

**BOWIE STATE UNIVERSITY
BOWIE, MARYLAND 20715
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING
SPRING 2010**

SYLLABUS

**COURSE: SPSY 701: PSYCHOLOGICAL AND EDUCATIONAL
INTERVENTIONS (3 Hrs.)**

INSTRUCTOR: **Kimberly M. Daniel, Ph.D.**

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Office Hours: Monday	2:00pm-6:00pm
Tuesday	By Appointment
Wednesday	2:00pm-4:00pm
Thursday	2:00pm-4:00pm
Friday	By appointment

COURSE PREREQUISITES:

Open Only to School Psychology Majors

COURSE DESCRIPTION:

This course provides students with the knowledge and professional skills necessary to design, implement, monitor, and evaluate psycho-educational interventions with children in a school setting. Students will explore strategies and techniques helpful for providing interventions at the individual, classroom, building and systems level. Students will become familiar with practices that support collaboration with school personnel, families, and communities in order to support school children with academic, behavioral, and social-emotional needs. The students will also explore therapeutic and academic approaches used for children with common psychological childhood disorders. Current research on evidenced- based-interventions (EBI's) is also emphasized.

National Association of School Psychologists: Standard 2, Domains #1 and #11

REQUIRED TEXT:

Rathvon, Natalie (2008). *Effective school interventions: Evidenced-based strategies for improving student outcomes-second edition*. New York: Guildford Press
(ISBN 978-1-57230-967-8)

Thomas, A. & Grimes, J. (2008). *Best practices in school psychology: Fifth edition*. Bethesda, MD: National Association of School Psychologists. (ISBN: 978-0-932955-70-8)

RECOMMENDED READINGS:

Mather, N. & Jaffe, L. (2002). *Woodcock-Johnson III: Reports recommendations, and strategies*. New York: John Wiley and Sons, Inc. (ISBN: 0-471-41999-0)

Shinn, M.R., Walker, H.M., & Stoner, G. (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists. (ISBN: 0-932955-87-8)

COURSE OBJECTIVES AND STUDENT OUTCOMES

At the completion of the course, students will be able to:

1. Identify evidenced based practices that promote effective learning.
2. Demonstrate the ability to assess instructional and environmental conditions through use of a variety of activities (e.g., the problem solving process, behavior analysis, curricular based measurement, survey, systematic observation, and needs analysis).
3. Document assessment findings in writing and communicate them orally.
4. Develop prevention/intervention goals and objectives that link directly to the results of the assessments
5. Design prevention/intervention plans that link directly to assessed findings
6. Evaluate the use of data to assist in monitoring intervention progress and making decisions.
7. Analyze appropriate interventions for a wide variety of problems and situations in the school, community, and/or family setting.
8. Critically evaluate interventions presented via academic journals and other research sources.

INSTRUCTIONAL MODES

Instructional activities will include lecture, demonstration, guided practice, student presentations, role play activities, group discussion, web-technology, and possibly guest speaker presentations.

STUDENT REQUIREMENTS/GUIDELINES

- **Attendance Policy**

Students are expected to attend classes and laboratory experiences, take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) undergraduate/**Three (3) 16 week graduate courses or more unexcused absences may result in the student's receiving a grade of "F" for the course.**

A student who is absent from class because of circumstances beyond his/her control and wishes to obtain an excuse must submit documentation to the Chair of his/her academic school requesting an official written excuse to be given to the instructor. The student must provide to his/her instructor the written excuse from the Chair.

Note: It is to your advantage to inform the instructor of your absence. If it is necessary for you to miss a class, leave early or arrive late, I will assume that you have made the best decision for the circumstances and that you will accept the consequences of that decision. If you know that you will be late in arriving, please contact the instructor in advance. When arriving late, please be considerate and enter the classroom area as quietly as possible.

- **Tardiness**

Students are considered tardy 30 minutes after class begins. Three instances of tardiness will be counted as one absence.

- **Student code of Conduct**

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Civility, Integrity, Diversity, and Accountability), purpose, goals, and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, uninhibited by the behavior of others. The University reserves the right to deny admission to any applicant, to discontinue the enrollment of any student, or to withhold the degree of any student if, in the opinion of University authorities, a student's behavior is in continuous or serious violation of the Student Code of Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

- **Academic Integrity**

University Policy Regarding Academic Honesty

Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, and improper acknowledgment of sources of material are intolerable offenses that carry serious penalties.

Policy on Plagiarism

1. Plagiarism is the act of representing another's ideas, words, or information as one's own. Every student writing a paper should be aware of the following principles.

- a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.
- b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
- c. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by **anyone** familiar with the subject under discussion) need not be acknowledged.

2. Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

Academic Dishonesty/Plagiarism Academic Dishonesty

Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record.

Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. This course will use the resources of safe assign, which searches the web for possible plagiarism and is over 90% effective. In cases involving academic dishonesty, a failing grade or a grade of zero(0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland.

Falsification of Information - Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section.

Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

- **Network System Misuse and Dishonesty**

The University considers any misuse of its software programs to be a serious offense. A student may not attempt to degrade the performance of the software programs, to seek to penetrate its security, or in any way deprive other users of resources or access to the computer. Further violations include, but are not limited to, (a) using a computer account belonging to another individual without the explicit permission of that individual; (b) tampering with the operation of the University's software programs including both its equipment and its software; (c) using the system for commercial purposes; (d) using the network system to send abusive, obscene, or otherwise harassing communications.

- **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such materials is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a BSU student, you are required to follow the institution's copyright policy.

- **Email Use**

The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines.

- **Dropping a Class/Withdrawal**

Dropping a Class: Students who wish to drop a course(s) may do so through Bulldog Connection self service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students'

responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct.

The last day on which courses may be dropped is published in the **Academic Calendar** for each semester/term.

All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

Withdrawal from Class:

Undergraduate:

Withdrawal (Given for courses that are officially dropped within the specified period of time printed in each semester's *Schedule Bulletin*.) It is the student's responsibility to handle withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Graduate:

Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees.

Refunds for all courses offered whether 16 - week, 8 - week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

■ **Incomplete "I" Grade:**

Undergraduate:

(A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with approval of the School Dean. No credit is given for the incomplete grade until the faculty member assigns a regular grade. In any event, the "I" must be converted to a regular grade within six weeks of the start of the following semester. After six weeks, the grade of "I" automatically becomes "F" if the professor does not submit the grade.)

Graduate:

An "Incomplete" is used only in exceptional circumstances. Students who receive a grade of Incomplete (I) have one academic year from the date of the end of the semester in which the course was taken to have the grade changed. If a grade of incomplete (I) is not changed after one year, it converts to an "F".

- **Student Grade Appeal Procedures:**
 Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student must direct the appeal in writing, with documentation, through the appropriate channels: Instructor, Department Chair, School Dean, and Provost. If a course assignment grade is in dispute, the student must initiate the appeal no later than ten (10) working days after receiving the grade. If a final grade is in dispute, the student must submit an appeal no later than thirty (30) days from the end of the semester during which the grade was received. Procedures are detailed below.
 1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.
 2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.
 3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the School Dean within fifteen (15) days after receiving notification of the Department's decision.
 4. The School Dean will render a final resolution.
- **Class participation:** You are expected to participate in all class discussions and activities. These activities are meant to enhance your understanding of the material both on an individual and class level. *Note: It is expected that your class participation will be professional and collegial. Respect for the comments and questions of classmates, however unnecessary they may seem to you personally, is expected and will be enforced.*
- **Assignments.** You will be asked to complete a variety of assignments that will help accentuate the concepts, methods and strategies learned in the course. Each assignment will be worth points (see evaluation) and will be explained before you begin. Assignments are to be submitted on time and via electronic media (blackboard or email). Exceptions will be noted by instructor. **Assignments** are to be submitted on or before the due date. *Late assignments are only accepted at the discretion of the instructor and will most likely incur a penalty grade. All assignments* must display knowledge of the content standards and principles of the program.
- **Contacting the Instructor**

Office hours are listed above. If you need to reach me anytime other than those listed above, the most effective way is via email. However if you do not have access to email, you may reach me via telephone at the office numbers listed above.

- **Special Needs/Disabilities**

It is the policy of Bowie State University to ensure that all University facilities, services, and accommodations are accessible to individuals with disabilities in accordance to the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be provided for those students who properly register with the Office of Special Populations.

The Office of Special Populations provides students with disabilities several support services, including advisement, counseling, and special assistance in school-related matters. Together in consultation with the student and other interested persons, if necessary, the Office recommends accommodations for courses; extended testing hours, note takers, scribes, readers, taped texts, and sign language interpreters. This Office also manages the ADA Resource Center that houses adaptive equipment for the needs of disabled students.

If you have a verified disability both physical and/or learning, accommodations will be made for you. It is your responsibility to advise the instructor of this need. A disability, however, does not exempt you from completing all requirements of the course. Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

- **Technology**

Cell phones, pagers, beepers or any other "attention-grabbing" devices are to be turned off or placed on vibrate before class begins. It is distracting and discourteous to both the instructor and your colleagues. If you are expecting an important call or page during class please make arrangements to handle the situation in a manner that is not disruptive to the classroom process.

