**Flex Course Request Form**

**College:** EHE  
**Course Bulletin Listing:** PAES (e.g. EDUTL – Education Teaching and Learning)

**Course Number:** 727  
**Generic course or decimal subdivision:** Y  
**Course Decimal:** .63

**Level:** Undergraduate _____ Graduate _____  
**Grade Option:** Letter _____ S/U _____  
**Credit Hours:** 03

**Proposed Effective Year:** 2012  
**Proposed Effective Term:** SP  
**Previous Terms of Offering:** ______

**Flexibly Scheduled / Off-Campus / Workshop Course Information**

**Course Description:**

**25 word limit**

To provide education personnel the opportunity to learn best practice in the development and implementation of interventions in the classroom, including techniques for sound classroom management.

**Course offered less than term length:** Y / N  
**Distribution of Class Time:** 3hrs/10 weeks (e.g. 3 hrs/ 10 weeks)

**Offering Pattern:** Distance Learning Format: Y / N (means 100% online)  
**Section Size:** _25_  
**Date Range:** 3/26-6/8/2012

**Off-Campus Offering:** Y / N  
**Off-Campus ZIP code:** __________  
**Off-Campus Location:** TBD

**Hours Out-of Class Preparation:** 60  
**Total Class Meeting Hours:** 30  
**Length of each Class:** 3 hrs

**Advertised Course Title:** Learning to Develop and Implement Effective Interventions in the Classroom

**Faculty Name:** Antoinette Miranda, Ph.D.  
**Faculty Rank:** Associate

**Faculty Phone:** 292-5909  
**Faculty E-mail:** amiranda@ehe.osu.edu

**Secondary Instructor:** ___________________________  
**Desired Access:** ___________________________

**SI Phone:** ___________________________  
**SI E-mail:** ___________________________

**Academic Advising Opportunity:** by appointment and before class (by appointment, after class, etc.)

______________________________________________________________________________________

Approved by the Graduate Studies Committee Chair: ___________________________ Date: ____________

Approved by the School Director: ___________________________ Date: ____________
The Ohio State University
School Psychology Program

PAES 727 (3 quarter hours)
Learning to Develop and Implement Effective Interventions in the Classroom
Spring, 2012
Columbus City Schools

INSTRUCTOR: Antoinette Miranda, Ph.D.  Office: A438 PAES Building
Miranda.2@osu.edu  Office hours: By appt.

PAES 727.63

Course Description:
To provide teachers, administrations, and other education personnel the opportunity to learn best practice in the development and implementation of interventions in the classroom, including techniques for sound classroom management. An overview of Response to Intervention (RTI) will be covered including interventions that correspond to the respective tiers. A systematic problem-solving process will be used as the foundation in helping to develop effective interventions. Examples of behavior and academic interventions that are simple and efficient will be shared as well as how to progress monitor and evaluate intervention effectiveness. This process is helpful for both the SAIL and IAT process. This class will use a lecture/discussion format with an experiential component. Participants will take an active role in their learning process using their work setting as part of the experiential component.

Graduate Level, 03 credits

Relationship to Other Courses/Curricula: This course has no relationship to previous existing courses on campus. This course is specifically designed for Columbus City School teachers.

Course Objectives:

• To demonstrate an understanding of the problem solving model.
• To demonstrate an understanding of the Response to Intervention model.
• To demonstrate an acquaintance with the basic conceptual components within a collaborative model of consultation.
• To understand issues around the delivery of interventions in regular education
• To demonstrate an understanding of how to collect baseline data
• To demonstrate how to choose an intervention based on the identified problem
• To demonstrate an understanding of how to do progress monitoring
• To understand the importance of treatment integrity and treatment acceptability

Textbooks and Readings:
The One-Stop Guide to Implementing RTI: Academic and Behavioral Interventions, K-12, Marilyn Applebaum, 2009

At end of syllabus. Readings can be accessed via Carmen https://carmen.osu.edu/

Evaluation/Grading:

Journal assignments………………………….10% 10 points
Baseline data…………………………………15% 15 points
Problem identification/intervention case…..15% 15 points
Progress monitoring………………………..20% 20 points
Final case study……………………………..40% 40 points

Note: final case study will encompass the following assignments: baseline data, problem identification, and progress monitoring

Grading is S/U: A grade of S requires you to achieve a grade of 83% and above

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Making the case for intervention; Teacher engagement</td>
<td>Reading #1 &amp; 2</td>
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<tr>
<td>Week 2</td>
<td>Intervention Assistance Teams; Ecological problem solving model</td>
<td>Reading #3</td>
<td>Journal #1</td>
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<tr>
<td>Week 3</td>
<td>CCS Spring Break-No Class</td>
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<td></td>
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<tr>
<td>Week 4</td>
<td>Response to Intervention; Baseline data</td>
<td>Reading #4, #5</td>
<td>Problem Identification</td>
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<tr>
<td>Week 5</td>
<td>Progress monitoring; charting your data; Effective Classrooms</td>
<td>Reading #6 Marzano-Ch. 1 &amp; 2</td>
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</tr>
<tr>
<td>Week 6</td>
<td>Intervention in a Bag; Behavioral Interventions</td>
<td>Reading #7, #8 Marzano-Ch. 3</td>
<td>Baseline data Journal #2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Academic Interventions: Treatment integrity; Case follow-up</td>
<td>Readings #9</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Making interventions work in your school; Case studies</td>
<td>Reading #10, #11 Marzano- Ch. 8</td>
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<tr>
<td>Week 9</td>
<td>Tough behavior, tough kids; Positive Behavior Support in schools…what</td>
<td>Reading #12 Marzano- Ch. 4 &amp; 6</td>
<td>Intervention and Progress Monitoring</td>
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</tbody>
</table>
### Course Requirements/Assignment details

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Assignments</td>
<td>For weeks 2 &amp; 5 you will write a journal entry on a designated topic. Topic will be provided for each assignment. Journal entry must be a minimum of one page</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Baseline Data</td>
<td>Participants will submit a minimum of three data points as their baseline data</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Intervention Case Study</td>
<td>Participants will identify a problem for their personal intervention case. An intervention will be chosen to address the identified problem</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Progress Monitoring</td>
<td>Participants will submit at least two weeks of progress monitoring. To receive full credit, you must chart the data</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Final Intervention Case</td>
<td>Participants will complete an intervention case which includes: identified problem, baseline data, goal statement, detailed intervention, progress monitoring, and evaluation.</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Final Grade</td>
<td></td>
<td>100</td>
<td>100</td>
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</tbody>
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### Policies for Missed Exams/Quizzes-N/A

### Policies for Student Conduct and Participation-
Participants are expected to attend all sessions. If you have a conflict, let the instructor know. One excused absence for the quarter is accepted.

### Academic Misconduct:
The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.
**ODS Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity:** The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences:** N/A

**Technology:** To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Word and Power Point documents for class.

**Readings**

#1 Creating sustainable classroom environments: The mindsets of effective teachers, successful students, and productive consultants

#2 Poor schools, poor students, successful teachers

#3 Best Practices in Operating Pre-Referral Intervention Teams

#4 Overview of Response to Intervention
#5  What is RTI?

#6  Graphing for progress monitoring

#7  Interventions to Improve Behavior and Enhance Social Competence

#8  Developing the mindset of effective students

#9  Interventions to Improve Academic Performance

#10 Using performance feedback to decrease classroom transition time and examine collateral effects on academic engagement

#11 Social competence, social support, and academic achievement in minority, low-income, urban elementary school children.

#12 PBIS article