Rutgers, The State University of New Jersey  
Graduate School of Applied and Professional Psychology

Prevention and Intervention in Tiered Systems  
Course Number 18:820:525  
Fall 2023

Online  
Canvas Site: https://rutgers.instructure.com/courses/247070

Instructor:  
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Course Description:
The purpose of this course is to provide students with an in-depth introduction to the foundational concepts and recent history of multi-tiered systems of service delivery (MTSS) in primary and secondary school settings. Students will learn of the rationale behind and intended outcomes of tiered services in K-12 settings; how tiered services are often organized and function; and critically, how school systems begin the process of designing and implementing their own tiered services.

As this is the introductory course to MTSS, students will be exposed to topics of instruction, social emotional learning, school climate, assessment, intervention across contexts, and culturally responsive practices. By participating in this initial, introductory course, students will have the foundational knowledge required to begin helping their school systems evaluate the range of services currently available and identify future implementation needs.

Key learning objectives:

1. Students will develop awareness of the origins and purposes of MTSS.
2. Students will view MTSS as a framework for enhancing skills of all students, not as a mechanism for identifying deficits.
3. Students will learn how teams of educators work together to review data and plan instruction/intervention.
4. Knowledge of the basic elements of highly effective Tier 1 school-wide prevention programming that includes core instruction, positive-behavior supports, and social emotional learning.
5. Knowledge of the Tier 2 process for improving academic achievement and social emotional learning skills.
6. Knowledge of the Tier 3 process and the ways in which schools provide intensive interventions.
7. Students will gain knowledge about evidence-based intervention and the importance of implementation readiness.
Equity, Diversity & Inclusion:

Commitment to Intersectionality: I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the online classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community. As your instructor, please know that I am committed to supporting the needs of my students throughout the semester. As valued members of this learning community, I encourage students to contact me directly if they experience microaggressions or any level of oppression in my course.

Respect for Diversity: The intention of this course is to serve students from all backgrounds and perspectives, remaining respectful of diversity including gender identity, ability, sexual orientation, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

In addition to student learning in school-based prevention and intervention practices, it is my intent to assist students with developing their own values and beliefs about equity, diversity, and inclusion. Leading with moral purpose is about developing a belief system based on one’s personal experiences as well as the experiences of those populations we serve. It is essential to continue efforts to break down discrimination and exclusionary practices. In working with students, I will support their growth in this area through encouragement of critical self-reflection and continuous examination of situations from the perspectives of others.

Land Acknowledgement of the Nanticoke Lenni-Lenape Indian Tribe:
“The land upon which we gather is part of the traditional territory of the Lenni-Lenape, called "Lenapehoking." The Lenape People lived in harmony with one another upon this territory for thousands of years. During the colonial era and early federal period, many were removed west and north, but some also remain among the continuing historical tribal communities of the region: The Nanticoke Lenni-Lenape Tribal Nation; the Ramapough Lenape Nation; and the Powhatan Renape Nation, The Nanticoke of Millsboro Delaware, and the Lenape of Cheswold Delaware. We acknowledge the Lenni-Lenape as the original people of this land and their continuing relationship with their territory. In our acknowledgment of the continued presence of Lenape people in their homeland, we affirm the aspiration of the great Lenape Chief Tamanend, that there be harmony between the indigenous people of this land and the descendants of the immigrants to this land, “as long as the rivers and creeks flow, and the sun, moon, and stars shine.”

For more information about the Lenape Tribal Nation, please visit Our History – Nanticoke Lenni-Lenape Tribal Nation

Course Format & Canvas Site:

As a fully online course, learning, discussion, activities and assignments are all delivered in an asynchronous format. Students will complete weekly learning modules, participate in discussions, and complete course assignments at their own pace within course deadlines. The semester is split into 3, 5-week units. These units are developed to assist with time management and easy navigation of course assignments. Each unit will consist of a series of discussion questions and brief writing assignments. Units and corresponding assignments are described in more detail in the “Course Calendar” and “Assignments” sections below. Students can login to the Canvas website using their...
Rutgers RUID and password. If you have any difficulties with Canvas, please go to the “Technology Support” section in the syllabus for Canvas Help Desk information and resources. The URL for this course is: https://rutgers.instructure.com/courses/247070.

