Corrective Reading - HOSTS - SIPPS - Phonemic Awareness training - PALS (Fuchs & Fuchs) - Corrective Reading/Reading Mastery (Direct Instruction programs) - Read Well - Road to the Code - Orton Gillingham - Read 180 - Earobics - Fast Track Reading - Language! - Success for All	- Singapore Mathematics - Lindamood Bell "On Cloud Nine" - Fraction Face Off - Number Worlds - Dreambox Learning - EnVision Mathematics - I Can Learn Algebra

- LIPS - Great Leaps - Soar to Success	

Online discussions (first three weeks): Two online discussions (Jan 28th and Feb. 4th) of the readings and powerpoints will be held on Blackboard. They will be held on canvas. Students are required to think of three discussion questions regarding the reading, weekly topic, or powerpoints and post them on Blackboard. Students are also required to respond to three questions that other students have posted. Questions are to be posted by 5PM on the Wednesday after the corresponding class. Answers are due by the following Tuesday class. For example, the online discussion for the January 28th class. Questions must be posted by Wednesday January 29th at 5PM. Responses to questions must be posted by 12AM on February 3rd

Course Grading:	
Consultation/Academic Intervention Project	215
Research critiques (3 @ 15 pts)	45
Curriculum review	50
Alternative therapy presentation	25
Classroom management presentation	25
Quizzes (5@30 points)	150
Case presentation (PowerPoint)	25
Case study handout	25
Online Discussion	30
90%+ = A; 80-89% = B; 70-79%=C; 60-69% = D; <60% = F	

<h3 style="text-align:center">(A – 1.4, 1.5, 8.3) Psych 286 Intervention Project Grading</h3>

Planning		
Teacher Interview/PII		10
Assessment of Environment (TIES/FAAB)		10
Baseline Data		10
Intervention Plan		10
2 Relevant reference articles		10
Intervention Manuscript		0
Abstract		5
Mini Lit Review / rationale for intervention		10

Methodology: Participant - Student Background Info (age/grade, ethnicity, language (EO/ELL)	5
Previous interventions	5
Setting: Classroom Observation(s)	5
Instructional Environment (how is classroom/environment related to intervention choice/design)	5
Target Behavior	5
Procedures (include references). Must be specific enough that intervention could be replicated	10
Treatment Integrity Documentation. Must include %	10
Social validity scores, not just narrative	5
Required data points (3 baseline data points, 6 weeks interventions)	20
Intervention materials (in appendix – include all forms and EXAMPLES of actual work, DIBELS data protocols, etc., intervention integrity measure, social validity measure)	20
Results PND	10
Graph(s)	20
Discussion: Maintenance /Generalization plan /recommendations	5
Limitations, future research	5
References	10
Writing	0
Clarity of Writing	10
-grammar errors	0
TOTAL	215

Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

SCHEDULE of Topics and Readings

January   21 and   January 28

RTI – *Historical Perspective; The School Psychologist as the Instructional Consultant* *(I-3.1)*

Germann, G. (2010). Thinking of yellow brick roads, emerald cities, and wizards. In M. Shinn & H. Walker (Eds.), *Interventions* (pp. xiii – xxxv). Bethesda, MD: National Association of School Psychologists.

Stoiber, K. C. (2014). A comprehensive framework for multitiered system of support in school psychology. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making*. Bethesda, MD: NASP.

Bahr et al. (2017). Evidence for the expanding role of consultation in the practice of school psychology, *Psychology in Schools, 54*(6), 581-595.

Burns, M. K. (2013). Contextualizing school psychology practice: Introducing featured research commentaries. *School Psychology Review, 42,* 334–342

Assignments:
1. **Participation in online discussions.**
2. **Work in teams to develop teacher interview for Feb. 4**

February 4

RTI and MTSS - *Research into Practice; Systems Level Change* *(I-3.1) (I, 5.2)*

Burns, M., VanDerHeyden, A., & Zaslofsky, A. (2014). Best practices in delivery of intensive academic interventions with a skill by treatment interactions. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Student-Level Services.* Bethesda, MD: NASP.

Castillo, J. M. & Curtis, M. J. (2014). Best Practices in Systems-Level Change. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Student-Level Services*. Bethesda, MD: NASP.

Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G., (2015). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change, *Journal of Educational and Psychological Consultation, 25*, 160-177.

Assignments:
1. **Participation in online discussions.**
2. **Draft Teacher Interviews due**

February 11
Quiz 1 (A – 5.1, 5.2)

Consultation (I – 2.1)

Rosenfield, S. (2014). Best practices in instructional consultation and instructional consultation teams. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision*

Making. Bethesda, MD: NASP.

Newman, D. S., Guiney, M. C., & Barrett, C. A. (2017). Language in consultation: The effect of affect and verb tense. *Psychology in the Schools, 54*(6), 624-639.

Fischer, A. J., Collier-Meek, M.A., Bloomfield, B., Erchul, W. P., & Gresham, F.M. (2017). A comparison of problem identification interviews conducted face to face and via video conferencing using the consultation analysis record. *Journal of School Psychology, 63,* 63-76.

