

Eastern Kentucky University  
Department of Psychology  
Syllabus for Psychology 842  
Interventions: School and Home CRN 13254  
3 Credit Hours

---

Instructor: Dr. Andrea Strait  
Office: 124 Cammack Building  
Office Hours: By appointment

Email: andrea.strait@eku.edu  
Phone: 859-622-1109  
Class time: W 8:30-11:00 Cammack 120

---

***Catalogue Course Description:***

Prerequisite: departmental approval. Academic and behavioral interventions for school-age children will be reviewed. Emphasis is on identifying, selecting, and implementing research-based interventions for specific behaviors.

---

***Text:*** Vannest, K.J., Reynolds, C.R., & Kamphaus, R.W. (2008). *Intervention Guide for Behavioral and Emotional Issues*. Minneapolis, MN: Pearson.

Daly, Chafouleas, and Skinner (2015). *Interventions for Reading Problems: Designing and Evaluating Effective Strategies* (2<sup>nd</sup> Edition).

Wimmer, M. B. (2013). *Evidence-Based Practices for School Refusal and Truancy* (2<sup>nd</sup> Edition). Bethesda, MD. National Association of School Psychologists.

---

***Student Learning Objectives:***

When you have completed this course, you should be able to do the following:

1. demonstrate the ability to collect information needed to facilitate appropriate intervention selection
2. demonstrate the ability to use data-based decision making relative to the selection, implementation, and monitoring of research based behavioral and academic interventions
3. demonstrate knowledge regarding specific concerns (e.g., conduct disorders, attention problems, hyperactivity, aggression) and be able to relate that knowledge appropriately to intervention selection.
4. demonstrate awareness of individual differences, family dynamics, classroom dynamics, etc. that should be considered in regard to intervention selection and implementation
5. demonstrate the ability to integrate knowledge relative to single-case research design to appropriately represent baseline and intervention data in graphical format, using an appropriate computer program, collected during baseline and intervention phases
6. demonstrate the ability to accurately evaluate the effectiveness of an intervention
7. demonstrate the ability to develop a presentation appropriate for an intended audience (e.g.,

teachers, parents, etc.) and demonstrate presentation skills that are conducive to the audience learning the information being presented

---

---

**Evaluation Methods:**

The above student learning outcomes will be measured by the evaluation of reaction papers, student presentations, and an academic intervention report.

---

---

**Student Progress:**

Blackboard will be used to record student grades in this course. Each student can access this site to monitor his/her current grade in the course.

---

---

**Attendance Policy:**

Attendance in this course is mandatory. If a student has an excusable reason to be absent, the student must contact the instructor prior to the class he/she is going to miss. If an emergency occurs the student is expected to contact the instructor at the earliest possible opportunity.

---

---

**Student Expectations:**

I expect that each student will have completed the assigned reading and be prepared to participate in class. I expect that each student will arrive to class on time, respect the comments and viewpoints of others, and complete all assignments by the given due date. I am committed to protecting the learning environment of all students; therefore, all electronic devices such as cell phones, Ipods, etc. should be turned off or silenced before the beginning of class. Text messaging will not be allowed during class time.

---

---

**Disability Statement:**

*A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing.*

*Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

---

---

**Academic Integrity Statement:**

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

Students found guilty of an academic honesty violation will receive a 0 on the assignment in question. Violations could also result in a 0 in the course and/or a referral to the Academic Council.

Academic dishonesty includes plagiarism, cheating, and co-responsibility (i.e., “anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance”).

---

---

**Official E-mail:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

---

---

**Standards for Written Assignments:**

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments.

---

---

**Course Requirements:**

**1. Individual intervention presentation:** School psychologists are often called upon to provide training to parents, teachers, counselors, etc. regarding a variety of topics including interventions and characteristics of specific diagnoses and or behavioral/academic problems. Because of this, it is important that students develop the skills needed to provide an informative and useful presentation that could be presented in a future professional environment. Each student will sign up to present information relative to one of the chapters in the main textbook used for this class. The student will use the information in that chapter, as well as other outside information the student deems appropriate, to create a presentation that would be beneficial to their colleagues in the class, parents, teachers, counselors, etc. Each student will be graded on the quality of his/her presentation content, organization, level of audience interest, and clarity of verbal presentation. Each student will be provided with a detailed instruction sheet and grading rubric for this assignment.

**2. Group intervention presentation:** School psychologists also work with others to provide training opportunities to parents, teachers, counselors, and other school staff. It is important to work with colleague well to prepare and present these types of trainings. Each student will complete a group presentation with one of their colleagues in the class. The presentation content will be from one of the chapters in the main textbook used for this class. The group will use the information in that chapter, as well as other outside information the student deems appropriate, to create a presentation that would be beneficial to their colleagues in the class, parents, teachers, counselors, etc. Each group will be graded on the quality of the presentation content, organization, level of audience interest, and clarity of verbal presentation. Each group will be provided with a detailed instruction sheet and grading rubric for this assignment.

**2. Reaction Papers:** Each student will write a reaction paper to evaluate each student intervention presentation. The purpose of this paper is to provide each student an opportunity to express what information was learned as a result of the presentation as well as to provide the student presenter with feedback. Specific instructions for the content of the reaction papers will be provided. The reaction paper will be due the next class period after the presentation. Please turn in reaction papers to Dr. Strait at the beginning of class on the day the paper is due. The only exception to this is the last reaction paper which is due during finals week. The last reaction paper will be turned in via e-mail to Dr. Strait. You will not do a reaction paper for your individual or group presentations. You will do a reaction paper on Dr. Strait's classes beginning with

Chapter 2; however, these reaction papers will only be over the content of the reading as opposed to rating the presentation as you would do for a classmate.

