Spring 2-1-2021

EDSP 454.50: Advanced Academic Interventions

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Recommended Citation

Buscher, Craig S., "EDSP 454.50: Advanced Academic Interventions" (2021). *University of Montana Course Syllabi, 2021-2025*. 240.
https://scholarworks.umt.edu/syllabi2021-2025/240

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Course Purpose:

The purpose of this course is to prepare you to work with students who are at-risk for academic difficulties and who have been identified with high incidence disabilities. Students will be prepared to assist with the assessment and instruction of all students in K-12 school settings in a systems model referred to as response-to-intervention (RTI), which falls under the umbrella term multi-tiered systems of support (MTSS).

Note: This course includes a 25 hour field component. Students not fulfilling this requirement will receive an incomplete for this course. Due to COVID-19, you may be asked to compete alternative assignments to the field component.

Course Objectives: Participants in this course will:

1. Describe key components of effective instruction.
2. Design explicit lessons to teach academic skills, strategies, and concepts.
3. Describe critical aspects of delivering instruction efficiently and effectively.
4. Describe how to organize and implement classwide and small group academic interventions.
5. Describe how to match interventions to student need and stage of learning.
6. Explore a variety of academic interventions.
7. Describe the principles and practices of assessment as it pertains to all school-age children including students at-risk for or with high incidence disabilities.
8. Describe and use several methods for monitoring children's progress as it relates to the child's individualized learning objectives.
9. Demonstrate the ability to correctly administer formal and informal assessments with particular emphasis on Curriculum Based Measures (CBMs).
10. Understand and discuss issues involved when assessing children from diverse linguistic, cultural, or ethnic backgrounds.
11. Translate test results into "everyday" language and into appropriate learning goals and objectives.
12. Describe an effective problem-solving framework, including the importance of consultation and collaboration with colleagues.
13. Understand how to analyze data, such as screening and progress monitoring data, for effective decision making at the group and individual student levels.
14. Describe the importance of treatment fidelity and how to better ensure and document fidelity of treatment.

Required Texts:

Archer, A. L. & Hughes, C. A. 2011. *Explicit Instruction: Effective and efficient teaching.* New York, NY: The Guilford Press.

Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. 2012. *RTI applications: Academic and behavior interventions, Volume 1.* New York, NY: The Guilford Press.

Riley-Tillman, T. C., Burns, M. K., & Gibbons, K. 2013. *RTI applications: Assessment, analysis, and decision making, Volume 2.* New York, NY: The Guilford Press.

Texts for further reading (no need to purchase these, just some other informational intervention and RTI resources)*:*

Brown-Chidsey, R., & Steege, M. W. (2010). *Response to Intervention: Principles and strategies for effective practice* (2nd ed.). New York, NY: The Guilford Press.

Hoover, J. J. (2011). *Response to Intervention Models: Curricular Implications and Interventions.* Boston, MA: Pearson Education, Inc.

Hoover, J. J. (2011). *Linking Assessment to Instruction in Multi-Tiered Models: A Teacher's Guide to Selecting Reading, Writing, and Mathematics Interventions.* Boston, MA: Pearson Education, Inc.

Honig, Bill, Diamond, Linda, & Gutlohn, Linda. (2008). *Teaching Reading Sourcebook* (2nd Ed.). Novato, CA: Arena Press.

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.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Disabilities.* New York, NY: The Guilford Press.

Rathvon, N. (2008). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes* (2nd ed). New York, NY: The Guilford Press.

Conceptual Framework for all Courses Taught through the PJW College of Education

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

Integration of Ideas
Members of a learning community look beyond the traditionally segmented curriculum and

think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors
In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth
By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Guidelines

Accommodations

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, I will gladly work both with you and staff at Disability Services for Students (DSS; http://www.umt.edu/dss/) to make these accommodations. Please contact the instructor as soon as possible to make a plan for these accommodations. Every effort will be made to keep sensitive information confidential.

Person-first language

When referring to persons with disabilities, it is most respectful to use "person-first language". That means that we emphasize the *person* before the disability. For example, we would say, "a child with a reading disability or reading difficulty" *not* "a reading-disabled child." Please practice using person-first language in class and in your writing!

Conduct code

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code.* An unabridged copy of this code is available at: http:///www.umt.edu/studentaffairs/policy/code.htm. You must do your own work on quizzes, and all written work submitted for a grade must be original or properly cited. You must be especially careful with any information copied or remembered from another source (e.g., the internet); even when you are paraphrasing ideas, the source must be cited. If you have any questions, please consult with the instructor *prior* to turning in your work.

University Email

I will correspond with you periodically throughout the semester through your University email accounts. You are expected to check your University email regularly. Please do not send me emails from your personal account. It is against University policy for me to respond to your personal email. If you do so, it takes additional time for me to respond to you because I have to locate your University email address.

