California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 604: Multi-Systemic Academic Intervention for School Psychologists

Instructor: Shereen Allison, Ph.D.
Class Meetings: Thursday 4:00-6:45 PM
Location: **ED 3113**
Office Hours: Office hours are Tuesdays 12-2 by appointment, Education 2241
Email: shereen.allison@csun.edu (preferred method of communication is through Canvas)

COURSE DESCRIPTION
Pre-Requisite: Admission to the School Psychology program. Effective teaching and instruction and evidenced based academic interventions for diverse learners, including students with disabilities and culturally and linguistically diverse students, is the focus of this course. This course will cover effective teaching and instruction; school climate; reading, math, and written language development, assessment, and intervention; and evidenced based programs. Content will include Multi-Tiered Systems of Support (MTSS) with emphasis on curriculum-based assessment in identifying, monitoring, and evaluating academic progress and outcomes.

MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

INSTRUCTIONAL PHILOSOPHY

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

This course is intended for graduate students; hence classes are structured so that students are provided with opportunities to learn and engage in research. Instruction intends to provide tools that students can utilize to further their professional and academic goals. Students are encouraged to think about developing components of their proposal for their graduate project or thesis.

The School Psychology program is designed to train future school psychologists as scientist-practitioners. That is, candidates will learn to provide services from an ecological perspective using theory and research to provide services based on best practices. In this class, School Psychology candidates will learn specific skills in single case research in order to use the problem-solving case study model to evaluate the effectiveness of their services with their clients. In addition, School Psychology students will learn to understand research in order to understand what has been found to be effective in order to incorporate into their practice. They will also gain research knowledge by focusing on how to develop a program evaluation proposal.

COURSE LEARNING OBJECTIVES

SLO 10: Academic Interventions and Instructional Supports using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; know evidence-based curricula and instructional strategies to support teachers and promote learning; in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children; promote of academic interventions, based on evidence-based practice, effective teaching and instruction, in consideration of diversity in learning and language proficiency information to derive effective data based interventions, monitoring, and evaluation, at an individual and within a multi-tiered systems of support to improve academic outcomes for all students. *(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 1.5, 3.0, 3.1, 3.2, 3.3, 3.4)*

Specific Course Learning Objectives

Students will demonstrate theoretical knowledge in:
1. effective teaching, instruction and evidence based programs;
2. addressing academic interventions at the systems level through MTSS and individual levels of service delivery;
3. diversity in learning and language proficiency and implications for effective instruction;
4. academic assessment strategies including curriculum-based assessment and other measures of academic performance to develop appropriate and measurable academic goals;
5. understanding monitoring and evaluating academic data to improve the effectiveness of interventions.
6. understanding the latest research on reading, math, and written language development, including the science of reading.

Learning Methods for this Class Include:

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/skill practice in class
- Independent research of subject materials in library/on internet/media.
- Completion of assigned papers, midterm, final
- Professional development/training workshops

COURSE REQUIREMENTS

Signature Assignment
Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course is:

Students will be required to understand universal screening data in order to provide evidence-based academic interventions through at Multi-Tiered Systems of Support (MTSS) for culturally and linguistically diverse students. This will involve using the problem-solving model and focusing on data to derive positive outcomes for students. Students will be asked to show an understanding of curriculum-based assessment in identifying, monitoring, and evaluating academic progress and outcomes. Students will also be asked to consider research on effective instruction and effective teaching. (SPPE 1.5, 3.0, 3.1, 3.2, 3.3, 3.4) See Appendix for directions for Signature Assignment.