**Weekly Modules, Readings, Assignments, Grading, Course Expectations & Course Changes**

**Weekly Modules:** Each week students will complete online modules that will consist of instructor presentations, videos, and other media. These modules are interactive in nature and are meant to engage students throughout their self-directed learning process. Once a module is released, students will have access to all the course materials needed for that week’s module.

**Readings:** Readings for this course were selected to (1) provide students with a strong command of MTSS and (2) highlight the needs of diverse, underrepresented, and marginalized students who are generally at higher risk for poor academic, social emotional, or behavioral outcomes and have historically had limited access to adequate school-based supports.

All supplemental course materials (i.e., additional readings, presentations, videos and other media) have been selected to enhance student learning by bringing issues of equity, diversity and inclusion into awareness and promote culturally responsive practices. Students can find these supplemental course materials embedded within the weekly modules.

**Required Textbooks:**

The textbooks for this course are listed below and were chosen for their focus on multiple aspects of MTSS. Additional readings (in PDF format) will be posted on the course website in the “Readings” folder for each week of class. It is recommended that students begin their weekly online learning with the assigned readings.


**Required Articles & Book Chapters:**


Course Assignments & Participation: Assignments for this course will be utilized to demonstrate your depth of knowledge, critical thinking skills, and ability to identify and address the needs of diverse students through your understanding of the MTSS framework. Weekly assignments will focus on some aspect of diversity, equity and/or inclusion in which students will apply their knowledge and skills to real world scenarios.

Since this course is online, all assignments will require some form of written response such as discussion posts, short papers, or projects. Additionally, page guidelines and rubrics are provided to assist students to keep responses focused and manageable. All written assignments should include citations along with a reference section at the end and follow current APA guidelines.

Weekly Group Discussions: Discussions are a key aspect of the course that allow you to interact with your peers and your instructor concerning important issues that relate to developing a global understanding of MTSS. Your objective is to post well developed, research-based responses while remaining focused on the assigned discussion topic. Discussion questions may be presented to students in the form of case studies, journal entries or reading reflections. To facilitate more meaningful discussions throughout the semester, students will be randomly assigned to smaller groups at the beginning of the semester and again at the start of units 2 and 3.

Group Discussion Requirements (25 points per week; 350 points for the semester):

Guidelines for Discussion Posts:

1. Post Your Own: Each group member is required to create an initial post to the weekly
discussion question/activity that consists of a well-developed, research-based response that includes APA formatted citations and reference list. The initial post will be your most substantial post and should be completed no later than day 5 each week (10 points).

2. **Respond to Others:** To ensure equal effort during discussions, each group member is required to engage in weekly discussions. Students must complete the following by noon on the 7th day of the week:
   a. **Respond to 2 initial posts** from other group members (5 points).
   b. **Respond to 2 other posts.** For these posts, consider responding to a student who no one else has responded to yet or responding to a student you have not previously interacted with during a discussion (5 points).

3. **Value Added:** Discussion responses should add value to the discussion and not merely agree or disagree with the author. Responses should also offer reasons for agreeing or disagreeing as well as contributing information that has not been previously discussed.

Students should utilize Jennifer Steward-Mitchell’s 3C+Q model when generating a response. For each response post, students should include 2-3 of the following (5 Points):

1. Compliment: I appreciate that….
2. Comment: I agree with that… I disagree because….
3. Connection: I also thought….
4. Question: I wonder why….

**Note:** 5 Points will be deducted from students’ overall weekly discussion grade when initial posts and/or responses do not include proper APA citations and reference lists. Initial posts should include citations and a reference list. Response posts should include citations where needed.

### Class Participation Activities (10 points per week; 150 points for the semester)

Student participation will be assessed through brief, nongraded activities that will be embedded within the weekly lectures as thought questions (i.e., lectures, videos, podcasts, etc.). Students should think of these activities like pauses during an in-person lecture where questions are posed to engage students in a meaningful discussion. Students are not required to comment on each other’s responses; however, this is encouraged. Additionally, throughout the semester, I will keep track of those who do choose to engage in this discussion and will take this into consideration during final grading. Not as a penalty if you choose not to respond, but more like extra credit. Lastly, while these activities will not be graded nor do they require citations/references, please mind your grammar and spelling.