The Instructional Hierarchy, Instructional Environment and Direct Assessment of Academic Skills (I – 1.4), I - 9.2, 9.4)(I, P, 5.1)

VanDerHeyden, A. M., & Witt, J. C. (2014). Best practices in can't do/won't do assessment. . In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making*. Bethesda, MD: NASP.

Daly, E. J. III, Witt, J.C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review, 26*(4), p. 554.

Kruger, A. M., Strong, W., Daly, E. J. III, O'Conner, M., Sommerhalder, M.S., Holtz, J., Weis, N., Kane, E. J., Hoff, N. & Heifner A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools, 53*(1), 24-38

Intervention Central Documents on the Instructional Hierarchy documents on Canvas

Assignment:
  1. **Parent Permission**
  2. **Completed Teacher Interview/PII**
  3. *Baseline Data*
  4. *Intervention Plan*
  5. *2 Reference Articles*
  6. *Treatment Integrity*
  7. *Social Validity Measure*

February 18   *NASP conference – no class.* Collect handouts from conference sessions (poster, presentation, or workshop) on (1) phonemic awareness and reading instruction/interventions (2) mathematics instruction/interventions (3) writing instruction/interventions (4) an RTI session (for extra credit)

February 25   *Curriculum Based Measurement, Progress Monitoring, and Setting Goals (P-1.5)*

https://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests

Van Norman, E. R., Nelson, P.M., & Parker, D. C. (2018). Curriculum-Based measurement of reading decision rules: Strategies to improve the accuracy of treatment recommendations. *School Psychology Review, 47*(4), pp.333-344.

RTI and Reading

Coyne, M.D., Oldham, A., Dougherty, S. M., Leonard, K., Koriakin, T., Gage, N.A., Burns, D., & Gillis, M. (2018). Evaluating the effects of supplemental reading intervention within an MTSS or RTI reading reform initiative using a regression discontinuity design. *Exceptional Children, 84*(4), pp. 350-367.

Joseph, L. M. (2014). Best practices on Interventions for Students with Reading Problems. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Student-Level Services* (pp 97-114). Bethesda, MD: NASP.

Hosp. M. K. & MacConnell, K. L. (2014) Best Practices in Curriculum-Based Evaluation in Early Reading. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making* (pp 171-186). Bethesda, MD: NASP.

Assignment:
1. **Assessment of Educational Environment Due**
2. ***Classroom Management: Group presentations – 20 minutes each***

March 3
Quiz 2

Classroom Management (I, 5.1)

Collier-Meek, M. A., Johnson, A. H., Sanetti, L. H., & Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review, 48*(4), pp.348-361.

        Reading Decoding
National Reading Panel: Chapter 2 – Part II

Assignment
1. **RESEARCH CRITIQUE: Topic – reading decoding.**
2. **RESEARCH CRITIQUE: Topic – phonemic awareness.**

Individual meetings: Consultation on Academic Intervention.

March 10   *Fluency*
National Reading Panel: Chapter 3

http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

Direct Instruction. Please research on internet and bring information to class on

what DI is.

Stockard, J., Wood, T. W., Coughlin, C., & Rasplica Khoury, C. (2018). The effectiveness of direct instruction curricula: A Meta-Analysis of half of century of research. *Review of Educational Research, 88*(4), pp. 479-507.

Assignment:
1. **RESEARCH CRITIQUE: Topic – reading fluency**

March 17   *Reading Comprehension*
National Reading Panel: Chapter 4.

Assignments:
1. **RESEARCH CRITIQUE: Topic – reading comprehension**
2. **Review of intervention program due**

March 24
Quiz 3 (A –
5.1)

Reading interventions with ELL students.
(I-3.2) (I – 8.3)

Begeny, J. C., Yeager, A., & Martinez, R. S. (2012). Effects of small-group and one-on-one reading fluency interventions with second grade, low-performing spanish readers. *Journal of Behavioral Education 21*, pp. 58-79

Teague, K. K., Vanderwood, M. L., & Knight, E. (2014). Empirical investigation of word callers who are English learners. *School Psychology Review, 43*(1), pp. 3-18.

Ludwig, C., Guo, K., & Georgiou G. K. (2019). Are reading interventions for English language learners effective? A meta analysis. *Journal of Learning Disabilities, 52*(3), pp. 220-231.

Writing Interventions and Common Core

Malecki, C. (2014). Best practices in written language assessment and intervention. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making* (pp 187-202). Bethesda, MD: NASP.

Gravois, T.A. & Nelson, D. (2014). Best Practices in Instructional Assessment of Writing. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making* (pp 203-218). Bethesda, MD: NASP.

Troia, G. A. & Olinghouse, N.G. (2013) The Common Core state standards and evidenced-based instructional practices: The case of writing, *School Psychology Review,42,* 343-357.