Participation

Students are expected to fully participate in online activities and discussions for each weekly topic. Assignments should be completed prior to the due dates (including all assigned reading).

Course expectations

It is expected that participants will access all course materials, readings, forums, and activities and will have read the assigned material. You are expected to fully participate in online activities and discussions prior to deadlines. All assignments are to be completed adhering to assignment guidelines and descriptions and should be completed prior to due dates. Contact me ahead of time if you need additional time to complete an assignment. Late assignments may be accepted with point deductions at my discretion.

Readings

The texts can be ordered on-line. Other assigned readings will be posted in moodle.

Assignment due dates

All assignments are to be received by the instructor electronically or in person **on or before** the due date. Acceptance and grading is at the instructor's discretion for late submission of any assignment. Expect points to be deducted for accepted late assignments. If you need additional time to complete an assignment, discuss this with me prior to the due date. **NOTE:** Reading Responses and Forum posts might **not** be accepted late. These are scored first so I can clarify concepts or address any misconceptions in my weekly videos.

Assignment format

Unless otherwise specified, all written work must be: **submitted as a word or pdf document**, typed, double-spaced, use person-first language, use APA style guidelines (6th ed.), be fully referenced, and be clearly and concisely written. I cannot read "pages" documents, so you must convert these to word or pdf documents. When you save your assignment, please title the assignment with your first name and last initial, and then the title of the assignment. **E.g. Craig B_Teaching a Skill or Strategy Lesson Plan**

Evaluation Procedures*
1. Reading Responses and Forums - 20% of your final grade.
2. Explicit Lesson Plans and Activities – 15% of your final grade.

3. IRIS Online Learning Modules - 15% of your final grade.
4. CBM Assessment Assignment – 12% of your final grade.
5. Field Instructional Assignment - 25% of your final grade.
6. Field Log – 0% of your grade.
7. RTI Applications Quiz – 8% of your final grade.

*Subject to Change

Grading

A	= 93 - 100	B	= 83 – 86	C	= 73 - 76	D	= 63 - 66
A-	= 90 - 92	B-	= 80 – 82	C-	= 70 - 72	D-	= 60.0 – 62
B+	= 87 - 89	C+	= 77 -79	D+	= 67 - 69	F	= 0 – 59.9

Assignment Descriptions

1. **Explicit Lesson Plans and Activities**
   a. **Designing an Explicit Lesson** - For this assignment, you will create an explicit lesson plan for a simple academic skill in reading, writing, or mathematics. See Figure 2.1 on p. 26 of the Archer text for skill ideas, or perhaps create a lesson on how to write a letter of the alphabet (with the exception of lowercase 'h,' which is given in the text; also, don't use a simple letter like, t, l, or i). Refer to the specifications given in the directions of Application 2.7, p.52 of Archer text. Also, reference Figure 2.2 on p. 40 for a visual of the "Structure of an explicit lesson," and Applications 2.3 and 2.4 for examples of explicit lessons. Use the explicit lesson plan template in the Assignments section of Topic 1 on Moodle to create your lesson; then upload your completed document to the assignment folder.
   b. **Complex Concept Lesson** - For this assignment, you will design a lesson on a complex concept of your choice (other than "genocide"). See Figure 3.4 on pp. 81-84 of the Archer text for an example of the three products you will create. The three products are as follows:
      i. Complete the complex concept lesson template for the concept you chose. Complete lesson steps 1-4 and design 3 extension activities of your choice from the options listed on pp. 84-90.
      ii. Create a Graphic Organizer that corresponds with the 4 parts of your lesson and your extension activities as applicable (see the example of the graphic organizer on p. 83). The organizer is for students to fill out during the lesson to enhance their learning of the concept.
      iii. Create a semantic map of your concept with at least 6 categories about your concept, including examples under each category (see the example of the semantic map on p. 84). Use the Complex Concept Lesson Template to design your 3 products and upload to the assignment folder in Moodle.
   c. **Graphic Organizers** - Read pages 1-9 of the graphic organizers pdf. When finished, answer the 4 questions on p. 10 in a word document and upload to the assignment folder in moodle. For question 4, do not worry about specifying a grade level; simply choose any topic of your choice. Scoring: ques. 1- 5pts; ques. 2 – 3 pts; ques. 3 – 3 pts; ques. 4 – 3 pts.

d. **Teaching a Rule Lesson** – Design a lesson on a phonics or spelling rule (different from any demonstrated in the text). See Figures 4.1 to 4.3 on pp. 102-107 for examples. Use the teaching a rule template to complete your lesson.

