

Psychoeducational Assessment and Intervention
PSYC – 545
Summer 2022

Professor:	Gregory E Everett, PhD	Class Meetings:	Tuesdays & Thursdays
Office:	Alumni Hall, Room 0126		12:30 – 4:45 pm
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NASP Standards Addressed:

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

Course Description

Psychoeducational Assessment and Intervention is a 3-credit hour course designed to provide students with skills and competencies in both the assessment of and intervention with educational difficulties of exceptional children in the school setting. Students will gain experience with a variety of empirically-validated academic assessments, interventions and instructional methods in reading, mathematics, and written expression.

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

Prerequisites: Graduate standing in psychology, PSYC 541a

Required Texts

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes (3rd Ed.)*. New York: Guilford.
(ESI)

Shinn, M. R., Walker, H. M., & Stoner, G. (Eds.). (2010). *Interventions for academic and behavior problems in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists. **(IAB)**

^ *Additional readings as assigned*

Course Objectives

By the completion of the course students will gain:

- an understanding of the link between psychoeducational assessment and intervention, as well as how such results inform appropriate intervention design.
- an understanding of empirically-based interventions in the academic areas of reading, mathematics, and written expression.

- an understanding of intervention-related constructs, including treatment integrity and treatment acceptability, which influence educational outcomes of children.
- an understanding of those issues related to non-biased psychoeducational assessment, academic intervention, and school-based service provision.

Assignments and Final Grades

Assignments		Final Grades	
Two Discussion Boards	40 points each	A:	296+
Article Discussion	60 points	B:	272 – 295
Team Debate	60 points	C:	248 – 271
Intervention Presentation	60 points	D:	224 – 270
Class Participation	60 points	F:	<223

- **Discussion Boards** – Students are required to participate in two (2) discussion board activities during this course. Each of these assignments require students to provide at least **one response to the instructor’s post** and at least **one post that directly relates to a classmate’s response to the instructor’s post**. The posts relating to a classmate’s response may expand upon or raise additional questions about their comments. Schedules and topics for each discussion prompt will be discussed during class meetings. **Discussion Board grades will be based on both meeting the numerical posting requirements and on the content of responses.**
- **Article Discussion** – Each student will lead one discussion of a research article related in some way to professional school psychology practice. Although students may select academic interventions articles, studies of other types may also be chosen. Once chosen, each student will electronically distribute their article to the professor and all other students at least one class day prior to their individual discussion date. During each presentation, the student will briefly discuss (~ 10 – 15 mins) key points of the article including (but not limited to) methods, results, strengths, and weaknesses. In addition, the presenter must also prepare 8 questions about the article (not necessarily related to the above topics) to be asked of all other students in the class. These questions must be open-ended in format and not be able to be answered with “yes/no” responses. During each presentation the professor will randomly determine which student will answer each of the presenter’s questions. Student responses to individual questions will be a component of class participation scores. **Presenters are not permitted to share their questions with other students prior to their article discussion.**
- **Team Debate** – Students will participate in a team debate regarding the concepts of treatment integrity (fidelity) and treatment acceptability. The class will be divided into 2 teams, with one side arguing **for the assessment of treatment acceptability** and the other side arguing **against its’ assessment**. Each team will be required to incorporate arguments based in part on the construct of treatment integrity and its relation to treatment acceptability and will be required to defend their position with *a minimum of four empirical articles* (the use of more than four articles is strongly encouraged) and a team-wide PowerPoint presentation defending their stance. Following each team’s initial presentation, there will be a question and answer session between the teams as well as

time for rebuttal to the other team's arguments. Each team member will be responsible for orally presenting the arguments from at least one empirical study (in addition to additional presentation requirements). In order to successfully complete this assignment, it is imperative to understand both sides of the issue. **As such, it is recommended that students not only study their team's arguments/research base, but that of the opposing team as well.** This assignment will be graded based on each student's individual contributions (50%) as well as the overall effectiveness of the team (50%).

- **Intervention Presentation** – Each student will make a PowerPoint presentation demonstrating the appropriate use of a school-based intervention with current empirical support (i.e., either academic or behavioral). The intervention to be presented **must not** have been covered by the instructor during previous course lectures (or previous program classes). Each presentation must include the following: (a) intervention description, (b) appropriate usage, (c) students & difficulties for which the intervention should be used, (d) and a description of at least two empirical studies outlining the empirical effectiveness of the intervention. Each student must also construct a hypothetical single-case design graph showing the potential effectiveness of the intervention.
- **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 attempts to monopolize discussions to the detriment of other students.

Attendance Policy

Perfect attendance for all course meetings 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. **All assignments must be completed to receive a grade in this course.**

Additional Information

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Department of Psychology Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal

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. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given

when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average. The granting of a grade of I (Incomplete) is not automatic and 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 work not later than the end of the following semester. 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 presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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 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 or look at each other's assignments (with the exception of the Team Debate).

Tentative Course Schedule – Option #1

Date	Topic of Online Meeting	Assignment	Required Reading
5/31	Introduction, syllabus review and overview of assignments/readings		
6/2	Current Trends in Psychoeducational Assessment and Intervention		Foreword/Chapter 7 (IAB) <i>^IL RTI Documents</i>
6/7	Academic Interventions/instructional methods (Reading)	Discussion Board #1	pp. 114-150 (ESI) Chapter 18 (IAB) <i>^Best Practices: Student-Level...(7,8)</i>
6/9	Academic Interventions/instructional methods (Mathematics)		pp. 151 – 166 (ESI) Chapter 20 (IAB) <i>^Best Practices: Data-Based...(14,15)</i>
6/14	Academic Interventions/instructional methods (Written Expression) Article Discussions	Article Discussions (3)	pp. 167-210 (ESI) Chapter 21 (IAB) <i>^Best Practices: Data-Based...(12,13)</i>
6/16	Article Discussions	Article Discussions (3) Discussion Board #2	
6/21	Article Discussions	Article Discussions (3)	
6/23	Treatment acceptability and integrity	Team Debate	
6/28	Intervention Presentations (in-person)	Intervention Presentations (5)	
6/30	Intervention Presentations (in-person)	Intervention Presentations (4)	

Tentative Course Schedule – Option #2 (Differences Highlighted)

Date	Topic of Online Meeting	Assignment	Required Reading
5/31	Introduction, syllabus review and overview of assignments/readings		
6/2	Current Trends in Psychoeducational Assessment and Intervention		Foreword/Chapter 7 (IAB) ^ <i>IL RTI Documents</i>
6/7	Academic Interventions/instructional methods (Reading)	Discussion Board #1	pp. 114-150 (ESI) Chapter 18 (IAB) ^ <i>Best Practices: Student-Level...(7,8)</i>
6/9	Academic Interventions/instructional methods (Mathematics)		pp. 151 – 166 (ESI) Chapter 20 (IAB) ^ <i>Best Practices: Data-Based...(14,15)</i>
6/14	Academic Interventions/instructional methods (Written Expression)		pp. 167-210 (ESI) Chapter 21 (IAB) ^ <i>Best Practices: Data-Based...(12,13)</i>
6/16	Article Discussions	Article Discussions (3)	
6/21	Article Discussions	Article Discussions (3)	
6/23	Article Discussions	Article Discussions (3)	
6/28	Intervention Presentations (virtual)	Intervention Presentations (9) Discussion Board #2	
6/30	Treatment acceptability and integrity	Team Debate	