Required Books

- Shapiro, E.S., & Clemens N.H. (2023). *Academic Skills Problems: Direct Assessment and Intervention, 5th Ed.* New York: Guilford Press.
- Mascolo, J.T., Alfonso, V.C., & Flanagan, D.P. (2014) Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners. Wile**y.**
- **https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf**
- **https://iris.peabody.vanderbilt.edu/module/rti02/cresource/q2/p02/**
- Additional Readings as assigned

Suggested Readings:
- Shapiro, E.S., & Clemens N.H. (2023). *Academic Skills Problems: Direct Assessment and Intervention, 5th Ed.* New York: Guilford Press. WORKBOOK
- Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). *RTI applications: Academic and behavioral interventions. Vol 1.* New York: Guilford Press
- Feifer, S.G. The Neuropsychology of Reading Disorders: A Compendium of Research-Based Interventions
- Feifer, S.G. The Neuropsychology of Mathematics: an introduction to the FAM

Grading System

A 100 point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted to exceptional work.

Grades will be based on:

1. Attendance/Participation   50 pts

2. The Multi-Tiered Systems of Support   100 pts
   Signature Assignment

3. Midterm   100 pts

4. Final Exam   100 pts

                        Total   350 pts

Grade Scal

90-100%	*= A*	*mastery of the relevant course standards.*	
80-89%	*= B*	*above average proficiency of the relevant course standards.*	
70-79%	*= C*	*satisfactory proficiency of the relevant course standards.*	
60-69%	*= D*	*partial proficiency of the relevant course standards.*	
Below 60%	*= F*	*little or no proficiency of the relevant course standards.*	

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue) Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Policies and Resources

1. Commitment to Diversity

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Groups are only effective if everyone treats each other with respect. You are encouraged to communicate your thoughts, but please also allow others in your group to also express their thoughts. You will be surprised how much you can learn by mutual respect for each other's ideas, even if you are knowledgeable about a subject.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

2. **Students with Disabilities**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the first two weeks of class. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, (818) 677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

3. **Religious Holidays**

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor as soon as possible. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

4. **Assignment Instructions**

Instructions vary with each assignment. Please ask for clarification if you are uncertain. Assignments are intended to afford practice, not simply to compile a stack of paper. Generally, there is no single correct answer so focus on the process.

Assignments are to be turned in using Canvas online course unless alternative method has been approved or indicated

5. **Due Dates and Times**

Assignments are expected to be turned in on time per syllabus. Generally, due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing from the instructor for serious medical necessity or personal necessity.

Readings are important to complete before class meetings. A reading guide of key takeaways and topics to focus on versus gently review will be provided at the end of class or within Canvas

6. **Request for Grade of Incomplete**
Incompletes will only be considered in accordance with university policy. For more information, review
https://www.csun.edu/admissions-records/grade-incomplete,

This policy requires that you have completed a substantial portion of the work in the course, (e.g., only one or two assignments need completion) and cannot complete due to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf) and in accordance with the joint decision by the student and the instructor. Students have one year to make up the incomplete before the grade turns to an "F".

7. **Policy on Cheating and Plagiarism**
Academic integrity, including student honesty, is taken seriously in the educational psychology and counseling department. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student receiving a fail in the assignment, exam, activity, and/or class. No use of CHATGPT or similar apps. Please note that dishonesty can result in being recommended for disciplinary action. University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in

University Catalog http://www.collegesource.org/displayinfo/catalink.asp).

8. Statement on Use of Artificial Intelligence (AI)
Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a sentence or two to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.
- Do Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.

9. Attendance
Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. If an emergency arises, the student is to contact the instructor at shereen.allison@csun.edu or through the Canvas.

In cases of absence, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. The student is responsible for obtaining missed information and for completing assignments on time.

10. Participation
All students are required to attend every class and to participate in class activities. Students are expected to come to class prepared by completing all assigned readings, finishing assignments on time and being prepared to give an oral report on assignments at the assigned date. Students must participate in classroom discussions and may be called upon if they do not participate. Periodically, feedback mechanisms (exit tickets, polling, Kahoot etc.) will be utilized during class sessions and contribute towards attendance/participation points.

