

BYU CPSE Winter 2023 Syllabus
Academic Intervention



INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

In this course, we will explore effective instructional practices that meet the needs of all learners, while respecting diversity. CPSE 620 students will learn to become thoughtful and adaptive school-based professionals who work in partnership with schools. CPSE 620 students will learn practical and hands-on instructional approaches for teaching students with disabilities. CPSE 620 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific teaching strategies learned throughout the semester.

MATERIALS

- Burns, M. K., Riley-Tillman, T. Chris, & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. (3rd ed.) New York, NY: The Guilford Press. ISBN 978-1-4625-2614-7
- Assigned Journal Article Readings - For **each** class please bring either a hard copy of the assigned readings or download it onto your electronic device prior to class

due to questionable internet access. Note that, access to the journal articles can be found via the Harold B. Lee Library. ([Link](#))

PROFESSIONAL PRACTICE FRAMEWORK DISPOSITIONS

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify course goals, facilitating their enactment in class and during your work with your district students this semester. Expectations:

- CPSE 620 students will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
 - CPSE 620 students will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
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LEARNING OUTCOMES

In this course, CPSE 620 students will be able to demonstrate an understanding of:

- Tiered system of support for students who struggle.
 - Major theories of intensifying instruction for students not responding to Tier 1 instruction.
 - Major approaches to academic intervention in the areas of reading, writing and mathematics for students not responding to Tier 1 instruction.
 - Differentiating instruction for students not responding to Tier 1 instruction.
 - Balanced coaching approaches for leaders working with teachers supporting students not responding to Tier 1 instruction.
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LEARNING QUESTIONS

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in writing to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in mathematics to teach students who are not responding to Tier 1 instruction?

- How do I provide supported and intensive instruction in reading?
- How do I provide supported and intensive instruction in writing?
- How do I provide supported and intensive instruction in mathematics?
- How do I provide supported and intensive coaching for teachers who instruct students who are not responding to Tier 1 instruction?
- What instructional strategies have evidence of greatest impact on student outcomes?
- How can I become an advocate for students who are not responding to Tier 1 instruction as well as to the teachers who work with them?

GRADES AND GRADING METHODOLOGY

Grading Scale:

Grades	Percent
A	93%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Note: All grades will be rounded (e.g., 89.50% is calculated as 90%)

Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Due	Total Points
Individual Modeling Project	Modeling 1: 1.21.2023 Modeling 2: 1.28.2023	50 points
Team TRI Videos		
Pink/Blue Video	2.18.2023	100 points
Green Video	3.4.2023	100 points
Purple Video	3.11.2023	100 points
TRI Team Presentations	3.14.2023	100 points
Individual Interview Synthesis Project	4.1.2023	200 points
Team SRSD with Contextual Factors	4.15.2023	100 points
Team Digital Intervention Journal	Reading Math	50 points each section

	Writing Academic Performanc e	200 pts total
	Completed Journal Due 4.21.2022	
Individual and Team Child Watching Portfolio Collaborative Reflection Presentations	4.18.2022	100 points
Individual and Team Child Watching Portfolio Project Final	4.21.2022	400
Attendance, Participation, Professional Disposition and Respect for Others	Ongoing	30 points
Total		1480 points

ATTENDANCE, PARTICIPATION, PROFESSIONAL DISPOSITION AND RESPECT FOR OTHERS:

Attendance and Participation: Attending class and arriving on time reflects professional disposition. Students must be on time to class. Those who miss class more than one time and/or are consistently late (late is defined as arriving 5 or more minutes late; consistently is defined as 3 or more times of being late) will NOT receive participation points.

Additionally, in-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic).