**3. Direct Academic Intervention Report:** In your practicum placement you are required to engage in at least one direct academic intervention. As part of this course, I will be providing direct supervision of these intervention cases. Each student should be prepared to discuss his/her direct academic intervention in class. I will provide a rubric for the direct intervention report. It is critical that you use this rubric in writing your direct intervention report. Students will turn in sections of his/her Direct Academic Intervention Report by the due date listed. I will provide feedback and the student will use that feedback to make changes for his/her final report. It is important to remember that while I supervise this case at the University level you are also being directly supervised by your on-site supervisor as well. Please let me know if there are any concerns with the feedback I am providing I regard to the feedback your on-site practicum supervisor is providing. Each student will receive points for each individual section as well as for the final report. The final academic intervention report will serve as the final exam for this course.

---

**Course Grades:**

- Individual Intervention Presentation: **115 points**
- Group Intervention Presentation: **115 points**
- Reaction Papers: **90 points** (10 points per reaction paper)
- Direct Academic Intervention Report Sections for Initial Review: **52 points**
  - Description of Client and Setting (4 pts) and Problem Identification and Direct Observation Sections (12 pts) = 16 points
  - Data Collection (4 pts)
  - Problem Analysis (8 pts) and Graph of Baseline Data (0 pts—feedback only as points will be awarded in Graph Section Below) = 8 points
  - Intervention (18 pts)
  - Graph (Baseline and Intervention Data) (6 pts)
- Final Direct Academic Intervention Report (All Sections—Please see Report Instructions and Final Report Rubric for additional sections): **140 points**

**Total Points Available = 512**

Grades for the course will be based on the percentage of total number of points accumulated during the semester. Final letter grades will be determined as follows:

- A: 90-100% of total points available
- B: 80-89% of total points available
- C: 70-79% of total points available
- D: 69%-60% of total points available
- F: 0-59% of total points available

## Course Outline

Date	Topic	Reading Assignment	Presenter	Assignment Due
W 8/26	Introduction to Course/Syllabus Review  Reading Instructional Hierarchy Identifying Entry Point for Intervention Efforts	Daly, Chapters 1 and 2	Dr. Strait	
W 9/2	Multi-Tiered Reading Interventions and Diverse Learners  Review Direct Intervention Report Instructions and Scoring Tool	Daly, Chapters 3 and 4	Dr. Strait	
W 9/9	Early Literacy Reading Fluency and Intervention	Daly, Chapters 5-6	Dr. Strait	
W 9/16	Vocabulary and Reading Comprehension	Daly, Chapters 7 and 8	Dr. Strait	<b>Description of Client and Setting, Problem Identification and Direct Observation Sections of Report Due</b>

W 9/23	Accountability Measuring Professional Performance Reporting Data	Daly, Chapter 9	Dr. Strait	<b>Data Collection Section Due</b>
W 9/30	Interventions for Academic Problems: Considerations for teaching, culture and language differences, and age and developmental level.  Focus on Math and Written Expression	Vannest, Chapter 6	Dr. Strait	
W 10/7	Interventions for Aggression: Considerations for teaching, culture and language, and age and developmental level.  Interventions within RTI	Vannest, Chapter 2	Dr. Strait	<b>Reaction paper 1 Problem Analysis Section &amp; Graph of Baseline Data</b>

W 10/14	<b>No Class: KAPS Conference</b>			
------------	----------------------------------	--	--	--

W 10/21	Evidence-Based Practices for School Refusal and Truancy	Wimmer	Sarah H. Jordan Taleisha	<b>Intervention Section Due</b>  Reaction Paper 2 Due-Vannest Chapter 2 (You will not complete a rating section for this presentation)
W 10/28	Interventions for Hyperactivity: Considerations for teaching, culture and language differences, and age and developmental level  Interventions for Attention Problems: Considerations for teaching and age and developmental level	Vannest, Chapter 4  Vannest, Chapter 5	Shelly Danielle Sarah T. Emily	Reaction Paper 3 Due-Wimmer

W 11/4	Interventions for Conduct Problems: Considerations for teaching, culture and language differences, and age and developmental level	Vannest, Chapter 3	Sarah H.	Reaction Paper 4 Due-Vannest Chapter 4 & 5
W 11/11	Interventions for Anxiety: Considerations for age and developmental level, culture and language differences, and health and safety.  Interventions for Depression: Characteristics and conditions of Depression, Theoretical Framework, Family Involvement; Considerations for Teaching, Culture, Religious, Language Differences, Age, and	Vannest, Chapter 7  Vannest Chapter 8	Emily  Shelly	Reaction Paper 5 Due-Vannest Chapter 3

	Developmental Level.			
W 11/18	Interventions for Somatization: Considerations for Communicating with Parents, Culture, Gender, Age and Developmental level.  Interventions for Problems with Adaptability: Considerations for teaching and age and developmental level	Vannest, Chapter 9  Vannest, Chapter 10	Sarah T.  Taleisha	Reaction Papers 6 & 7 Due-Vannest Chapters 7 & 8  <b>Graph (Baseline and Intervention Data) Sections Due</b>
W 11/25	<b>No Class: Thanksgiving Holiday</b>			
W 12/2	Interventions to Enhance Functional Communication: Considerations for teaching and safety  Interventions to enhance social skills: Considerations for teaching, cultural and language differences, and age and developmental level	Vannest, Chapter 11  Vannest, Chapter 12	Danielle  Jordan	Reaction Papers 8 & 9 Due-Vannest Chapters 9 & 10  <b>Direct Academic Intervention Report Due</b>
W 12/9	<b>Final Exam Week –Reaction Papers 10 &amp; 11 due (by email)-Vannest, Chapters 11 and 12 by 9:00 am</b>			