11. Professionalism
As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Resources:

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

EPC 604: Multi-Systemic Academic Intervention for School Psychologists

Course Outline

DATE	CLASS CONTENT	ASSIGNMENT
WEEK 1 8/29/24	• INTRODUCTION AND OVERVIEW • GETTING TO KNOW YOU	READ SHAPIRO CHAPTER 1
WEEK 2 9/5/24	MTSS AND RTI: USING A PROBLEM SOLVING APPROACH • IDENTIFYING, MONITORING, AND EVALUATING ACADEMIC PROGRESS AND OUTCOMES.USE OF UNIVERSAL SCREENING IN MTSS (SPPE 3.0,3.1,3.2,3.4)	IRIS WEBSITE HTTPS://IRIS.PEABODY.VANDERBILT.EDU/MODULE/RTI02/CRESOURCE/Q1/P01/#CONTENT
WEEK 3 9/12/24	FACTORS IMPACTING EFFECTIVE TEACHING • CLASSROOM ENVIRONMENT • CLASSROOM CLIMATE • TEACHER EXPECTATIONS • WHAT IS ACADEMIC ASSESSMENT? (SPPE 3.0. 3.2, 3.3)	READ SHAPIRO CHAPTERS 2, 3
WEEK 4 9/19/24	ASSESSING ACADEMIC ENVIRONMENTS • TEACHER INTERVIEWS • STUDENT INTERVIEW • PERMANENT PRODUCT REVIEW • IF TIME: • DIRECT OBSERVATION • BEHAVIORAL OBSERVATION OF STUDENTS IN SCHOOLS (BOSS) • PAPER/PENCIL OBSERVATIONS • USE OF TECHNOLOGY FOR OBSERVATIONS (APPS) (SPPE 1.0, 1.5, 3.0, 3.2,3.3)	READ SHAPIRO CHAPTER 4 READ CALIFORNIA DYSLEXIA GUIDELINES, CHAPTERS 1,2,3
WEEK 5 9/26/24	• CONTINUE TO REVIEW READING/MATH/WRITING FOR ACADEMIC TARGETS • INTERVIEWING • DIRECT OBSERVATION (SPPE 3.0, 3.2, 3.3)	CALIFORNIA DYSLEXIA GUIDELINES, CHAPTER 4 REVIEW/REVISIT CHAPTER 2 SHAPIRO PAGES 48-85 ACADEMIC SKILLS TARGETS
WEEK 6 10/3/24	NO CLASS- WATCH DYSLEXIA VIDEO:NANCY MATHER AND CONTINUE READING	MASCOLO CHAPTER 4 DYSLEXIA ONLINE VIDEO:NANCY MATHER
WEEK 7 10/10/24	DEEP DIVE INTO READING DEVELOPMENT (PHONEMIC AWARENESS, PHONOLOGICAL PROCESSING, ORTHOGRAPHIC PROCESSING, FLUENCY, COMPREHENSION • DYSLEXIA,	MASCOLO CHAPTER 5 ADDITIONAL READING AS ASSIGNED CALIFORNIA DYSLEXIA

