**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required**


**Course Description**
This course will extend students’ knowledge of problem identification, assessment, decision-making, and intervention design, analysis, & evaluation through the utilization of applied behavior analysis methodologies. Emphasis will be placed on issues associated with consultation & collaboration, academic & behavioral interventions, and coping & social skills development within the school and other related environments. The course will include readings from the primary texts as well as selected articles from journals. Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings.

**Course Objectives**
Upon successful completion of the course, students will be able to:

1. Describe services within a three-tiered model of prevention and intervention.
2. Articulate the difference between accommodations, modifications, strategies, and interventions.
3. Evaluate existing interventions based on their empirical evidence.
4. Match interventions to the existing needs of students in the areas of reading, written language, math, behavior, and social/emotional learning.
5. Understand how to maximize fidelity of implementation of interventions.

**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 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 multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 8: Diversity in Development and Learning, you will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation, you will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

**COURSE REQUIREMENTS**

Course Activities & Assignments (Rubrics will be provided on Ecollege)

**Article Summaries** (10 points each, total 20 points)

Students will write a 1-page judicious review and synthesis of an article. In the papers, students should demonstrate an understanding of the main points. Articles will be assigned by the instructor. **APA style format is required.** Papers should be typed in 12 point font, double spaced, with one inch margins. Papers are limited to **one page.** Papers longer than one page will not be accepted.

The point of this assignment is twofold: 1) Familiarize yourself with the article’s findings and 2) Become immersed in the writing process. The focus of this assignment is on **improvement.** Improvement requires adequate planning and multiple revisions. Inherent to the writing process is an initial draft, time away from it, a second draft, time away, and a third and fourth draft as needed.

Students will submit the article summary on the assigned due date. Students will **not receive a score on the first submission** for Article 1. They will receive feedback and macro level suggestions for improvement. They will also receive a note indicating if they need to schedule and attend an appointment at the writing support center. If this is designated on the paper, the student will meet with the a writing instructor, receive feedback, make necessary changes, and have the instructor sign the original copy of the paper. Both the original and revised copies must be turned in for the second submission.

The second submission is due a week after the original due date. **Students may be asked to submit the paper multiple times, depending on level of improvement.** Third and fourth revisions as needed will follow the same process and be due a week after the prior paper was turned in. Papers will be accepted when they reach an 8/10 or above.
**Functional Behavioral Assessment Case Conceptualization (40 points)**

Students will work independently to practice matching assessment data to intervention selection. Students will utilize Functional Behavioral Assessment techniques as well as the problem-solving model (Problem Identification, Problem Analysis, Plan Development, and Plan Evaluation) to analyze a behavior of a child (this could be from your progress-monitoring group or a child that you come in regular contact with in your life). Students will submit the case in parts and receive feedback on each section, more information will be provided in class. Each section is worth 10 points for a total of 40 points.

**Intervention Review (30 points)**

Students will work in groups of two. The empirical literature provides a wealth of intervention strategies to select from when designing interventions for students with presenting academic and/or social behavior difficulties. Students will consult the literature on a general class of interventions, then focus on the one intervention strategy/procedure that has the strongest research evidence and present it to the class. Presenters will summarize information regarding the procedures involved, evidence for or against use of the practice, and indications/contraindications for use with particular individuals.

1. Describe the class of interventions, including how they fit into the three-tier model and RTI process, as well as characteristics of intended deliverers and recipients
2. Provide a very brief description of common interventions in this class, including research supporting use or non-use
3. Give an overview of the **intervention with the most research support**, including availability, requirements, length, expertise needed, etc.
4. Share your evaluation of the empirical research base regarding this intervention, including:
   a. Number of studies evaluating its effectiveness
   b. An annotated description of 3 to 5 studies exploring its effectiveness
   c. Describe the strengths and limitations of the studies (design flaws, characteristics of the sample)
   d. Provide an overall evaluation of its status as evidence-based practice & recommendation for use
5. Lead an actual demonstration of the intervention (act out and involve class members)
6. Field questions from the class

   - **Provide an informative handout to the class and instructor.**
   - **Provide the annotated bibliography of the 3 to 5 studies described in the presentation.**