2. **Reading Responses and Forum Posts** - For some weeks during the semester, you will be asked to complete and submit a reading response or participate in a forum discussion. Reading responses must be submitted on or prior to the assigned due date. Reading responses will vary in nature, but will typically consist of a series of questions based on important concepts discussed in the reading. Reading responses are designed to: direct your focus during reading, give you a purpose for reading, help you to more fully engage and interact in the reading, and to further your overall learning. Forum discussions are intended to provide opportunities for collaboration and integration of ideas with peers. To be meaningful and promote learning, it is imperative that you post on time. You will **not** receive credit for late reading responses or forum posts.

3. **IRIS Center Online Learning Modules**

    a. **Evidence-Based Practices, Part 1** - For this assignment, you will complete an online learning module titled "Evidence-Based Practices Part 1." Click on the link to access the module. Work through parts 1-4 of the module. When finished, answer the questions from the assessment portion of the module on the word document provided under this week's topic. Make sure you use the word document, as I may have altered some of the questions. Upload the word document to the assignment folder.
    b. **Evidence-Based Practices, Part 2** - For this assignment, you will complete an online learning module titled "Evidence-Based Practices Part 2." Click on the link to access the module. Work through parts 1-4 of the module. When finished, answer the questions from the assessment portion of the module on the word document provided under this week's topic. Make sure you use the word document, as I may have altered some of the questions. Upload the word document to the assignment folder.
    c. **Evidence-Based Practices, Part 3** - For this assignment, you will complete an online learning module titled "Evidence-Based Practices Part 3." Click on the link to access the module. Work through parts 1-4 of the module. When finished, answer the questions from the assessment portion of the module on the word document provided under this week's topic. Make sure you use the word document, as I may have altered some of the questions. Upload the word document to the assignment folder.
    d. **Intensive Intervention Part 1: Using Data-Based Individualization to Intensify Instruction** – For this assignment, you will complete an online learning module titled "Intensive Intervention Part 1." Click on the link to access the module. Work through parts 1-4 of the module. When finished, answer the questions from the assessment portion of the module on the word document provided under this week's topic. Make sure you use the word document, as I may have altered some of the questions. Upload the word document to the assignment folder.
    e. **Intensive Intervention Part 2: Collecting and Analyzing Data for Data-Based Individualization** – For this assignment, you will complete an online learning module titled "Intensive Intervention Part 2." Click on the link to access the module. Work through parts 1-4 of the module. When finished, answer the questions from the assessment portion of the module on the word document provided under this week's topic. Make sure you use the word document, as I may have altered some of the questions. Upload the word document to the assignment folder.

4. **Assessment Assignment** – The purpose of this assignment is for you to become familiar with some commonly used, published CBMs and to practice administering them. As a teacher working with students with learning difficulties, you will be administering a variety of assessment tools. For this course, you need to demonstrate mastery of administering Curriculum-Based Measures (CBMs). You will administer 5 CBM probes from DIBELs 8th edition to a child or adult and submit all probes properly scored, including one Accuracy of Implementation Rating Scale. You are required to submit a video of yourself for this assignment. You will be provided with additional specifics.

5. **Final Quiz** – This quiz will be taken during finals week. I will provide a study guide.

Field-work Assignment Descriptions

1. **Attendance log** - You are to keep a log that includes the date and the start and stop times of each observation. Students should calculate the amount of time spent in each observation as well as the total time spent throughout the semester. At the conclusion of your field practicum, have your cooperating teacher sign the log and submit to me at the end of the semester. **You must complete 25 hours in your field placement. Note:** If you have 2 or more special education courses with field practicums, total hours for all placements will be decreased somewhat. Combine these into one log sheet.
2. **Instructional Intervention** - For this assignment, each university student works with one PK-12 student with learning difficulties (with or without an IEP) to implement an academic intervention in reading, writing, or mathematics. The intervention may occur in the context of an already existing intervention or individually for a minimum of 10 instructional sessions and ideally across a six-week or more time period. Work with your cooperating teacher to figure out who you can work with in your field setting. Although I am asking you to focus on one student for this assignment, instruction may occur within a small or whole group setting and may consist of you observing another teacher for the first five sessions. Specific guidelines will be provided. Note that this assignment consists of a number of components and will take considerable time to organize and complete.

Graduate Student Assignments P/F

The following 2 assignments are required for graduate students. Both assignments must be completed for successful completion of this course unless otherwise noted by the instructor. Failure to complete graduate assignments will result in an incomplete for the course.

1. **Discussion Group pertaining to a scholarly reading –** I will assign a reading or readings and pose questions for you to answer as you read. In a discussion forum, we will share our thoughts and what we learned, including responding to others over a two week period.
2. **Instructional Strategies Assignment** - The purpose of this assignment is for you to become familiar with research/evidence-based interventions in one topic area and to share with your class peers. Specifically, you will research five intervention strategies related to one content area, such as phonemic awareness, reading decoding, reading fluency, reading comprehension, vocabulary instruction, basic math, math computation, math concepts and applications, spelling, handwriting, or written expression. Additional details can be found in our

online course shell. This resource will be shared with your coursemates.