



Sul Ross State University
Department of Education

ED 5325 Advanced Educational Remediation

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Contact Information

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Course Description:

An advanced study of ways to design and implement instructional intervention for the remediation, compensation or adjustment to the exceptional learner's deficiency in order to design and implement individualized instruction programs. Additional focus on functional assessment of behavior and academic performance in order to develop positive behavioral supports as well as intervention plans.

Required Text:

Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions* (Vol. 57). John Wiley & Sons.

Suggested Texts:

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. Guilford Press.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author. ISBN: 9781433805615

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the current and proposed standards set by the Texas Education Agency. These include:

Competency 3

D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.

Competency 4

B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).

Competency 5

B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.

C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.

E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.

F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, and cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

Competency 8

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention

Program Marketable Skills:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Objectives:

- Actively participate in the RTI process (pre-referral, intervention, monitor and referral for assessment)
- Identify the continuum of services available to all children (e.g. 504, service delivery, inclusion)
- Create and utilize informal and curriculum based assessment
- Identify free and appropriate education (FAPE) and least restrictive environment (LRE)
- Effectively communicate and collaborate with professionals
- Explain exclusionary and referral factors for testing
- Explain state procedures for assessment and service delivery
- Report background information, socioeconomic factors, authentic achievement, physical health and interventions
- Create referral hypothesis

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard learning Management System. This course site will be available on June 29, 2019.

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Summer Course: Because this is a summer course, the volume of information will be concentrated. It is expected that you will be working at a quicker pace and digesting a larger volume of information compared to the same course taught in a fall or spring semester.

Participation: Students are expected to actively engage in all course activities throughout the length of the course, which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Professional Portfolio: Cumulative projects as part of this course are recommended to be saved as evidence of proficiency to be used as part of the student's professional portfolio. Additionally, the EBP final paper may be used as part of the student's ongoing professional growth as part of a literature review to participate in poster sessions at professional and university conferences.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TEXES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include

but are not limited to: Turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player:

<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

Assigned reading from required textbook

Additional readings relevant to the course will be provided by the instructor.

EBP Module 1: https://iris.peabody.vanderbilt.edu/module/ebp_01/

EBP Module 2: https://iris.peabody.vanderbilt.edu/module/ebp_02/

EBP Module 3: https://iris.peabody.vanderbilt.edu/module/ebp_03/#content

Discussion Board Responses: In addition to a response to a thread on the discussion board, students will be responding to 2 of their classmates' postings. This should be responses to two different colleagues within the same thread. Responses should reflect a thoughtful conversation. Students should consult the rubric for grading criteria of these responses.

Child Study Reflections: Child Case Study is a common practice. It involves questioning and sharing of information with teachers, specialists and parents. In this instance, you will be

questioning and sharing information with the instructor and your classmates on the discussion board post. Students will be required to respond to the posted child case study for the module and propose an evidence based practice. A response to others' postings is expected (see above regarding discussion board response). A case study response example is posted in each module and a rubric is posted under the "my grades" tab. Students should consult both the example and the rubric for grading criteria of these reflections.

Functional Behavioral Assessment (FBA). The purpose of this assignment is to identify the function of a behavior of concern for a particular student. You will be picking your own student to observe, collecting data and creating recommendations. Information will be gathered via an interview and observations. Examples of the FBA, tools and guidance for completion are listed in module one and module two in Blackboard. The grading rubric is available under the "my grades" tab and should be reviewed before beginning assignment.

Behavior Intervention Plan. The purpose of this assignment is to develop interventions for a student based on the identified function of the student's behavior. The behavior intervention plan should be constructed from the FBA assignment. Based on the information gathered in the FBA and the hypothesis regarding the function of the problem behavior, a behavior intervention plan will be developed. An example of the BIP will be available in Module 4. The grading rubric should be reviewed before beginning the assignment.

Evidence Based Practice Research Paper. Pick one EBP academic or behavior. Paper will use 4-8 supporting studies. It will describe EBP and intended target participants (e.g. age, grade, socio-economics, disability or difference) for each study. Each study is summarized and outcome explained. Sources should come from peer-reviewed journals. Journals can be found on search engines such as Google Scholar, EBSCO, and ERIC. You may also use the "peer review" search at the University's library website. Just click "peer reviewed" before typing in your search. Studies should be 2000 or later. Grading Rubric should be reviewed before beginning assignment. Possible topics include academic intervention, behavior intervention, positive reinforcement distinguished from negative reinforcement, differential reinforcement techniques, schedules of reinforcement, data collection techniques, crisis interventions, social skills instruction, transition and adaptive behavior. You may use any of the highlighted EBPs found in any of the readings or resources and cite accordingly if you would like to start there. Any question about your topic please contact the instructor.

Grading rubrics

Rubrics are created for all assignments and can be found under the "My Grades" tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignments to understand expectations.

