

Rutgers University
Graduate School of Applied and Professional Psychology
Learning and Academic Interventions
Fall 2022

Professor: Erica Pawlo

Class: Tuesdays 4:45-7:30pm, room A317

Course Description

This course will provide students with a comprehensive theoretical, research, and cultural foundation in human learning, and will enable students to develop a rich knowledge of the key characteristics and features of academic interventions targeting core academic skills (e.g., reading, writing, math) and academic behaviors (e.g., studying, homework completion) in diverse settings. A self-regulation theoretical framework and sociocultural principles will serve as a foundational component for conceptualizing the development and implementation of academic interventions in school contexts.

Profession-wide Competencies and Discipline-Specific Knowledge

School Psychology Profession-Wide Competency (SP-PWC) Elements

- 3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves
- 4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
- 5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative & well-integrated across a range of situations, populations, systems
- 6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning
- 6.3: Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences
- 7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other services settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- 7.3: Applies relevant literature and empirically-based principles to clinical decision making
- 10.2: Demonstrates an understanding of schools and other services delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy

Discipline-Specific Knowledge (DSK)

Cognitive Aspects of Behavior: including learning, memory, thought processes, and decision making.

Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

Developmental Aspects of Behavior: including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

Learning Objectives

At the end of this course, students will be able to:

- 1) Demonstrate knowledge of various learning theories (behavioral, social cognitive theory, information processing, constructivist) across determinants of learning, sources of motivation, and instructional and intervention applications
- 2) Apply an integrated, theoretically-focused approach to data analysis with real life cases
- 3) Demonstrate knowledge of the key characteristics of reading, writing, and math interventions
- 4) Explain prominent sociocultural and diversity-related influences (e.g., race, poverty) on student learning and the implementation of academic interventions
- 5) Illustrate an understanding of the core sub-processes underlying motivation and self-regulated learning (SRL)
- 6) Display proficiency in communicating knowledge through informal class discussions, formal presentations, and written assignments

Assessment of Learning Objectives and Grading

Student competencies in attaining course objectives will be evaluated using 2 integrated assignments. Each assignment will enable students to display their learning and understanding of course content, as well as their skills in applying this knowledge to real-world contexts. Students will also demonstrate their knowledge and clinical skills through active participation in class discussions and activities. Detailed descriptions and specific requirements for the case reanalysis paper/presentation and the SRL paper will be provided on Canvas and shared in class.

- 1) **Case reanalysis paper and presentation** (due November 8th)
60% of course grade (30% of grade = paper; 30% of grade = presentation with handout)

Students will interpret and analyze an authentic student case using the Integrated Hypothesis approach presented in class. They will seek to apply multiple learning theories in analyzing the case. Students will integrate case information with targeted academic interventions, and will present their case and conclusions during class (learning objectives 1, 2, 3, and 6)

- 2) **SRL paper** (due December 13th)
30% of course grade

Students will use SRL and motivation principles discussed in class to build or expand on an intervention program using an authentic student case (learning objectives 4, 5, and 6)

- 3) **Class participation**
10% of course grade (5% attendance, 5% active participation; learning objective 6)

Grading

A = 90-100

B+ = 86-89

B = 80-85

C = 70-79

D = <70

Course Policies and Expectations

Attendance

Regardless of instructional format due to COVID-19 (i.e., in-person or online), students are expected to be punctual and attend all classes. However, given the current COVID-19 situation, if a student meets the CDC and/or Rutgers quarantine and isolation criteria AND/OR is experiencing COVID symptoms or generally not feeling well, the student should not come to campus, and the absence will not count against the student's attendance record. Regardless of the reason for absence, students are encouraged to consult with the course instructor when attenuating situations arise. Students should inform the instructor *prior* to the class session regarding any potential absence. Efforts will be made to provide a virtual option in these situations, but cannot be guaranteed. Students are responsible for all assignments and coursework from missed class time. *Please follow all current Rutgers University COVID-19 Protocols*, which can be found at coronavirus.rutgers.edu.

