

BYU CPSE 620
Winter 2024 Syllabus
Academic Intervention



INSTRUCTOR INFORMATION

Instructor Name: Dr. Elizabeth A. Cutrer-Párraga
Office Location: 340-R MCKB
Office Hours: By appointment
Email: elizabethcutrer@byu.edu

TA:
Amelia Spencer
ars224@byu.edu
Office Hours: By appointment

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.

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.

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	95%
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
Group Getting To Know You Presentations	1.23.2024	100 points
Interactive Lecture and Reflection	Due throughout the semester. See schedule below.	200 points
Individual Interview Synthesis Project	2.24.2024	200 points
Group Digital Intervention Journal	Reading Math	

	Writing Academic Performance	200 pts total
	Completed Journal Due 3.30.2024	
Group SRSD with Contextual Factors	4.9.2024 Group Presentation 4.13.2024 Individual Write Ups	200 points
Individual and Team Child Watching Portfolio Collaborative Reflection Presentations	4.16.2024	100 points
Dialogic Journals	4.18.2024	100 points
Individual and Team Child Watching Portfolio Project Final	4.20.2024	400 points
Attendance, Participation, Professional Disposition and Respect for Others	Ongoing	30 points
Total		1530 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. **Group Getting to Know You Presentations**

DUE: January 23, 2024

Instead of meeting in class on January 16, you will meet asynchronously with your group. You will get to know each other, organize your work for the semester, and create a powerpoint and prepare to present your group to the class on January 23. Your powerpoint presentation must include evidence that:

1. You have gotten to know each other. Describe what activity you used to get to know each other better.
2. Describe how you will acknowledge group members' birthdays that occur during the semester. If no group members birthdays occur during the semester, describe how you will celebrate one birthday for everyone.
3. Choose a name and icon to represent your group.
4. Make goals for what you want to learn for the semester and from each other.
5. Set up your Dialogic Journal Rotation. Show a table for this.
6. Your team is responsible for two interactive presentations during the semester. Decide how you will present these.
7. Provide evidence you have located and downloaded articles for your interactive presentations.
8. Provide evidence you have set up a group platform for your intervention journal.
9. Provide evidence you have assigned roles for your group intervention journal (if your group has four members you will do reading, writing, math, academic performance; if your group has three members, you will do reading, writing, and math.)
10. Make a plan for your snack rotation.
11. Present the following information to the class about individuals in your group:

Group Name

Group Icon

Individual names and nicknames

Individual birth months and days

Favorites for each group member:

Food

Color

Hobby
Store
Snack
Movie
Fast-food
Sports team
Book/author
Beverage
Scent
Restaurant
Birthday Cake
Place I've traveled
Scripture
Name of the Savior
Hobbies/Interests
Allergies
Dislikes
I recharge by
I am happiest when
I work best with
I work best when
My favorite way to learn
I like to receive recognition by
My biggest win in the last week
Favorite weekend activity
What concerns me the most about my thesis
What would be the most helpful about my thesis

GROUP 1 Lauren Astle -SP Kaiya Dawson – SP Ian Gee – SPED Wilson Galeas Privado- SP	GROUP 2 Megan Coalwell – SP Allison Hovey - SPED Ana Pacheco – SP
GROUP 3 Peyton Johnstone – SP Isabel Medina – SPED Molly Michelle Michaels – SP Shane Petersen - SPED	GROUP 4 Katie Clark - SP Angie Findlay – SP Danina Thatcher – SPED Gail Surio – SP
GROUP 5 Savanna Parady – SP Merna Raines – SP Rose Hopkins - SPED	

2. Interactive Lecture and Reflection

DUE: Throughout the Semester. Notice When Your Team is Assigned to Present to the Class Below.

For this project you will present an assigned topic for the class in an interactive presentation with one other member of your team. To complete this project you must:

1. Present the topic from the reading using a slide deck.
2. Use at least one activity from activity set A, B, and C. In other words, your presentation will include a total of at least three activities (one from A, one from B and one from C. You may not choose the same three activities as the group who present before you.)
3. You must provide a digital tri fold brochure to each member of the class in the form of information for families/teachers and include three activities for a family member/teacher to help them strengthen that skill with their child/student.
4. You must provide clear opportunities for students to respond such as response boards etc. <https://classroomcheckup.org/increasing-opportunities-to-respond/>
5. One week after your class presentation, you must submit a 300 word reflection on the process of preparing for the presentation.

A Activities (Choose 1)	B Activities (Choose 1)	C Activities (Choose 1)
<p>Skeleton notes – Create a handout with key points of the lecture on the left margin, leaving space for students to fill in notes during lecture portion of presentation. Pair up or group students to compare notes and fill in gaps.</p> <p>Short Video Clip – Provide a short, relevant video clip for introducing the new topic, punctuating the main point of the new learning, or providing a springboard for class discussion.</p> <p>Student-created Visuals - Ask students to work in small groups to create visual study aids such as flow charts, graphs, diagrams,</p>	<p>Press Conference – Ask students to work in teams to write and organize questions from the reading, and then interview the presenters in a simulated press conference.</p> <p>Select the Best Response – Present students in the class with a question or scenario and then asked to consider which one of three responses best answers it as a means of helping students to recall and apply information presented in lecture.</p> <p>Support a Statement – Provide a statement for which students must locate support in the reading and give data to support the statement.</p>	<p>Clusters – Break reading material into sections and have each individual or group read an assigned section, becoming an “expert” on that section. Each individual or group then teaches the others about the specific material that they learned.</p> <p>Gamify – Have students practice a portion of the new learning by having the students play a game with the new learning.</p> <p>One Minute Paper – Near the end of the class period, ask students to write for one minute on the main 1-2 points of the new information.</p>