Discussion Board Rubric (8 points X 5)

- Student presented pertinent/meaningful ideas for discussion
- Student responded meaningfully to classmates; presented a different perspective or added to classmates original concept
- Student demonstrates understanding of material; material is re-stated in students own words rather than directly from text

- Student demonstrates past experience or projects future experience with material; student has identified ways material could improve or impact current or future work environment

Child Case Study Discussion Rubric (30 points x 3)

- Student identified potential difficulty and disability of the child in child study
- Intervention associated with Evidence based practice was recommended
- Evidence Based Practice is summarized (description, population used for, type of problem)
- Evidence Based Practice is cited (e.g. studies, text) and referenced
- Baseline of measurement is given (i.e. measurable goal) that includes frequency and duration of EBP
- Additional clinical acumen, experience or personal feeling that you would like to share
- Response to 2 other colleagues postings (for Rubric see discussion board)

Functional Behavior Assessment Rubric

	Unacceptable 1	Acceptable 2	Target 3
General Information provided about student, grade, school, date, and context in which FBA was used.	Minimal to no information provided on student, and no information provided on context.	Good description of student, but minimal description of context.	Thorough description of student and context (classroom settings/activities) in which functional assessment was conducted.
Operational Definitions: provide clear definition of target behavior, including baseline data collected.	Provided definitions that were not operational. No baseline data available.	Provided operational definitions of target and replacement behavior. Provided baseline data for only one.	Provided operational definitions of target and replacement behaviors. Provided baseline data for each.
Ecological Analysis: Focus on settings where behavior occurs most frequently.	Provided minimal to no information on each area and failed to analyze how these factors may influence behavior.	Provided some information on each area with some analysis. Lack of depth in analysis.	Provided thorough analysis of when and where the target behavior is likely to occur; the subject/activity the target behavior is likely to occur in; the people present when the target behavior is likely to occur; and events or conditions that immediately precede the target behavior. Discussed

			occasions when student is most successful.
Direct Observation: Focus on gathering information related to identifying antecedents and determining function of behaviors. (A-B-C)	Minimal to no information on ABCs. No relevance between ABCs and hypothesis statement. Failed to identify potential reinforcers.	Provided some information on antecedents and consequences for BOTH problem and replacement behavior. Developed hypothesis statement and identified potential reinforcers.	Conducted Direct Observation and gathered information on antecedents and consequences for BOTH problem and replacement behavior. Developed hypothesis statement and identified potential reinforcers.
Direct Observation (2); Focus on direct observation of target and replacement behavior. Baseline data provided.	Provide minimal to no information on direct observation data. Observations were not done consistently. Failed to include completed data collection forms and graph of baseline for each behavior.	Repeated direct observations across days. Direct or indirect data collection for target and replacement behavior. Completed graph of baseline for each behavior. Missing data collection forms.	Repeated direct observations across days. Direct or indirect data collection for target and replacement behavior. Completed data collection forms and graph of baseline for each behavior.
Interviews: Focus on gathering information related to identifying antecedents and determining function of behavior.	Failed to interview significant others. Gathered minimal/no information on antecedents and consequences for problem and replacement behavior.	Interviewed significant others and gathered some information on antecedents and consequences for BOTH problem and replacement behavior.	Interviewed significant others and gathered thorough information on antecedents and consequences for BOTH problem and replacement behavior.
Functional Assessment Report Summary	Completion of Positive Functional Behavior Assessment with no connection to data collected. May or may not include graph of baseline data results for target behavior only. Lack of depth in analysis.	Completion of Positive Functional Behavior Assessment as Include graphs of baseline data results for target and replacement behaviors. Lack of depth in analysis.	Thorough completion of Positive Functional Behavior Assessment on data collected. Include graphs of baseline data results for target and replacement behaviors. Results are exemplary and support findings.
Grammar and Content	Content failed to include appropriate professional term	Content included appropriate professional terms	Used proper grammar and punctuation. Content

	used in the field of special education. Problems with grammar and punctuation.	used in the field of special education Mild/Moderate. Minimal problems with grammar and punctuation.	included appropriate professional terms used in the fields of special education Mild/Moderate.
Appendix of Data	No data	2 sources	3 sources

Behavior Intervention Plan (BIP) Rubric

	Unacceptable 1-1.5	Acceptable 2-2.5	Target 3
Functional Assessment (see previous Rubric)	Evidence of behavior intervention plan; data triangulation chart and FBA 3-4 grammar errors	Completed behavior intervention plan; data triangulation chart and FBA. 1-2 grammar errors	Completed behavior intervention plan; data triangulation chart and FBA. NO grammar errors
Task Analysis	There is no ABC chart	ABC chart with definite gaps	Completed ABC chart with target behavior observed
Data collection	Data collection not mentioned	States data collection will be completed but not referred to	Data collection explained
Stakeholders	Does not explain persons/staff involved with BIP	List participants of BIP	Outlines roles of participants (staff, teachers) and their role in data collection
Replacement Behavior	No mention of replacement behavior	Some mention of replacement behavior but there is no complete explanation	Explanation of target replacement behavior
Plan to withdraw reinforcers	No mention to withdraw reinforcers	Plan to remove reinforcers	Plan to withdraw reinforcers and replacement behavior added
Evidence based Practice or strategies for promoting transition to appropriate behavior	No strategies to replace	Strategies offered	Clearly explain strategies to replace with desired behavior
Professional writing	At least 80% is professional language. Jargon may be observed. Appropriate terminology	90% professional language used. Professional terminology	Professional language No jargon used Professional terminology Free from grammar or mechanical errors

