

**Response to Intervention:  
Evaluating the Effectiveness of Academic and Behavioral  
Treatments  
PSYC – 544  
Spring 2021**

<b>Professor:</b>	Gregory E. Everett, Ph.D.	<b>Class Location:</b>	Alumni Hall, Room 0401
<b>Office:</b>	Alumni Hall, Room 0126	<b>Class Time:</b>	Tuesdays, 9:00 – 11:50
<b>Phone:</b>	(618) 650-3284	<b>Office Hours:</b>	Mondays, 10 – 11:30
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**NASP Standards Addressed:**

- 1: Data-Based Decision Making & Accountability
- 2: Consultation & Collaboration
- 3: Learning & Instruction
- 4: Socialization & Development of Life Skills
- 5: Student Diversity in Development & Learning
- 9: Research & Program Evaluation
- 10: School Psychology Practice and Development
- 11: Technology Standards

**Course Description**

Response to Intervention: Evaluating the Effectiveness of Academic and Behavioral Treatments is a 3 credit hour course designed to provide students with skills and competencies in the Response to Intervention model in school psychology. The assessment model of hypothesis formation and testing will be offered, with emphasis on continuing assessment to frequently monitor effectiveness of academic and psychosocial interventions designed to target the needs of exceptional children. Students will gain applied experience through school-based RTI evaluations.

**This course is not intended to be primarily lecture in nature; rather it is seminar-style course where student involvement is expected.**

**Required Texts**

Brown-Chidsey, R., & Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice (Second edition)*. New York: The Guilford Press. **(RTI)**

Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). *Evaluating educational interventions: Single-case design for measuring response to intervention (Second edition)*. New York: The Guilford Press. **(EEI)**

^ Additional readings as assigned.

## Course Objectives

By the completion of the course students will gain:

- familiarity with differing definitions, controversies, and models of identification used to classify students as “learning disabled.”
- familiarity with the advantages and disadvantages of norm-referenced, discrepancy-based models of identification and response to intervention models.
- an understanding of the usage, application, and interpretation of single-case design methodology.
- an understanding of the usage, application, and interpretation of curriculum-based measurement data for reading, mathematics, and written language.
- familiarity with standardized assessments used to measure response to intervention.
- practical application skills regarding the use of technology in the classroom to measure response to intervention.

## Assignments and Final Grades

Assignments		Final Grades	
<b>RTI Evaluation</b>	90 points	<b>A:</b>	296+
<b>Case Presentation</b>	50 points	<b>B:</b>	272 – 295
<b>Special Topics in RTI</b>	50 points	<b>C:</b>	248 – 271
<b>2 Case Studies</b>	45 points each	<b>D:</b>	224 – 270
<b>Class Participation</b>	40 points	<b>F:</b>	< 224

- **RTI Evaluation** – Each student will conduct an RTI-based evaluation of either an academic or behavioral intervention in a school. Each evaluation must include the collection of baseline data as well as ongoing data collection during intervention implementation. Students will write a comprehensive report documenting baseline data, intervention description, and ongoing intervention data (all single-case design graphs **must** be included with the report). In addition, all reports must include the following sections and follow the format of assessment reports written in previous program classes: (a) Reason for Referral, (b) Procedures Used in the Assessment, (c) Background Information, and (d) Summary and Recommendations (a report template will be provided in class). Reports will be scored according to (a) intervention description, (b) varied single-case design related metrics, (c) clarity, (d) writing style, and (e) summary and recommendations. *All reports are to be double-spaced to allow for appropriate feedback and critique.*
- **Case Presentation** – During the final two weeks of class, each student will present a 20 – 30-minute Power Point presentation (with handouts) to the class based on their RTI Evaluation. The presentation should include (a) relevant background information, (b) intervention description, (c) baseline data interpretation (w/graphs), (d) intervention data interpretation (w/graphs), and (e) summary and recommendations. Each presentation will

be scored on the inclusion and interpretation of such information as well as overall presentation style and response to questions.