**The presentation should take 45 minutes.** Potential interventions include the following:

**INTERVENTION AREA #1: School-wide Level – Behavior**
Examples: School-wide Positive Behavior Support, Assertive Discipline, Foundations, Best Behavior

**INTERVENTION AREA #2: Group/Classroom Level – Behavior – Social Skills/Social-Emotional Skills Curricula**
Examples: Steps to Respect, Second Step, Bully Proofing, FRIENDS, Strong Kids/Strong Teens

**INTERVENTION AREA #3: Group/Classroom Level – Behavior – Behavior Rating and Feedback**
Examples: Check-in/Check-out Behavior Education Program, Self-Management/Self-Monitoring

**INTERVENTION AREA #4: Group/Classroom Level – Behavior – Classroom Management**
Examples: Timeout, The Good Behavior Game, Think Time, PATHS

**INTERVENTION AREA #5: Group/Classroom Level – Behavior – Parent Training**
Examples: The Incredible Years, Parent Management Training (PMT-O), Love and Logic
INTERVENTION AREA #6: Group/Classroom Level – Academic – Peer Tutoring
Examples: Class-wide Peer Tutoring, Reciprocal Peer Tutoring, Peer-Assisted Learning Strategies

INTERVENTION AREA #7: Group/Classroom Level – Academic – Differentiated Instruction Strategies
Examples: Cover-Copy-Compare, Graphic Organizers (webbing/story mapping), Folding-in or Drill Sandwich, Self-Regulated Strategy Development (writing),

INTERVENTION AREA #8: Group/Classroom Level – Academic – Elementary Reading
Examples: Reading Mastery, Read 180, Read Naturally, Collaborative Strategic Reading

INTERVENTION AREA #9: Group/Classroom Level – Behavior/Mental Health – Emotional Regulation
Examples: Coping Cat, Coping Power, Coping with Depression, Zones of Regulation

OTHER OPTIONS INCLUDE: Math instruction, Writing instruction, ESL Instruction, High School Remedial Reading Instruction, Reading Comprehension, Content Area Instruction, Study/Organizational Skills, and beyond…

**Intervention Implementation and Progress Monitoring Data Collection (50 points)**
Students will work in groups of 2 to implement an evidence-based intervention in the TAMUC Community Counseling and Psychology Clinic with a small group of students in the area of reading. The intervention will be implemented at least once per week for 30 minutes for 8 weeks. During the 8 weeks of intervention implementation (beginning in March and ending in April), the class will be held for 2 hours (from 7:30-9:30 pm) on certain days. On these days, the third hour will be devoted to implementation of the intervention. Days are noted in the schedule.

Students will collect baseline data first and then progress-monitor the students in the group using DIBELS Oral Reading Fluency Probes. Students will create individual progress monitoring graphs and evaluate the data using trend line analysis. There will be a focus on analyzing individual data as well as the overall impact on the group. Furthermore, you and your partner will each practice administering instruction and well as conducting fidelity checks on instruction.

You will collect and analyze individual and group data to evaluate effectiveness. A mid-intervention progress report will be shared with the instructor and a final progress report will be discussed with the parent of your students (see below). This will allow students to practice discussing academic data with parents. At the end of the 8 weeks, progress-monitoring graphs will be submitted at the end, along with the final report (a template and rubric will be provided).

**Parent Data Meeting (30 points)**
Intervention Implementation and Progress Monitoring Data Collection Groups will present the information regarding the intervention and progress monitoring data of the student. Your goal is to provide the information in a parent friendly manner. The presentation will be graded on the basis of how well the group explains the progress monitoring assessments and intervention information, engages the parent, answers parent questions, and closes the meeting with recommendations for next steps. A rubric will be provided. Each member of the group is graded individually based on their performance. During the meeting, the rest of the class will observe and take notes that will be provided to the team for feedback. The meetings should last 15-20 minutes*

*If parents are unable to attend the instructor will serve as the parent. The number of meetings depends on the number of students involved and may be shorter or longer. The instructor will assist with scheduling, however the students should be very aware of the amount of time they spend discussing content and answering questions.
**Participation (10 pts)**

Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

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<th>Points</th>
<th>Description</th>
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<tr>
<td>10 points</td>
<td>Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities</td>
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<tr>
<td>8-9 Points</td>
<td>Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics</td>
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<tr>
<td>5-7 Points</td>
<td>Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions</td>
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<tr>
<td>0-4 Points</td>
<td>Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process</td>
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*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing “special circumstances” for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

**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


**GRADING**

Final grades will be calculated based on the total number of points obtained for the assignments.