- **Class Cancellation**

When severe weather creates hazardous road conditions in the area or response to other emergencies, classes may be canceled or postponed. Notice of cancellation will broadcast on the following radio and television stations: 680 AM (WCBM - Baltimore); 1430 AM (WNAV-Annapolis); 1300AM (WFBR-Baltimore); 630 AM (WMAL-DC); B-104 FM (Baltimore); 1500 AM and 107.7 FM (WTOP-DC); Channel 2 (WMAR-ABC, Baltimore); Channel 4 (WRC-NBC, Washington); Channel 5 (WTTG-Fox, Washington); Channel 7 (WJLA-ABC,

Washington); Channel 9 (WUSA-CBS, Washington); Channel 11 (WBAL-NBC, Baltimore); Channel 13 (WJZ-CBS, Baltimore).

BEES

All students are to sign up for BEES (Bowie State University Electronic Emergency System). BEES registration is located on the homepage of the Bowie Website.

HINI

Students are to check the Bowie Webpage for updates and information regarding HINI. Click on the update for HINI and review each link pertaining to HINI.

GRADING AND EVALUATION PROCEDURES

A. Methods:

Written assignments; Demonstration projects Oral presentations, Class demonstrations; Class discussion; Group Project).

B: Grading Procedures (See assignment points below):

A 90-100%

C 70-79%

B 80-89%

F Below 70%

C 70-79 %

COURSE REQUIREMENTS

Candidates will be required to engage in a variety of activities that apply knowledge of the prevention-intervention literature. Those activities are listed below:

Article Reviews and Summary: 10 points each

Candidates will be asked to critique two comprehensive article reviews on an intervention, summarize the article and present the findings to classmates. Submission of a written summary of each article is required. Details will be delineated in class

Design an Academic Intervention 15 points

Each candidate will be required to design an intervention to address an academic concern. The problem should be stated in observable and measurable terms. The design should outline the steps and procedures used to identify and analyze the problem. The intervention method selected should reflect best practices. Justify the method selected by citing research evidence. Develop/Identify a data collection tool appropriate for monitoring progress and describe precisely how progress will be monitored. Lastly,

delineate the steps/procedures necessary to ensure treatment integrity. Each candidate will turn in a written summary of their work.

Design a Behavioral Intervention 15 points

Each candidate will be required to design an intervention to address a behavioral concern. The problem should be stated in observable and measurable terms. The design should outline the steps and procedures used to identify and analyze the problem. The intervention method selected should reflect best practices. Justify the method selected by citing research evidence. Develop/Identify a data collection tool appropriate for monitoring progress and describe precisely how progress will be monitored. Lastly, delineate the steps/procedures necessary to ensure treatment integrity. Each candidate will turn in a written summary of their work.

Class Presentation on Intervention Design: 20 points

Each candidate will choose one of the above intervention designs (academic or behavioral) and present it to the class. Prepare a class handout delineating 1) the problem, 2) procedure(s) for analyzing the problem, 3) method(s) of data collection proposed, 3) type of progress monitoring tool developed and 4) treatment integrity steps proposed.

Second Step Demonstration 10 points

Each candidate will be expected to prepare and demonstrate a second step lesson in class.

Parent-Teacher In-service Presentation 20 points

The class will work together as a team to organize an in-service for school personnel and families. The in-service will address a social issue (e.g., Bullying, Self-Injurious Behavior, Violence, Suicide, Anxiety, etc.) that is a concern in the local community. The team will develop an in-service that outlines the issues and delineates the preventative steps/strategies the local school will use at a universal level (as identified in the Three Tiered Prevention Model). The strategies can include activities for the student, staff, and or families. The procedures and strategies used need to be guided by evidence-based research.

The class will be given class time to organize the in-service. Most of the work, however, will have to be completed outside of class. Each candidate will be expected to take an active role in this project. Since (hypothetically) the presentation is for teachers and parents, the presentation should be creative (e.g., utilize technology, design a brochure, develop a parent resource list, do a panel discussion, etc.).

EVALUATION PROCEDURES

		<u>Percentage of Grade</u>
Article reviews	10 points each	20%
Academic Design	15 points	15%
Behavioral Design	15 points	15%
Class Presentation	20 points	20%

Second Step Demonstration	10 points	10%
Parent/Teacher In-service	20 points	20%

90-100	A
80-89	B
70-79	C
Below 70	Failing grade

ADDITIONAL INFORMATION

Candidates who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Center for Business and Graduate Studies or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