	• SUPPORT AND INTERVENTION STRATEGIES • INSTRUCTIONAL CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS (SPPE 1.0, 1.5, 3.0, 3.1, 3.2, 3.3, 3.4)	GUIDELINES CHAPTER 7
WEEK 8 10/17/24	CLASS CANCELED FOR CASP	CATCH UP ON READING REVIEW THE CA LITERACY COLLABORATION MODULES SEE YOU AT CASP!
WEEK 9 10/24/24	• REVIEW READING THEORY AND INTERVENTION • REVIEW FOR MIDTERM (MTSS/RTI, EFFECTIVE TEACHING, ACADEMIC ENVIRONMENTS, INTERVIEWING, READING THEORY) (SPPE 1.5, 3.0, 3.1, 3.3, 3.4)	REVIEW FOR MIDTERM
WEEK 10 10/31/24	MIDTERM SPPE 1.0, 1.5, 3.0, 3.1, 3.2, 3.3, 3.4)	
WEEK 11 11/7/24	• REVIEW MIDTERM • MATH; INTERVENTIONS • REVIEW OF SIGNATURE ASSIGNMENT (SPPE 1.0, 1.5, 3.0, 3.1, 3.3, 3.4)	MASCOLO CHAPTER 6 ADDITIONAL ASSIGNED READINGS
WEEK 12 11/14/24	• WRITTEN LANGUAGE DEVELOPMENT AND WRITING INTERVENTIONS • MATH AND WRITTEN LANGUAGE WITH BILINGUAL STUDENTS (SPPE 1.5, 3.0, 3.1, 3.3, 3.4)	MASCOLO CHAPTER 7, 8 ADDITIONAL ASSIGNED-GRAHAM, GRAHAM & PERIN ARTICLES
WEEK 13 11/28/24	THANKSGIVING RECESS	NO CLASS
WEEK 14 12/5/24	• SIGNATURE ASSIGNMENT DUE • PRESENTATIONS AND DISCUSSION	REVIEW FOR FINAL-ADDITIONAL ONLINE REVIEW SESSION TBD
WEEK 15 12/12/24	FINAL (SPPE 1.0, 1.5, 3.0, 3.1, 3.2, 3.3, 3.4)	

<u>Appendix:</u> **Signature Assignment EPC 604**

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is:

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1. Describe a student with an academic difficulty (reading, writing, or math). Be sure to include age, grade, family history, educational history, and any cultural factors.
2. How was the student identified as struggling in this area? Parent/Teacher concerns, universal screening, etc.
3. What questions would you ask of the teacher to gain insight into the problem? Provide 3-5 key questions that responses would help clarify the difficulty.
4. What questions would you ask of the parent to gain insight into the problem? Provide 3-5 key questions that responses would help clarify the difficulty.
5. Based on actual or fictionalized responses, describe the difficulty (if reading, is it learning the letter name and sounds, decoding, fluency, comprehension etc.). Make sure to define the problem as:
   The difference between what is (e.g. a student's poor performance on math tests) and what is expected (a score similar to that of an average student or to a benchmark standard. (Use grade level standards such as those provided by the CDE to identify appropriate benchmark for grade/age)
6. Describe 2-3 examples or student work product illustrating the problem (poor spelling tests, difficulty reading aloud, incorrect understanding of basic math, difficulty in writing clearly, etc.)
7. Describe the learning environment including effective teaching and instruction in the classroom and any environmental or instructional concerns or factors that may be impacting student performance.
8. 1. improving the learning environment. Discuss 1-3 target areas for intervention/improvement of classroom environment.
9. Describe in detail the curriculum-based assessment to evaluate the student's problem and use information regarding norms to guide your decision.
10. What is your hypothesis? Use the format provided in the document handed out week 2 in class.
11. Design an evidenced based intervention in reading, math, or written language and describe it in detail. Would this be a tier 1, tier 2, or tier 3 intervention and why?
12. Describe how this intervention can be implemented with the student, in the classroom, school (if appropriate), and at home; and
13. Describe the assessment process for monitoring and evaluating the outcome.
14. Discuss the benefits/challenges with addressing this academic concern through RTI/MTSS and problem solving as compared to assessment for special education.

APA Format, Narrative style
Include at least 2 citations to research studies or researcher that you are basing your analysis or recommendation

SPPE Index

Standard	Introduced	Practiced	Assessed
SPPE 1.0	Pg 2, 8, 9	Pg. 9	
SPPE 1.5	Pg 2, 8, 9	Pg .9	
SPPE 3.0	Pg 2, 8, 9	Pg 9	Pg 9
SPPE 3.1	Pg 2, 8, 9	Pg. 9	Pg 9
SPPE 3.2	Pg 2, 8, 9	Pg. 9	Pg 9
SPPE 3.3	Pg 2, 8, 9	Pg. 9	
SPPE 3.4	Pg 2, 8, 9	Pg. 9	