Professional disposition will be assessed in terms of promptness to class (attending on time); quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters (as demonstrated in class comments and written assignments); sensitivity to multicultural considerations and individual diversity (as demonstrated in class comments and written assignments); consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

POLICY:

Late work

It is **very** important that work be turned in on time or you will find it very difficult to catch up. Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. ***Late work will NOT be accepted at all 5 days after due date.*** However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

ASSIGNMENTS

1. **MODELING PROJECT**

DUE January 21 Modeling 1; Submit by Midnight
February 1, Modeling 2. Submit by Midnight

For this project you will:

- Teach a human something by using modeling.
- The human to whom you teach something could be a spouse, child, parent, friend, colleague or family member.
- The content of what you teach could be anything from how to blow a bubble to how to plant a herb garden.
- Record yourself.

- Turn in your recording for Modeling 1 on 1.21.2023 by Midnight.
 - You will receive more information in class on how to complete the 2nd half of the project which you will submit on 2.1.2023 by Midnight.
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2. TRI TEACHING VIDEO

This is a team project. To fulfill the project you must complete the following parts:

- a. Each member of the team teach all TRI videos to a *human by due dates*.
- b. Each member of the team choose one TRI level to teach to your target student. You must collaborate so that all TRI levels are taught to a student and video recorded.
- c. You will present your TRI project to the class as a team.

Your team must submit all three videos: TRI PINK/BLUE; TRI GREEN and TRI PURPLE video.

TRI PINK/BLUE video

DUE: FEB 18, 2023 by MIDNIGHT

Made up of two sub-videos – must include:

- A video of you working with a student.
- PINK or BLUE Segmenting Words
- Change 1 Sound
- Read, Write and Say
- Read Write and Make
- Guided Oral Reading
- Pocket Phrases
- Evidence of you using the STRIVE for FIVE Strategy
- Evidence of you using the BLEND AS YOU GO Strategy
- A PINK or BLUE Diagnostic Map

TRI GREEN Video

DUE MAR 4, 2023 by MIDNIGHT

Made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words in GREEN,
- Sort Write and Say,
- Word Division
- Guided Oral Reading
- ReReading for Fluency
- A GREEN Diagnostic Map
- Evidence of you using the Search for the Sound Strategy

- Evidence of you using the BLEND AS YOU GO Strategy

TRI PURPLE Video

DUE MAR 11, 2023 by MIDNIGHT

Made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words by chunk in PURPLE
- Read Write and Say by chunk,
- Word Division by chunk
- Read Right Make with Permanent Irregular Sight words with more than one syllable
- TRI Writing

A PURPLE Diagnostic Map

TRI TEAM PRESENTATIONS:

DUE MAR 14, 2023 in class

1. Introduce your team to the class
2. Give feedback about what team members experienced working with the TRI with a human.
3. Discuss why members chose TRI levels to teach to target students.
4. What you learned
5. Suggestions for implementation.

4. INTERVIEW SYNTHESIS ESSAY

- **DUE: APR 1, 2023 at MIDNIGHT**

Background of Assignment: As a school-based Practitioner, you will be expected to offer multiple roles of support for both students and colleagues. As such, this assignment is meant to help prepare you for these various roles by having you collect data from 3 disparate perspectives of school faculty. With this in mind, to complete this essay you must:

- Complete an interview with three of the following individuals (interview protocols will be provided for you):
 - a general education teacher,
 - special education teacher,
 - school psychologist,
 - a school-based BCBA
 - a literacy, instructional or curriculum coach.
- You will synthesize your learning in a 10-15 page written essay. This essay should include the experiences of your interview participants related to their perspectives shared in their interviews.
- You will receive more information about this project throughout the semester. It is expected you will make relevant connections to readings

and course work

6. SRSD VIDEO WITH CONTEXTUAL FACTORS

- **DUE: APR 15, 2023 by MIDNIGHT**

You will plan, implement and record a persuasive writing SRSD lesson with a *human*.

In order to complete this assignment you must:

Be familiar with a two week SRSD persuasive writing unit.

Choose a lesson from the SRSD persuasive writing unit to record

Video record and submit this lesson from your unit.

Consider contextual factors as part of this project.

Write a 2-3 page reflection paper about your SRSD work.