Professionalism

Professional behavior includes treating others with respect and dignity, bringing any personal concerns or issues in an appropriate and respectful way to the instructor, and using technology for educational and class-related purposes only (e.g., reviewing presentations or taking notes). In the case of an emergency situation that may require the use of a phone unrelated to class purposes, the students should inform the instructor. Students who engage in inappropriate use of technology during class time are subject to having their grades lowered over and above that considered for the participation grade.

Assignments

Students are required to complete all assignments on time. Late assignments will be marked down a 1% point for each day that the assignment is late without prior approval from the instructor. Students are encouraged to contact the instructor well in advance of a due date if extenuating circumstance arise that may prevent submission of assignments on time.

Accommodation for persons with disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (please see <https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructor and discuss the accommodations with them as early in your course as possible. To begin this process, please complete the registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Names and pronouns

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity, including gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. If you require accommodations during class time, assignment due dates, etc. due to gender, religion, culture, etc., please advise me of this early in the semester.

Required Books

Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Boston, MA: Pearson.

Daly, E. J., Neugebauer, S., Chafouleas, S. M., & Skinner, C. H. (2015). *Interventions for reading problems: Designing and evaluating effective strategies* (2nd ed). New York: Guilford.

Wendling, B. J., & Mather, N. (2008). *Evidence-based academic interventions*. Hoboken, NJ: Wiley.

Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies*. New York: Routledge.

Supplemental books and articles can be found at the end of the syllabus

Relevant Websites

Intervention Central - www.interventioncentral.org – provides resources for academic and behavioral interventions

<http://iris.peabody.vanderbilt.edu/module/srs/> - provides information and resources regarding the Self-Regulated Strategy Development model.

National Center on Intensive Intervention (NCII) – www.intensiveintervention.org – provides resources for training and expert consultation.

National Reading Panel – www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx. – reviews empirical reading research and identified empirically-supported reading interventions.

Course Schedule and Required Readings

| Week | Topics and Objectives | Required Readings | Assignments |
|-------------------|--|--|--|
| Week 1 Sept 6 | <i>Introduction to course and case analysis</i> 1) Review syllabus 2) Introduction to hypotheses and case analysis 3) Defining “learning” | 1) Syllabus | |
| Week 2 Sept 13 | <i>Learning theory</i> 1) Behavioral theories 2) Information processing theories | 1) Schunk (2012): Chapter 1 (pages 1-4; 10-28), Chapter 3 (pages 71-73; 78-84; 88-116) Chapter 5 (pages 163-171; 180-196; 200-204; 217-227) | Email by 9/16 if you do not have a case for the case paper |
| Week 3 Sept 20 | <i>Learning theory</i> 1) Social cognitive theory 2) Constructivist theories | 1) Schunk (2012): Chapter 4 (pages 117-137; 156-161) Chapter 6 (pages 228-235; 240-253; 261-276) | |
| Week 4 Sept 27 | <i>Case analysis</i> 1) Review & apply learning theories 3) Cases: Daniel | Begin week 5 readings | Case paper background & scores due |
| Week 5 Oct 4 | <i>Academic skills: big-five reading skills</i> 1) Big-5 reading skills 2) Case: Brody | 1) Daly et al. (2015): Chapter 5 (pages 55-64) Chapter 6 (pages 90-95) Chapter 7 (pages 124-127) Chapter 8 (pages 151-153) | |
| Week 6 Oct 11 | <i>Academic skills: reading</i> 1) Intervention principles for reading interventions | 1) Daly et al. (2015): Chapter 5 (pages 65-73; 78-89) Chapter 6 (pages 103-123) Chapter 7 (pages 127-138; 148-149) Chapter 8 (pages 154-173; 185-191) 2) Fuchs, D., McMaster, K. L., & Kearns, D. M. (2017). Evidence-Based Interventions for Reading Disabilities in Children and Adolescents. In L. Theodore (ed.), <i>Handbook of evidence-based interventions for children and adolescents</i> (pp. 85-97). Springer. | |

