

**Response to Intervention:
Evaluating the Effectiveness of Academic and Behavioral
Treatments
PSYC – 544
Spring 2025**

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Office:	Alumni Hall, Room 0126	Class Time:	Tuesdays, 9:30 – 12:20
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NASP Domains for Graduate Preparation of School Psychologists (2020) Addressed:

- 1: Data-Based Decision Making
- 2: Consultation and Collaboration
- 3: Academic Interventions and Instructional Supports
- 4: Mental and Behavioral Health Services and Interventions
- 5: School-Wide Practices to Promote Learning
- 7: Family, School, and Community Collaboration
- 8: Equitable Practices for Diverse Student Populations
- 9: Research and Evidence-based Practice

Course Description

Response to Intervention: Evaluating the Effectiveness of Academic and Behavioral Treatments is a 3-credit hour course designed to provide students with skills and competencies in the Response to Intervention model in school psychology. The assessment model of hypothesis formation and testing will be offered, with emphasis on continuing assessment to frequently monitor effectiveness of academic and psychosocial interventions designed to target the needs of exceptional children. Students will gain applied experience through school-based RTI evaluations.

This course is not intended to be primarily lecture in nature; rather it is seminar-style course where student involvement is expected.

Required Texts

Kovaleski, J. F., VanDerHeyden, A.M., Runge, T.J Zirkel, P.A., & Shapiro, E.S. (2023). *The RTI approach to evaluating learning disabilities (Second Edition)*. New York: The Guilford Press. (ISBN-13: 978-1462550449). **(RTI)**

Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). *Evaluating educational interventions: Single-case design for measuring response to intervention (Second edition)*. New York: The Guilford Press. **(EEI)**

^ Additional readings as assigned.

Course Objectives

By the completion of the course students will gain:

- familiarity with differing definitions, controversies, and models of identification used to classify students as “learning disabled.”
- familiarity with the advantages and disadvantages of norm-referenced, discrepancy-based models of identification and response to intervention models.
- an understanding of the usage, application, and interpretation of single-case design methodology.
- an understanding of the usage, application, and interpretation of curriculum-based measurement data for reading, mathematics, and written language.
- familiarity with standardized assessments used to measure response to intervention.
- practical application skills regarding the use of technology in the classroom to measure response to intervention.

Assignments and Final Grades

Assignments		Final Grades	
RTI Evaluation	90 points	A:	296+
Case Presentation	50 points	B:	272 – 295
Special Topics in RTI	50 points	C:	248 – 271
2 Case Studies	45 points each	D:	224 – 270
Class Participation	40 points	F:	< 224

- **RTI Evaluation** – Each student will conduct an RTI-based evaluation of either an academic or behavioral intervention in a school. Each evaluation must include the collection of baseline data as well as ongoing data collection during intervention implementation. Students will write a comprehensive report documenting baseline data, intervention description, and ongoing intervention data (all single-case design graphs **must** be included with the report). In addition, all reports must include the following sections and follow the format of assessment reports written in previous program classes: (a) Reason for Referral, (b) Procedures Used in the Assessment, (c) Background Information, and (d) Summary and Recommendations (a report template will be provided in class). Reports will be scored according to (a) intervention description, (b) varied single-case design related metrics, (c) clarity, (d) writing style, and (e) summary and recommendations. *All reports are to be double-spaced to allow for appropriate feedback and critique.*
- **Case Presentation** – During the final week of class, each student will upload a 20 – 30-minute presentation to the class based on their RTI Evaluation. The presentation should include (a) relevant background information, (b) intervention description, (c) baseline data interpretation (w/graphs), (d) intervention data interpretation (w/graphs), and (e) summary and recommendations. Each presentation will be scored on the inclusion and

interpretation of such information as well as overall presentation style and response to questions.

- **Special Topics in RTI** – Each student will make a 45 - 50-minute presentation during which they are responsible for “teaching” a relevant RTI related topic of interest to the class. Presentation format may vary and may include the use of in-class exercises, demonstrations, review of relevant research (or other related formats). *Although each student is responsible for general topic selection, final approval of each presentation topic must be granted by the professor (each student must have their individual topic approved by January 28, 2025 – the third week of classes).*
- **Case Studies** – Two case studies consisting of relevant background information and RTI related data will be provided to students (one on 3/4/25 and one on 3/25/25). The completed case study (i.e., a full report based on the information provided) will be due during the next regularly scheduled class period, with such reports scored according to the outline above.
- **Class Participation** – Regular class participation is expected and, therefore, is a large part of the student’s grade in this course. Students who regularly contribute to the class discourse will earn all available points, with deductions based on a lack of substantive comments or an attempt to dominate the class discussion to the detriment of others’ comments.

Attendance Policy

Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. More than one absence will result in a one letter grade deduction.

All assignments must be completed to receive a grade in this course.

Additional Information

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by

university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Statement on Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Be aware that it is expressly prohibited for students in this course to work together on or look at each other's assignments outside of class.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Tentative Course Schedule

Date	Topic	Assignment	Required Reading
1/14	Course Introduction & Syllabus Review		
1/21	RTI Introduction and National Policies RTI vs. Discrepancy Models		Chapter 1 (EEI) Chapter 1 (RTI) Chapter 2 (RTI) Chapter 3 (RTI)
1/28	Academic Assessment and Identification within MTSS		Chapter 4 (RTI) <i>^Best Practices, Vol 1: Data-Based... (6)</i>
2/4	Single-Case Research Designs #1		Chapter 2 (EEI) Chapter 3 (EEI) Chapter 4 (EEI) <i>^Best Practices, Vol 3: Foundations (15)</i>
2/11	Single-Case Research Designs #2		Chapter 5 (EEI) Chapter 6 (EEI)
2/18	No Class – NASP Convention		
2/25	Progress Monitoring		Chapter 6 (RTI)
3/4	Report Writing and Data Graphing	Case Study #1 handed out	Appendix A (EEI) Appendix B (EEI) Chapter 9 (RTI)
3/11	No Class – Spring Break		
3/18	Brief Experimental Analysis	Case Study #1 due	Chapter 7 (EEI)
3/25	Multicultural Considerations RTI in Illinois	Case Study #2 handed out	<i>^Best Practices, Vol 1: Data-Based... (10)</i> <i>^IL RTI Documents</i>
4/1	RTI Evaluation Check-Ins (Individually scheduled via Zoom)	Case Study #2 due	
4/8	Special Topics in RTI (2)	*Special Topics in RTI	
4/15	Special Topics in RTI (3)	*Special Topics in RTI	
4/22	Special Topics in RTI (3)	*Special Topics in RTI	
4/29	Special Topics in RTI (3)	*Case Presentations	
5/6	Case Presentations Uploaded to Blackboard	*Case Presentations RTI Evaluation	