For contextual factors, please include:

- Your thoughts about how the geographic location impacts student learning?
- Your thoughts about how the community and school population impact student learning? (Remember, you need to access this information about your school site).
- Your thoughts about how the socio-economic profile impacts student learning?
- Your thoughts about how the race/ethnicity profile of the student body impacts student learning? (Remember to think about how bias may impact here)
- Other considerations about the community or school that could impact student learning?
- Here is how I might change the lesson for different demographics present at the school?

2.

CAUTION: Please make sure not to write from a deficit view or a culture of poverty lens.

Include in your reflection the strengths and affordances students from disparate socio economic, families, communities and racial and ethnic backgrounds bring to the instructional environment.

7. TEAM DIGITAL INTERVENTION JOURNALS

- **DUE: Your Completed Intervention Journal is due APR 21, 2023.**

Throughout the semester your team will create a digital intervention journal. Within this journal you will record your understanding of interventions in the area of reading, writing, math and academic performance. In order to complete this assignment you will:

1. Create a digital journal with 4 sections: Reading, Writing, Math, Academic Performance.
2. Choose 4 interventions within each area from Chapter 4 from the Burns et al text.
3. Try the intervention with a human (could be your target student if appropriate)
4. Add to your journal throughout the semester.

5. Use and complete the digital journal template below

Intervention Area Reading Writing Math Performance
Name of Intervention
Explain how to implement the Intervention
Write about how you tried this Intervention with a human.
Provide and describe an online link you found that would help someone understand this strategy
Reflections about this intervention: (which age, grade etc. would benefit the most from this strategy?)

8. CHILD WATCHING PORTFOLIO PROJECT – FINAL

DUE: April 18, 2023

The aim of this project is two fold – to support you in learning how to implement academic intervention and to support your ability to serve on collaborative teams relative to academic intervention.

This project is designed as your final project but will span the entire semester. This project consists of your choosing a target student from a classroom. You must receive parent consent (you will be provided consent forms).

Based on assessment data, you will choose an intervention to implement with the student.

It is estimated you will have 6 data points with the student.

You will analyze data and discuss the success of your intervention implementation.

You will consider contextual factors.

You will consider intensifying instruction factors.

You will meet in collaborative groups across the semester to discuss intervention implementation with your target student.

It is anticipated that you will meet with your collaborative groups weekly across the semester.

Group meeting time is considered part of your homework assignments.

Across the semester, you will be asked to share your reflections with class members. More

information, and a rubric will be provided to help prepare you for your Final.

At the end of the semester, each member of the your team will rate others on the team for collaborative skill. You will use the following rubric:

Component	Component Fully Met (Rating = 3)	Component Met (Rating = 2)	Component Partially Met (Rating = 1)	Component Not Met (Rating = 0)	Rating
Share knowledge	Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting.	Contributes to the group with occasional prompting.	Contributes to the group only when prompted.	
Adjust to unforeseen circumstances	Demonstrates ability to seek different solutions, approaches, and strategies in an effective, original, and/or creative way.	Demonstrates ability to seek different solutions, approaches, and strategies.	Demonstrates ability to seek a single solution, approach or strategy, but does not pursue better or original alternatives.	Demonstrates a reliance on first solution generated.	
Make decisions	Helps group identify necessary changes and encourages group action for change.	Willingly participates in needed changes.	Participates in needed changes with occasional prompting.	Demonstrates a reliance on first solution generated.	
Build consensus	Values, encourages, and acknowledges the work of other group members. Takes responsibility for end product that reflects minority and majority conclusions of the group.	Respects differing points of view. Agree on group priorities, goals, and procedures.	Listens attentively to members of the group. Contributes some to end product of the group.	Acknowledges members of the group. Cooperates reluctantly or obstructs progress.	
Notes:					

CLASS PARTICIPATION

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.

UNIVERSITY POLICIES

1. HONOR CODE

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

2. SEXUAL MISCONDUCT

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class

assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

3. STUDENT DISABILITY

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

4. ACADEMIC HONESTY

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

