COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


*Supplementary readings are listed at the end of the syllabus*

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. Implement a functional behavioral analysis, develop appropriate interventions, and conduct an evaluation of the intervention.
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)**

**Functional Behavioral Assessment Case Conceptualization (100 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 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 25 points for a total of 100 points. Rubrics will be provided on Ecollege.

**Delivery of an Intervention (50 points)**

Early in the term you and your peers will be assigned to review and deliver/present an intervention to the class. The assignment will allow you to explore and learn about one intervention manual in depth. You will have 1.5 hours to teach, model, and provide practice to your peers on the intervention you have been assigned. You will provide a brief overview of the intervention followed by the presentation of a selection of core sessions. Please also provide active practice opportunities to your peers. You can ask the class to be part of your role play (e.g., assign the class to be a group of young children struggling in reading) or you and your group members can role play clinicians and participants for the group. Please let me know if you would like to provide a copy of relevant sections of the manual for all class members to follow along.
Your group will provide a fairly detailed written plan that outlines which sessions you plan to demonstrate, how you plan to involve your peers, practice opportunities, and how you will discuss ethical and cultural considerations associated with the intervention.

Lastly, you will select and assign a minimum of one empirical article that evaluates the efficacy of your assigned intervention. The selected article should be from a respected journal and provide the outcomes of the intervention using a rigorous research design (i.e., randomized control trial). You will need to be familiar with the use of search databases such as PsychInfo or ERIC to identify appropriate articles. Please consult with me if you have questions.

**Problem-Solving Meeting (50 points)**

Students will work in groups of two or three. Each of you will take on a role at the problem-solving meeting. The roles are as follows:

- School psychologist
- Facilitator
- Teacher
- Parent: Dr. Conoyer and/or Guest speakers

As a group you will choose one of your Functional Behavioral Assessment Reports (see above) and the group will present assessment data as if the report is about a student. You will also present the information you learned about an intervention to target the issue. Your goal is to simulate a problem-solving meeting and provide the information in a parent friendly manner.

The presentation will be graded on the basis of how well the group explains the assessment and intervention information, engages the parent, answers parent questions, and closes the meeting with an action plan. A rubric will be provided for each role. Each member of the group is graded individually based on their role and performance. During the meeting, the rest of the class will observe and take notes that will be provided to the team for feedback. The meeting should last **30 minutes**.

Related to the problem-solving meeting, you will complete an intervention plan that details the specifics of the intervention that you described to the parent. The plan will include the following categories: intervention name, how to use it, the logistics, the progress monitoring plan, decision making rule, reinforcement strategies. A format will be provided on eCollege. The intervention plan is worth 20 points. The meeting is worth 30 points. **Total: 50 points**

**Progress Monitoring Data Analysis (50 points)**

Students will be given academic screening tools such as DIBELS Oral Reading Fluency Probes to interpret. Students will need to score and interpret both benchmarking (baseline) as well as weekly progress monitoring 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 student. You will analyze individual data to evaluate effectiveness and make recommendations for further intervention needed based on the data. A report along with the progress-monitor graph will be submitted (a template and rubric will be provided).
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. See the rubric below for more information:

<table>
<thead>
<tr>
<th>10 points</th>
<th>8-9 Points</th>
<th>5-7 Points</th>
<th>0-4 Points</th>
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<tbody>
<tr>
<td>Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities</td>
<td>Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics</td>
<td>Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions</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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</table>

*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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>FBA Case Conceptualization</td>
<td>100</td>
</tr>
<tr>
<td>Intervention Delivery</td>
<td>50</td>
</tr>
<tr>
<td>Progress Monitoring Data Analysis</td>
<td>50</td>
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<tr>
<td>Problem Solving Team</td>
<td>50</td>
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<tr>
<td>Participation</td>
<td>10</td>
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</table>

**Total Points Possible** 260

Final grades will be assigned using the following scale:

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<thead>
<tr>
<th>Grades</th>
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<tr>
<td>A</td>
<td>90% and above</td>
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<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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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. 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@tamu-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, or 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Activities/Highlighted Interventions</th>
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<tr>
<td>6/9/15</td>
<td>Course introduction &amp; Determining the merit of interventions</td>
<td>Gersten et al. (2005)</td>
<td></td>
<td>• Missouri Evidence Based Intervention Network</td>
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<td>Kratochwill &amp; Schernoff (2004)</td>
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<td>• What Works Clearing House</td>
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<td>• IRIS Modules</td>
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<td>• Assign Interventions</td>
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<td>6/11/15</td>
<td>Problem Solving and Case Conceptualization</td>
<td>Batsche et al. (2010)</td>
<td>Consent for FBA</td>
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<td>Riley-Tillman et al. – Chapters 2 &amp; 3</td>
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<td>6/16/15</td>
<td>FBA: Functional Assessment Interview &amp; Direct Observation</td>
<td>O’Neill et al. – Chapters 1 and 2</td>
<td>Intervention</td>
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<td>6/18/15</td>
<td>FBA: Linking Assessment to Intervention</td>
<td>O’Neill et al. – Chapters 3 &amp; 4</td>
<td>FBA Component A</td>
<td>Example Delivery of Intervention: Timeout</td>
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<td></td>
<td></td>
<td>Stormont et al. – Chapter 3</td>
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<td>6/23/15</td>
<td>Internalizing Behavior, Social Skills, and Social Emotional Learning</td>
<td>Stormont et al. – Chapters 4</td>
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<td>1. Think Social!</td>
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<td>Riley-Tillman et al. – Chapters 4</td>
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<td>6/25/15</td>
<td>Show Me The Data: Evaluating Effectiveness of Interventions &amp; Making</td>
<td>Riley-Tillman et al. – Chapters 5, 6, &amp; 7</td>
<td>FBA Component B</td>
<td>2. Homework, Planning, and Organizing (HOPS)</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignments</td>
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| 6/30/15| Curriculum Based Measurement: How Tos  
**Flipped Classroom** | Academic Assessment Part 1  
Academic Assessment Part 2  
• CBM Tutorial with DIBELS Probes  
• Assign Progress Monitoring Analysis Report |
| 7/2/15 | Reading & Writing              | Stormont et al. – Chapter 5  
Graham, S., & Harris, K.R. (2009). | FBA Component C  
3. Peer Assisted Learning Strategies – Reading  
4. Self-Regulated Strategy Development |
| 7/7/15 | Math & Content Areas           | Stormont et al. – Chapter 6  
Vaughn et al. (2013). | Progress Monitoring Analysis Report  
5. Peer Assisted Learning Strategies – Math  
6. Collaborative Strategic Reading |
| 7/9/15 | Problem Solving Team Meetings  |                                                                                  | FBA Component D                                  |

**Required Readings on eCollege**