Hier, B. O., & Eckert, T. L. (2016). Evaluating elementary-aged students' abilities to generalize and maintain fluency gains of a performance feedback writing intervention. *Journal of School Psychology Quarterly, 29*(4), 488-502.

Assignments:
1. **RESEARCH CRITIQUE: Topic – reading interventions with ELL**

> **students**
>   2. **RESEARCH CRITIQUE: Topic – writing or spelling intervention**

March 31   *Alternative Interventions.* Group presentations on research on alternative therapies

April 6-10   *Spring Break*

April 14   *Mathematics Interventions*

Final Report of Mathematics Panel (2008). Main Findings and Recommendations pp. xvi-xxvii & Chapter 5. https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf

Codding, R. S., Volpe, R. J., Martin, R. J., & Krebs, G. (2019). Enhancing mathematics fluency: Comparing the spacing of practice sessions with the number of opportunities to respond. *School Psychology Review, 48*(1), pp. 88-97.

Clark, B., Doabler, C. T., & Nelson, N. J. (2014). Best Practices in mathematics Assessment and Intervention with Elementary Students. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making* (pp 187-202). Bethesda, MD: NASP.

Executive functioning: 504s - Accommodations and Modifications

Miller, D. C. & Maricle, D. E. (2014). Best Practices in Neuropsychological Assessment and Interventions. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Data-Based and Collaborative Decision Making* (pp 247-260). Bethesda, MD: NASP.

Evans, S. W., Owens, J. S., & Bunford, N. (2014). Evidenced-based psychosocial treatments for children and adolescents with Attention-Deficit/Hyperactivity Disorder. *Journal of Clinical & Adolescent Psychology 43*(4), 527-557.

Research - Universal Design for Learning www.udlcenter.org; bring information to class (P-3.2)

Assignment:
    1. **RESEARCH CRITIQUE: Topic – math intervention**

April 21   *PSW and Academic Interventions*
Quiz 4
Maki, K. E., Floyd, R. G., & Roberson, T. (2015). State learning disability criteria: A comprehensive review, *School Psychology Quarterly, 30*(4), 457-469.

Burns, M. K. (2016). Effect of cognitive processing assessments and interventions on academic outcomes: Can 200 studies be wrong? (cover story). *Communique (0164775X), 44*(5), 1–29.

Burns M. K., Petersen-Brown, S., Haegele, K., Rodriguez, M., Schmitt, B., Cooper,

M., Clayton, K., Hutcheson, S, Conner, C., & Hosp, J. (2016). Meta-analysis of academic interventions derived from neuropsychological data. *School Psychology Quarterly, 31*(1), 28-42.

Study Skills

Gettinger, M., & Miller, K. (2014). Best practices in increasing academic engaged time. In P. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology VI: Student-Level Services*. Bethesda, MD: NASP.

Langburg, J. M., Epstein J., N., Becker, S. P., Girio-Herrera, E. G., & Vaughn, A. J. (2012). Evaluation of the homework, organization, and planning for middle school students with attention deficit hyperactivity disorder implemented by school mental health providers. *School Psychology Review, 41*(3).

Merriman, D., Codding, R. S., Tryon, G. S., & Minami T. (2016). The effects of group coaching on the homework problems experienced by secondary students with and without disabilities. *Psychology in the Schools, 53*(5), p. 457-470

Computer-based Intervention Programs – research a computer based intervention program to present orally in class.

Examples: http://www.headsprout.com/, Accelerated Reading

May 5
Quiz 5

(A – 3.4) (A – 9.2) Presentation of academic intervention with handouts for class. 15 minutes each = 2.5 hour class

Assignments:
  1. **Consultation/Intervention Manuscript due**
  2. **Presentation due**
  3. **Handouts due**

May 11-14
 finals

University Policies

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. Refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Discrimination: In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program. Cell phones should be turned off during class time except in cases of family emergencies.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and

class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

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www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

New University Drop Policy:
Please note new procedures for dropping courses this semester. Those dropping courses late (Feb. 18-April 21) for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor's note for illness). Reasons such as "I am failing the course" or "I have had a change in work schedule" will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.

PERMISSION FOR INTERVENTION

I am a graduate student at California State University, Fresno, in the School Psychology Program working at your child's school under the supervision of the school psychologist, _____. I would like permission to work with your child on an intervention for my Instructional Consultation class, Psychology 286.

I would be interviewing you, your child's teacher, and your child, and observing in the classroom. The teacher, you, and I would then design an intervention to support your child with an academic skill such as reading fluency or math facts. The intervention will take place over 6 to 10 weeks this semester. Your input in designing and implementing the program is very valuable. You will receive feedback of your child's progress. All data and information collected will be reported anonymously for my class project. Benefits to your child are an individualized intervention to help him or her be more successful in school.

If you have any questions please contact any of the following:

_____ at _____
 (graduate student)

_____ at _____
 (school psychologist)

Dr. Kaitlin Hendricks-Petitti, instructor   at 559-253-6490

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   I give permission for my child, _____,

   to participate in this project.

   _____   _____
   (parent/guardian)   (date)