Final Research review EBP Paper scoring Rubric

		Points Possible
Introduction	Concise and thorough explanation of evidence based practice discussed	5
Method for finding EBP	Studies used meet inclusion criteria (Peer review journal, after 2000, sample size or population) and described inclusion process.	5
Method for finding EBP	Appropriate and clearly described methods and procedures for the systematic review of literature review. Searched educational databases. Identified and used key terms for searching databases.	5
Introduction to all of the studies (why they were picked)	Concise providing the overview of the study and major findings	5
Approximately, one paragraph on each study	Studies that are cited for EBP provides concise description with strengths, weakness and findings	15
	Studies cited relate to EBP	5
Visual representation of your choice that synthesizes information for the reader (e.g. table of all studies)	Visual representation or table. Used APA formatting for table and visual information	10
1-3 paragraphs	Synthesis of study findings (e.g. compare and contrast) of studies related to EBP	5
1-3 paragraphs	Discussion of implication for practice	10
	Paper utilizes APA formatting with running head etc. Lists of references in APA format	5
	Overall clear good writing in free of mechanical errors	5

Exemplary	Adequate	Marginal	Inadequate	No paper
75-65	65-50	50-40	<40	0

Exemplary: appropriate topic, thorough and thoughtful review of previous research. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format

Adequate: Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective minor writing style errors may be present

Marginal: overall, acceptable but with one or more significant problems. Contains some useful information but may have substantial problems with evaluations, writing style or review of relevant literature

Inadequate: paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information value to special education practice

Unacceptable: no paper turned in or paper was not approved for this assignment

Grading

Grading criteria are:

- A 90.0 to 100% 236 - 212
- B 80.0 to 89.9% 211-188
- C 70.0 to 79.9% 188-166
- D 60.0 to 69.9% 165 -141
- Fail less than 60%

Course Schedule

Module 1	<p>Required Reading</p> <ul style="list-style-type: none"> ● Review Syllabus and Due Dates for Assignments ● Chapter One: General Principles of Evidence Based Instruction ● Chapter Two: Phonological Awareness and Beginning Phonics ● Chapter Three: Phonics and Sight Word Instruction ● EBP Required Reading #2 <p>Required Activities</p> <ul style="list-style-type: none"> ● Discussion Board: Introduce yourself and one give one response to your chapter readings that resonated with you. ● Find FBA participant 	Module Closes 7/5
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	<ul style="list-style-type: none"> ● Begin researching your EBP paper topic ● Module #1 EBP ● Video <p>Suggested Websites:</p> <ul style="list-style-type: none"> ● FBA Steps ● Positive Behavior Support FBA assessment 	
Module 2	<p>Required Reading</p> <ul style="list-style-type: none"> ● Chapter Four: Reading Fluency ● Chapter Five: Vocabulary and Reading Comprehension ● FBA Tools and Templates Website ● FBA How to Website <p>Required Activities</p> <ul style="list-style-type: none"> ● Discussion Board: Case Study #1 ● EBP Module #2 ● Video ● Evidence Based Paper Reading due 	Module Due 7/12
Module 3	<p>Required Reading:</p> <ul style="list-style-type: none"> ● Chapter Six: Spelling ● Chapter Seven: Handwriting and Written Expression ● What is a Behavior Intervention Plan (BIP) <p>Required Activities</p> <ul style="list-style-type: none"> ● Discussion Board: Case Study #2 ● Module 3 EBP ● FBA due next week ● EBP Paper Due Written Expression 	Module Due 7/19
Module 4	<p>Required Reading:</p> <ul style="list-style-type: none"> ● Chapter Eight: Basic Math Skills ● Chapter Nine: Math Problem Solving <p>Required Activities</p> <ul style="list-style-type: none"> ● Discussion Board: Case Study #3 ● BIP due next week ● Evidence Based Practice Paper- Math 	Module Due 7/26
Module 5	<p>Required Activities:</p> <ul style="list-style-type: none"> ● BIP due upload BIP in designated assignment upload ● Discussion Board: In addition to assignment submission, FBA/BIP should be attached and shared in discussion board. Respond to 2 colleagues ● EBP Adaptive Skills or Behavior 	Module Due 8/2