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<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tr>
<td>Article Summaries (10 pts x 2)</td>
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<tr>
<td>Intervention Review</td>
<td>30</td>
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<td>Parent Data Meetings</td>
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<td>Intervention Implementation &amp; Progress Monitoring Project</td>
<td>50</td>
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<td>Case Conceptualization</td>
<td>40</td>
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<td>Participation</td>
<td>10</td>
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<td><strong>Total Points Possible</strong></td>
<td><strong>180</strong></td>
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Final grades will be assigned using the following scale:

Grades:  
A = 90% and above  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = < 60%

**Late Work:** It is very important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **points will be deducted for each day the assignment is late.**
This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email). The number of points deducted for each day the assignment is late is equal to one letter grade. For example, if an assignment is worth 100 points and it is submitted a day late, the maximum number of points you can earn is 89.

**TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**eCollege Access and Log in Information**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: [https://leo.tamuc.edu](https://leo.tamuc.edu). You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc-commerce.edu.

**COURSE AND UNIVERSITY PROCEDURES**

**Course Specific Procedures**

**Attendance, Tardiness, & Leaving Class Early**

Students are expected to attend class as scheduled. Attendance is mandatory and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply. Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

**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. 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 disruptive 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, 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 reframe from using their laptops/cell phones during class.
Leo Mail and eCollege

All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I WILL NOT send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY 635: Question. All emails will be returned in 24 hours unless I notify you otherwise.

Academic Integrity

All students are expected to conform to the Texas A&M University-Commerce’s Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