| Week | Topics and Objectives | Required Readings | Assignments |
|------------------|--|---|-------------|
| Week 7 Oct 18 | <p><i>Academic skills: math</i></p> <p>1) Overview of core concepts in learning mathematics and examples of evidence-based approaches to math</p> <p>2) Case: Mona</p> | <p>1) Wendling & Mather (2009): Chapter 8 (all) Chapter 9 (all)</p> <p>2) Jaspers, K. E., McCleary, D. F., McCleary, L.N. & Skinner, C.H. (2017). <i>Evidence-based interventions for math for children and adolescents</i> (pp. 99-110). (Ch. 8)</p> | |
| Week 8 Oct 25 | <p><i>Academic skills: written expression</i></p> <p>1) Overview of foundations of written expression and examples of evidence-based interventions (e.g., SRSD)</p> | <p>1) Wendling & Mather (2009): Chapter 6 (all) Chapter 7 (all)</p> <p>2) Harris, K. R., & Graham, S. (2009). Self-regulated strategy development in writing: Premises, evolution, and the future. <i>Teaching and Learning Writing</i>, 6, 113-135.</p> <p>3) McCurdy, M., Holtz, J., & Roehling, J. V. (2017). Evidence-based interventions for written-language disorders in children and adolescents. In L.A. Theodor (Ed.), <i>Handbook of evidence-based interventions for children and adolescents</i> (pp. 111-118). (Chapter 9)</p> | |
| Week 9 Nov 1 | <p><i>Sociocultural influences on learning</i></p> <p>1) Review cases</p> <p>2) Discuss reading with diverse learners</p> <p>3) Address socio-cultural factors related to interventions & implementation</p> | <p>1) Kuhfeld, M., Condrón, D. J. & Downey, D. B. (2021). When does inequality grow? A seasonal analysis of racial/ethnic disparities in learning from kindergarten through either grade. <i>Educational Researcher</i>, 50(4), 225-238.** **Focus on trends in cross-cultural disparities across K-8th grade</p> <p>2) Richardson, R. D. Rocconi, L. M., & Crewdson, M. A. (2020). Evaluating English Learner progress in reading: How much growth can we expect?, <i>School Psychology Review</i>, 49(4), 480-492.** **Focus on key findings/implications</p> <p>3) Daly et al. (2015): Chapter 4 (all)</p> <p>4) Luevano, C., & Collins. T. A. (2020). Culturally appropriate math problem-solving instruction with English Language Learners. <i>School Psychology Review</i>, 49(2), 144-160.</p> | |

| Week | Topics and Objectives | Required Readings | Assignments |
|-------------------|--|--|---|
| Week 10 Nov 8 | <i>Case presentations</i> | None | Case paper & handout due; presentations |
| Week 11 Nov 15 | <i>Self-regulation</i> 1) Introduction to SRL 2) Examine features of the cyclical feedback loop 3) Explore impact of reflection on learning | 1) Zimmerman (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), <i>Handbook of self-regulation</i> . (pp. 12-39). Orlando, FL: Academic Press. ** **Focus on the 3-phase model of SRL 2) Cleary (2018): Chapter 1 (all) Chapter 7 (all) 3) Cleary, T. J., Zimmerman, B. J., & Keating, T. (2006). Training physical education students to self-regulate during basketball free-throw practice. <i>Research Quarterly for Exercise and Sport</i> , 77, 251-262. | |
| Week 12 Nov 22 | <i>Self-regulation</i> 1) Examine the role of feedback and self-monitoring 2) Differentiate task and SRL strategies | 1) Cleary (2018): Chapter 3 (all) Chapter 5 (all) Chapter 6 (all) | |
| Week 13 Nov 29 | <i>Self-regulation</i> 1) Review ways to enhance motivation 2) Real-life applications of SRL 3) Begin SRL paper | 1) Cleary (2018): Chapter 2 (all) Chapter 8 (all) 2) Cleary, T. J., Velardi, B., & Schnaidman, B.S. (2017). Effects of the Self-Regulated Learning Empowerment Program on middle school students' strategic skills, self-efficacy, and mathematics achievement. <i>J. Sch. Psychol.</i> , 64, 28-42. 3) SREP Handouts | |
| Week 14 Dec 6 | <i>Self-regulation</i> 1) Review ways to enhance motivation 2) Applications of SRL | Readings from week 12 & 13 | |