artwork, maps, or photography to represent the new learning. Storify the new learning by presenting a portion of the learning as a rap, rhyme, song, dance, action, poem, or reader's theater.	Re-order Steps –Present a series of steps in a mixed order. Ask students to sequence the items correctly.	Student-created Visuals Ask students to work in small groups to create visual study aids such as flow charts, graphs, diagrams, artwork, maps, or photography to represent what they learned.
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Date	Topic	Team
Jan 30	Cultural Humility for BCBA's Wright, P. I. (2019). Cultural humility in the practice of applied behavior analysis. <i>Behavior Analysis in Practice</i> , 12(4), 805-809.	Group 1 Team A
Jan 30	Cultural Humility for School Psychologists Fisher, E. S. (2020). Cultural humility as a form of social justice: Promising practices for global school psychology training. <i>School Psychology International</i> , 41(1), 53-66.	Group 1 Team B
February 13	Intensifying Instruction. Lam, E. A., Kunkel, A. K., McKeveit, N. M., & McMaster, K. L. (2022). Intensifying instruction to meet students' early writing needs. <i>TEACHING Exceptional Children</i> , 54(3), 214-222.	Group 2 Team A
February 13	Intensifying Instruction: Menzies, H. M., Lane, K. L., Oakes, W. P., & Ennis, R. P. (2017). Increasing students' opportunities to respond: A strategy for supporting engagement. <i>Intervention in School and Clinic</i> , 52(4), 204-209.	Group 2 Team B
February 27	Executive Function: Doebel, S. (2020). Rethinking executive function and its development. <i>Perspectives on Psychological Science</i> , 15(4), 942-956.	Group 3 Team A
February 27	Takacs, Z. K., & Kassai, R. (2019). The efficacy of different interventions to foster children's executive function skills: A series of meta-analyses. <i>Psychological bulletin</i> , 145(7), 653.	Group 3 Team B

March 12	Al Otaiba, S., Rouse, A. G., & Baker, K. (2018). Elementary grade intervention approaches to treat specific learning disabilities, including dyslexia. <i>Language, Speech, and Hearing Services in Schools, 49</i> (4), 829-842.	Group 4 Team A
March 12	Johnston, V. (2019). Dyslexia: What reading teachers need to know. <i>The Reading Teacher, 73</i> (3), 339-346.	Group 4 Team B
March 19	Dyslexia – Writing: Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. <i>Language, speech, and hearing services in schools, 49</i> (4), 843-863.	Group 5 Team A
March 19	Chung, P. J., Patel, D. R., & Nizami, I. (2020). Disorder of written expression and dysgraphia: definition, diagnosis, and management. <i>Translational pediatrics, 9</i> (Suppl 1), S46.	Group 5 Team B

3. **Dialogic Journals**

DUE: APR 16, 2024 by MIDNIGHT

This is a dialogic journal based on course readings. You will exchange your digital journal with a different member of your group each week. You will have entries in your journal starting for the week of January 23 and continuing through the week of April 9th. To fulfill the project you must ask and answer questions with someone in your group week following the CROWD method including the following parts:

C: Completion Questions. Each week you will ask and answer a completion question based on the reading such as “Squire et al (2024) suggested the special educators perceived BCBA’s to be _____?”

R: Recall Questions. You ask and answer a recall question to demonstrate understanding such as “What do Squire et al., (2024) suggest BCBA training programs incorporate to help future BCBA’s be able to work with special educators and school psychologist effectively?”

O: Open-ended Questions. Each week you will ask and answer an open-ended question based on the reading. Open-ended questions provide freedom to discuss any portion of the reading you found interesting.

W: Wh questions (using who, what, when, where, why). Each week you will ask and answer a Wh question.

D: Distancing questions. Distancing questions distance you from the specific reading and allow you to make connections to other yourself, other readings, or other areas of your professional

life. Each week you will ask and answer a distancing question. You might ask something like, “Have you ever felt misunderstood in schools among other school-based professionals? Etc.”

4. **INTERVIEW SYNTHESIS ESSAY**

- **DUE: FEB 24, 2024 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 school administrator
 - 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.

5. **GROUP DIGITAL INTERVENTION JOURNALS**

- **DUE: Your Completed Intervention Journal is due MAR 30, 2024 at MIDNIGHT.**

Throughout the semester your group 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 3-4 sections. If you are part of a 3-person team you will include: Reading, Writing, and Math. If you are part of a 4-person team, you will include: Reading, Writing, and 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?)

6. SRSD VIDEO WITH CONTEXTUAL FACTORS

- **PRESENTATION DUE: APR 9, 2024 by CLASS**
- **PROJECT DUE with Video and Write Up: April 13, 2024 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.
- Each member of your group will choose a lesson from the SRSD persuasive writing unit to teach.
- You will teach your lesson from the Unit to a human.
- You must video record five minutes of your SRSD lesson and submit this with your unit.
- You must consider contextual factors as part of this project.
- Present what you learned in a group ppt to the class. (How did each of the lesson contribute to the whole unit. What did you learn as a group?)
- Write a 2-3 page individual 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?
- If you do not have access to a school, you must work with another group member to find out demographics of their school.

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.

6. **CHILD WATCHING PORTFOLIO PROJECT – FINAL**

DUE: April 18, 2024 by MIDNIGHT

The aim of this project is twofold – 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 consider factors of cultural humility that will help you interact in the school setting.
- 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 your team will rate others of the team on a cultural humility scale.

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.