Confidentiality Requirement

In accordance with the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

“Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

University Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Non-smoking Policy**
Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.
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<tr>
<th>Date</th>
<th>Readings</th>
<th>Reading objectives (before you come to class)</th>
<th>Class learning objectives (during class)</th>
<th>Class activities</th>
<th>Assignments due</th>
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| January 20th       | Gersten et al. (2005)  
**What Works Clearinghouse website** | What are the quality indicators of spec. ed research?  
What do you notice about the interventions listed on the site? | Review course objectives and assignments                                                                 | Sign up for groups & presentation dates |                                |
| January 27th       | Rathvon Ch. 1  
Missouri Evidence Based Intervention Network  
Kratochwill & Schernoff (2004) | What were the criteria used to select interventions?  
What is an EBI and how would you select one?  
What are the 5 assumptions about integrating EBI’s into practice? | Explain how to evaluate interventions to determine if they are “evidence-based”  
Understand the role of the school psychologist in intervention selection, design, and implementation | Evaluate interventions based on evidence  
Discuss Article Summary |                                |
| February 3rd       | Heward (2003)  
Sheridan & Colton (1994) | What are 3 of the misguided notions that struck you and why?  
Explain how the 4 steps of the problem-solving process were used with the case example of Mark, the 6 year old boy. | Articulate the Three-Tiered Model and eligibility process in an RtI approach  
Understand case conceptualization using the problem solving process | Use the problem solving process to conceptualize a case  
Article summary 1 due (Sheridan & Colton 1994 article) |                                |
| February 10th      | Sheridan et al. (2012)  
Batsche et al. (2010)  
PALS IRIS Online Module (link on eCollege) | What are the results and implications from the Sheridan et al. 2012 study?  
Why is hypothesis development important for intervention selection? | Understand case conceptualization using PS  
Explain how to use assessment questions & hypotheses for cases  
Describe an intervention in the area of reading, writing, math, social skills or behaviors | Use the problem solving process to conceptualize a case  
Select an intervention based on assessment data |                                |
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<th>Date</th>
<th>Reading</th>
<th>PALS Practice and Fidelity Checks</th>
<th>Article summary 1 revisions due</th>
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<td>February 17th</td>
<td><strong>Reading</strong>&lt;br&gt;Moats (2007)&lt;br&gt;Rathvon Ch. 3 (p. 141-228)&lt;br&gt;Mercier Smith et al. (2009)&lt;br&gt;McIntosh et al. (2006)</td>
<td>What is the difference between constructivism &amp; DI?&lt;br&gt;What observational method do you prefer and why? (Starting on pg. 58)&lt;br&gt;Pick one of the strategies. How would you teach a teacher how to do it?&lt;br&gt;What happened at Almeda elementary school? How did they plan for tiers of instruction?&lt;br&gt;What is the relationship between reading and behavior?&lt;br&gt;Describe the components of Direct Instruction and Whole Language instruction&lt;br&gt;Explain interventions that improve reading performance&lt;br&gt;Describe components of effective reading instruction</td>
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<td>February 24th</td>
<td><strong>Behavior &amp; Social Skills</strong>&lt;br&gt;Gresham (2005)&lt;br&gt;Rathvon Ch. 5&lt;br&gt;Marzano et al., Ch. 3-5&lt;br&gt;Gresham (2010)</td>
<td>How can RTI be used for EBD classification?&lt;br&gt;Focus on one category. Which intervention appeals to you most? Why?&lt;br&gt;What does the research say on note taking?&lt;br&gt;What are the three principles for providing rewards?&lt;br&gt;What are the guidelines for assigning homework?&lt;br&gt;What are some evidence-based strategies for social skills interventions?&lt;br&gt;Describe components of social skills instruction&lt;br&gt;Articulate interventions that improve behavior and social competence&lt;br&gt;Understand how the Marzano strategies can be used to supplement core instruction&lt;br&gt;Match social skills assessment data to an evidence-based social skills intervention&lt;br&gt;Marzano strategies practice</td>
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<td>PALS Sessions Begin</td>
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<td>March 10th</td>
<td>Math</td>
<td>Fuchs et al. (2008) Marzano et al., Ch. 1-2 Rathvon Ch 4 (pp. 228-247)</td>
<td>What are the seven principles for mathematics intervention? What is an effect size? Which strategies had the highest effect sizes? What is one strategy to teach similarities and differences?</td>
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<tr>
<td></td>
<td>PALS Sessions</td>
<td></td>
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<tr>
<td>March 17th</td>
<td>Spring Break – No PALS Sessions or Class</td>
<td></td>
<td></td>
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<tr>
<td>March 24th</td>
<td>Writing</td>
<td>Graham &amp; Harris (2009) Rathvon Ch. 4 (247-305)</td>
<td>What are the steps of SRSR instruction? Focus on one category. Which intervention appeals to you most? Why?</td>
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<td></td>
<td>PALS Sessions</td>
<td></td>
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<tr>
<td>Date</td>
<td>PALS Sessions</td>
<td>Topic</td>
<td>Activity</td>
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<tr>
<td>April 7th</td>
<td>Rathvon Ch. 6</td>
<td>Focus on one category. Which intervention appeals to you most? Why?</td>
<td>Facilitate a problem solving meeting with a parent using jargon free explicit information</td>
</tr>
<tr>
<td></td>
<td>Marzano et al., Ch. 9-10</td>
<td>Why should teachers ask students to clearly explain their hypotheses and conclusions?</td>
<td>Present research on a class of interventions, model a selected intervention and defend use or non-use of the intervention.</td>
</tr>
<tr>
<td>April 14th</td>
<td>None</td>
<td>Present research on a class of interventions, model a selected intervention and defend use or non-use of the intervention.</td>
<td>Present research on a class of interventions, model a selected intervention and defend use or non-use of the intervention.</td>
</tr>
<tr>
<td>April 21st</td>
<td>None</td>
<td>Present research on a class of interventions, model a selected intervention and defend use or non-use of the intervention.</td>
<td>Present research on a class of interventions, model a selected intervention and defend use or non-use of the intervention.</td>
</tr>
<tr>
<td>April 28th</td>
<td>Parent Meetings to discuss final outcomes of the PALS intervention and DIBELS Data as well as recommendations</td>
<td>Parent Meetings to discuss final outcomes of the PALS intervention and DIBELS Data as well as recommendations</td>
<td>Case Conceptualization: Plan Evaluation due</td>
</tr>
</tbody>
</table>
Required Readings on eCollege


NAMI (2007)


