Response to Intervention:
Evaluating the Effectiveness of Academic and Behavioral Treatments
PSYC – 544
Spring 2022

Professor:	Gregory E. Everett, Ph.D.	**Class Location:**	Alumni Hall, Room 0201
Office:	Alumni Hall, Room 0126	**Class Time:**	Tuesdays, 9:00 – 11:50
Phone:	(618) 650-3284	**Office Hours:**	Mondays, 10 – 11:30
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			or by appointment

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	
RTI Evaluation	90 points	**A:**	296+
Case Presentation	50 points	**B:**	272 – 295
Special Topics in RTI	50 points	**C:**	248 – 271
2 Case Studies	45 points each	**D:**	224 – 270
Class Participation	40 points	**F:**	< 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 January 25, 2022 – 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 3/1/22 and one on 3/22/22). 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.siue.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.siue.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.siue.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.siue.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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their

face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

   As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued

Tentative Course Schedule

Date	Topic	Assignment	Required Reading
1/11	Introduction & Syllabus Review Special Topics in RTI (discussion)		
1/18	RTI Introduction and National Policies RTI vs. Discrepancy Models		Chapter 1 (EEI) Chapter 1 (RTI) Chapter 2 (RTI) Chapter 3 (RTI)
1/25	Academic Assessment w/in RTI Identification and "Diagnosis" w/in RTI		*^Best Practices: Data-Based...* (7, 9, 20)
2/1	Single-Case Research Designs #1		Chapter 2 (EEI) Chapter 3 (EEI) Chapter 4 (EEI) *^Best Practices: Foundations...(28)*
2/8	Single-Case Research Designs #2		Chapter 5 (EEI) Chapter 6 (EEI)
2/15	**No Class – NASP Convention**		
2/22	Progress Monitoring and Environmental Considerations		*^ Best Practices: Student-Level...*(4) *Foundations...(26)*
3/1	Report Writing and Data Graphing	**Case Study #1 handed out**	Appendix A (EEI) Appendix B (EEI) Chapter 11 (RTI)
3/8	**No Class – Spring Break**		
3/15	Functional Assessment/Analysis	**Case Study #1 due**	*^ Best Practices: Data-Based...* (18)
3/22	Brief Experimental Analysis	**Case Study #2 handed out**	Chapter 7 (EEI) Chapter 10 (RTI)
3/29	Multicultural Considerations RTI in Illinois	**Case Study #2 due**	Chapter 7 (RTI) Chapter 8 (RTI) *^Best Practices: Foundations...(4)* *^IL RTI Documents*
4/5	*Special Topics in RTI (3)	***Special Topics in RTI**	
4/12	*Special Topics in RTI (3)	***Special Topics in RTI**	
4/19	*Special Topics in RTI (3)	***Special Topics in RTI**	
4/26	*Case Presentations (5)	***Case Presentations**	
5/3	*Case Presentations (4)	***Case Presentations RTI Evaluation**	

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