### Unit Assignments (75 points each; 225 points for the semester)

Unit assignments are project-based and allow students to apply some aspect of what they have learned within a unit. Assignment formats will vary for each unit such as an analysis and solution development for a real-world issue, a program proposal, or the development of a webinar/training session.
Determination of Course Grades:

Grading Criteria:
Student Introduction & Picture (1) 10 Points
Group Discussions (14) 350 Points
Class Participation (15) 150 Points
Unit Assignments (3) 225 Points

Grading will follow criteria:
- A  658-735
- B+  625-657
- B   656-624
- C   515-655
- F   <515

Course Expectations:
- All assignments must be completed on time. Assignments received after due dates will receive a 2-point deduction per day.
- All submissions are to be made directly on the Canvas course site in the designated area.
- All written assignments, including discussions, should include proper citations throughout and a reference section at the end of the body of work.
- APA Style 7th Edition must be used with all written assignments. See link to most up to date APA version: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/).
- Rubrics have been created for this course to assist students with completing writing assignments and for grading purposes. Students who are not satisfied with their initial assignment grades based on the feedback aligned with course rubrics may request the opportunity to revise and resubmit.
- All students must review the Rutgers University policy on academic integrity (see link below)

Course Changes: The course schedule, weekly topics, readings, and assignments are estimated based on class mastery of materials and are subject to change as determined by the instructor. Every effort will be made to minimize these changes and students will be notified of any changes in a timely manner.
Course Calendar, Topics, Readings and Assignments:

Note: The first official day of class is Tuesday, 9/5. Since the first week is shortened, the assignments for week 1 will be due on Sunday, 9/10 at 11:59PM. Week 2 will open on Friday, 9/8. Starting with week 2, course modules will open on Fridays at 12:00AM and close on the following Thursday at 11:59PM.

| UNIT 1 (Weeks 1-5): The MTSS Framework |  |
|---|---|---|
| Week | Topics | Readings | Assignments Due |
| 1 | 9/5 | Course Overview | Schaffer (2023) Ch. 1 | Module 1 |
| | | History and origins of tiered service models. | Course Syllabus | Upload a picture to your profile on Canvas |
| | 2 | Paradigm Shift: From identifying deficits to preventative practices. Culturally Responsive Education | Leach & Helf (2016) | Module 2 |
| | | New Jersey Tiered System of Supports (nj.gov) | Wong (2023) | Group Discussion |
| | | Waly (2020) | Noguera & Noguera (2023) | Module |
| | 3 | Culturally Responsive MTSS | Cuming & Rodriguez (2019) Ch. 1-2 | Module 3 |
| | | MTSS Framework, Guiding Principles, and Goals | Schaffer (2023) Ch. 2 | Group Discussion |
| | | Chaparro, Green, Thompson, & Batz (2021) | Sullivan, Weeks, Kulkarni, & Goerdt (2018) OR | Unit 1 Assignment |
| | | Sullivan, Nguyen, & Shaver (2022) | |
| 4 | 9/22 | Creating Integrated Systems: The MTSS Umbrella | Schaffer (2023) Ch. 3-4 | Module 4 |
| | | | McCart & Choi (2020) | Group Discussion |
| | | | Reupert (2019) | |
| | | | Darling-Hamond & Cook Harvey (2018) | Group Discussion |
| | | | Chafouleas & Iovino (2021) | Unit 1 Assignment |

| UNIT 2 (Weeks 6-10): The MTSS Process |  |
|---|---|---|
| Week | Topics | Readings | Assignments Due |
| 6 | 10/6 | The Development of Student Support Teams | Brown-Chidsey & Bickford Ch. (2016) 6 & 7 | Module 6 |
| | | | Schaffer (2023) Ch. 8 | Group Discussion |
| | | | Nellis (2012) | |
| 7 | 10/13 | Tier 2: Teaming Process Using a Data-Based Decision Making & Problem-Solving Approach | Brown-Chidsey & Bickford (2016) Ch. 8 | Module 7 |
| | | | Deno (2016) | Group Discussion |
| | | | Nese, et al. (2023) | Mid-Semester Feedback |
| 8 | 10/20 | Tier 2: Progress Monitoring & Student Outcomes | Silbergliet, Parker, & Myskens (2016) | Module 8 |
| | | | Compton et al. (2012) | Group Discussion |
| | | | Stormont, Reinke, Herman, & Lembke (2012) | |
| | | | Edmonds, Gandhi, & Danielson (2019) Ch. 1-3 | Group Discussion |
| | | | Edmonds, Gandhi, & Danielson (2019) Ch. 5-7 | Group Discussion |
| | | | | Unit 2 Assignment |