| Week | Topics and Objectives | Required Readings | Assignments |
|-------------------|--|--|---------------|
| Week 15 Dec 13 | <p data-bbox="354 233 532 300"><i>Sociocultural influences</i></p> <p data-bbox="354 306 651 485">1) Finish SRL discussion 2) Continue discussion about diversity-related issues in learning</p> | <p data-bbox="690 233 1198 268">1) Revisit Kuhfled et al. (2021) reading</p> <p data-bbox="690 306 1208 478">2) Wolf, M. M. (1978). Social validity: The case for subject measurement. <i>Journal of Applied Behavior Analysis</i>, 11(2), 203-214. ** **Focus on definitions and 3 core dimensions of SRL</p> <p data-bbox="690 516 1208 911">3) Cleary, T. J., Gregory, A., Kitsantas, A., Slemp, J., & Panish, D. (2020). Implementation of self-regulated learning-focused interventions in schools: The intersection of sociocultural factors and social validity principles. In G.A.D. Liem & D.M. McInerney (Eds.), <i>Research on sociocultural influences on motivation and learning</i> (141-171). Charlotte, NC: Information Age Publishing** **Focus on sociocultural influences and social validity concept</p> | SRL paper due |

NOTE: Course schedule, readings, assignments, and grading are subject to change and will be announced prior to any changes. An updated syllabus will be uploaded to Canvas if needed. If a class is cancelled due to unforeseen circumstances, a make-up class will be held on Dec 20th.

Supplemental Books and Articles

Alfonso, V. C., & Flanagan, D. P. (2018). *Essential of specific learning disability identification*. (2nd ed.). Hoboken, NJ: Wiley.

American Psychological Association. (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from:
<http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York: The Guildford Press.

Cleary, T. J., Callan, G. L., & Rubenstein, L. (Submitted). *Academically At-Risk Learners in School Contexts: SRL Characteristics and Intervention Innovations*.

Cleary, T. J., & Kitsantas, A. (2017). Motivation and self-regulated learning influences on middle school mathematics achievement. *School Psychology Review*, 46 (1), 88-107.

Codding, R. S., Shiyko, M., Russo, M., Burch, S., Fanning, E., and Jaspens, D. (2007). Comparing mathematics interventions: Does initial level of fluency predict intervention effectiveness? *Journal of School Psychology*, 45, 603-617.

Flanagan, D. P., & Alfonso, V. C. (2017). *Essential of WISC-V assessment*. Hoboken, NJ: Wiley.

Jimerson, S. R. et al. (2021). Advancing diversity, equity, and inclusion in school psychology: Be the change. *School Psychology Review*, 50(1), 1-7.

Montague, M., Enders, C., & Dietz, S. (2014). Effects of cognitive strategy instruction on math problem solving of middle school students with learning disabilities. *Learning Disability Quarterly*, 34, 262-272.

Skinner, C. H., Turco, T. L., Beatty, K. L., Rasavage, C. (1989). Cover, copy, and compare: A method for increasing multiplication performance. *School Psychology Review*, 18, 412-420.

Tilstra, J., McMaster, K., Van den Broek, P., & Kendeou, P. (2009). Simple but complex: components of the simple view of reading across grade levels. *Journal of Research in Reading*, 32 (4), 383-401.