- **Special Topics in RTI** – Each student will make a 45 - 50 minute presentation during which they are responsible for “teaching” a relevant RTI related topic of interest to the class. Presentation format may vary and may include the use of audio-visual equipment, co-lecturers, in-class exercises, demonstrations, review of relevant research (or other related formats). *Although each student is responsible for general topic selection, final approval of each presentation topic must be granted by the professor (each student must have their individual topic approved by February 2, 2021 – the third week of classes).*
- **Case Studies** – Two case studies consisting of relevant background information and RTI related data will be provided to students (one on 3/9/21 and one on 3/23/21). The completed case study (i.e., a full report based on the information provided) will be due during the next regularly scheduled class period, with such reports scored according to the outline above.
- **Class Participation** – Regular class participation is expected and, therefore, is a large part of the student’s grade in this course. Students who regularly contribute to the class discourse will earn all available points, with deductions based on a lack of substantive comments or an attempt to dominate the class discussion to the detriment of others’ comments.

### **Attendance Policy**

Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. More than one absence will result in a one letter grade deduction.

**All assignments must be completed to receive a grade in this course.**

### **Additional Information**

#### **Statement on Disabilities**

Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course. To request accommodations please contact the Office of Disability Support Services, Student Success Center, Room 1270 (618-650-3726). According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

#### **Department of Psychology Policy on Withdrawal and Incomplete Grades**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by

university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

### **Statement on Plagiarism**

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**Be aware that it is expressly prohibited for students in this course to work together on or look at each other's assignments outside of class.**

### Tentative Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Required Reading</b>
<b>1/19</b>	Introduction & Syllabus Review Special Topics in RTI (discussion)		
<b>1/26</b>	RTI Introduction and National Policies RTI vs. Discrepancy Models		Chapter 1 (EEI) Chapter 1 (RTI) Chapter 2 (RTI) Chapter 3 (RTI)
<b>2/2</b>	Academic Assessment w/in RTI Identification and “Diagnosis” w/in RTI		<i>^Best Practices: Data-Based... (7, 9, 20)</i>
<b>2/9</b>	Single-Case Research Designs #1		Chapter 2 (EEI) Chapter 3 (EEI) Chapter 4 (EEI) <i>^Best Practices: Foundations... (28)</i>
<b>2/16</b>	Single-Case Research Designs #2		Chapter 5 (EEI) Chapter 6 (EEI)
<b>2/23</b>	Data Analysis Wrap-up		
<b>3/2</b>	Progress Monitoring and Environmental Considerations		<i>^ Best Practices: Student-Level... (4)</i> <i>Foundations... (26)</i>
<b>3/9</b>	Report Writing and Data Graphing	<b>Case Study #1 handed out</b>	Appendix A (EEI) Appendix B (EEI) Chapter 11 (RTI)
<b>3/16</b>	Functional Assessment/Analysis	<b>Case Study #1 due</b>	<i>^ Best Practices: Data-Based... (18)</i>
<b>3/23</b>	Brief Experimental Analysis	<b>Case Study #2 handed out</b>	Chapter 7 (EEI) Chapter 10 (RTI)
<b>3/30</b>	Multicultural Considerations RTI in Illinois	<b>Case Study #2 due</b>	Chapter 7 (RTI) Chapter 8 (RTI) <i>^Best Practices: Foundations... (4)</i> <i>^IL RTI Documents</i>
<b>4/6</b>	Special Topics and Case Presentation preparation		
<b>4/13</b>	*Special Topics in RTI (3)	<b>*Special Topics in RTI</b>	
<b>4/20</b>	*Special Topics in RTI (3)	<b>*Special Topics in RTI</b>	
<b>4/27</b>	*Case Presentations (3)	<b>*Case Presentations</b>	
<b>5/4</b>	*Case Presentations (3)	<b>*Case Presentations RTI Evaluation</b>	

**\* Each student will make one Special Topics in RTI Presentation and one Case Presentation (dates will be determined during the first class meeting).**