| Unit 3 (Weeks 11-15) Evidence Based Practices in MTSS |  |
|---|---|---|
| Week | Topics | Readings | Assignments Due |
| 11 | 11/10 | Introduction to Evidence-Based Practices: What are evidence-based interventions and why should we use them? | Hornby & Greaves (2022) Ch 1 | Module 11 |
| | | | Romer, Green, & Cox (2018) | Group Discussion |
| | | | Barrett, Pas, & Lindstrom Johnson (2020) | |
| | | | Shaw (2021) OR Nagro, Hooks, & Fraser (2019) | |
| 12 | 11/17 | Evidence-Based Practices in MTSS: Identification and Selection | Hornby & Greaves (2022) Ch 10 | Module 12 |
| | | | Fien, Chard & Baker (2021) | Group Discussion |
| | | | Artzi, et al. (2022) | |
| 13 | 12/1 | Implementation Science: Commitment, Capacity, Resources, & Evaluation | Farmer, Ward, & Cusumano (2023) | Module 13 |
| | | | Nellis & Fenning (2023) | Group Discussion |
| | | | Gross, Healy, & Reed (2023) | Complete SIRS |
| | | | Metz (2016) | |
Barriers to MTSS Implementation:
Coordination of Practices, Leadership Support, Management Systems, & Sustainability

Schaffer (2023) Ch. 7
Carlton et al. (2018)
Carlton, Sabey, Young, & Moultan (2020)

14
12/8

Next Steps in MTSS
Needs Assessment

Cuming & Rodriguez (2019) Ch. 8
Garbacz, et al. (2020).

Additional Course Information:

Academic Dishonesty and Unprofessional Conduct: Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University’s academic integrity policy, to which this class will adhere, can be reviewed at: https://academicintegrity.rutgers.edu/ Plagiarism is taken very seriously at Rutgers. If you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, this will be considered plagiarism and subject to academic disciplinary action, including failure of the course.

No course materials, including, but not limited to, recorded lectures, handouts, assessments (papers, projects, assignments), and case studies, may be shared online or with anyone outside of the class unless you have the instructor’s explicit, written permission. Unauthorized sharing of materials promotes cheating. Rutgers is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported.

Student Success: The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at Student Success and Student Support | Rutgers University

Online Learning Resources: Rutgers Learning Center provides information and resources to assist students in their online courses. Below are a few resources students may find helpful.
- Creating Space for Successful Online Learning | Learning Centers (rutgers.edu)
- How to Succeed in Online Courses | Learning Centers (rutgers.edu)
- Increase Productivity With Online Tools and Applications | Learning Centers (rutgers.edu)

Technology Support:
- Canvas HelpDesk email: help@canvas.rutgers.edu
- Canvas HelpDesk phone number: 877-361-1134 (Available 24/7)
- Link to Canvas Student Orientation Tutorial
- Link to Canvas Student Guide

Disability Accommodation: Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the disability services office on the New Brunswick campus, participate in an intake interview, and provide documentation: Documentation Guidelines | Office of Disability Services. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you and your instructor with a Letter of Accommodations. Please
discuss accommodations with your instructors as early in your courses as possible. To begin this process, please complete the registration form.

Course Evaluation: Rutgers University issues a survey that evaluates both the course and instructor. Students will complete this survey toward the end of the semester, and students’ identities cannot be connected to their responses. The aggregated numerical results are public, and the numerical results and comments are shared with the instructor, and GSAPP. This survey will also be used by GSAPP to conduct a mid-point evaluation, the results of which are confidential to the instructor and school.