COURSE OUTLINE

Date	Topic/Assignments	Activities Due
January 28, 2010	-Course Review -NCATE/Middle States -Review of Learning Principles -Meta-analysis <i>Discussion of Academic Design Project</i>	
February 04, 2010	-Response to Intervention -Review -Classroom Interventions-General Principles <i>Readings</i> <i>-Rathvon-Chapters 1&2 (pp. 3-51)</i> <i>Rathvon Chapter 3</i>	Technique Review: -Classroom Rules _____ -Classroom Transitions _____
February 11, 2010	-Assessment and Interventions in Reading -DIBELS <i>Readings</i> <i>-Best Practices-Chapter 22</i> <i>-Rathvon- pp. 175-228</i>	Technique Review: -Decoding & Word Recognition: _____ -Fluency: _____
February 18, 2010	-Assessment and Interventions in Reading (cont.) -Assessment and Interventions in Mathematics <i>Readings</i>	Technique Review: -Comprehension _____ -Math Calculations: _____

	-Best Practices- Chapter 24 -Rathvon-pp. 228-246	_____
February 25, 2010	Progress Monitoring and Documentation Readings -Best Practices-Chapter 135	
March 04, 2010	-Progress Monitoring and Documentation -Self-Monitoring Skills -Summative and Formative -Goal Attainment Scaling Website: Intervention Central.org	Technique Review: Data Tool: _____
March 11, 2010	No Class	
March 18, 2010	SPRING BREAK	
March 25, 2010	-Promoting Positive School Climate -FBA review -Discussion of Behavior Design Project	Turn in Academic Design
April 01, 2010	-Improving Social Competence in the schools: Effective Practices Round Table Discussion*	*Each student will contribute to this discussion via Article review
April 08, 2010	Second Step	Second Step Demonstrations
April 15, 2010	-Understanding Anxious and Depressed Children -Cognitive-Behavioral Interventions Reading Best Practices Chapter 92	
April 22, 2010	Culturally Responsive Planning In-Class time for in-service presentation	-Academic/Behavioral Presentations
April 29, 2010	Presentations	-Academic/Behavioral Presentations -Turn In Behavioral Design
May 06, 2010	Presentations	School-wide In-service presentation
May 10, 2010	Grades due to Graduate school for all graduating students	

KEEP UP WITH YOUR POINTS

**Psychological and Educational Interventions
SPSY 701-Spring 2010**

Name: _____

- | | | | |
|----|--|----|------------------|
| 1. | Strategy/Technique Review | #1 | _____/10 points |
| 2. | Article Review -Round-Table
Due April 01 st | #2 | _____/10 points |
| 3. | Second Step Demonstration Lesson
Due April 08 th | | _____/10 points |
| 4. | Academic intervention design
Due March 25 th | | _____/15 points |
| 5. | Behavioral intervention design
Due April 29 th | | _____/15 points |
| 6. | Case presentation on intervention
April 22/April 29 | | _____/20 points |
| 7. | Parent/Teacher In-service
Due May 6 th | | _____/20 points |
| | Total | | _____/100 points |

GRADE:	90-100	A
	80-89	B
	70-79	C
	Below 70	F

NOTE: Activities are due on or before the date indicated above.

Bibliography

Contemporary (2003-2008)

- Alexander, P (2006). *Psychology in learning and instruction*, Upper Saddle River, New Jersey: Pearson Merrill, Prentice Hall.
- Azevedo, R. Cromley, J.G. & Siebert, G. (2004). Does adaptive scaffolding facilitate students' ability to regulate their learning with hypermedia? *Contemporary Educational Psychology* 29, 344-370
- Horowitz, J. (2006). The prevention of depressive symptoms in children and adolescents: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 74, 401-415.
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Classic

- APA Board of Educational Affairs (1995). *Learner centered psychological principles: A framework for school redesign and reform*. Washington, DC.
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New York: John Wiley & Sons, Inc.

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Boston: Allyn & Bacon.

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Hill.

Nitko, A.J. (2001). *Educational assessment*. Upper Saddle River, NJ: Merrill/Prentice
Hall.

Paris, S.G. (2000). Harmful and enduring effects of high stakes testing. *Issues in
Education*, 6, 145-159.

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Boston: Allyn & Bacon.

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Edition). New York: John Wiley & Sons.

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behavior problems II: Preventive and remedial approaches*. Bethesda, MD:
National Association of School Psychologists.

JOURNALS

Exceptional Children

Journal of Evidence-Based Practices for Schools

School Psychology Review

School Psychology Quarterly

Teaching Exceptional Children

WEBSITES

AimsWeb

<http://www.aimsweb.com/>

American Psychological Association Division 16

<http://www.indiana.edu/~div16/index.html>

Council for Exceptional Children

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

DIBELS

<https://dibels.uoregon.edu/>

Intervention Central

<http://www.interventioncentral.org/>

National Association of School Psychologists

<http://www.nasponline.org/index.aspx>

Promising Practices

<http://www.promisingpractices.net/>

What Works Clearinghouse

<http://www.whatworks.ed.gov>

RTI Action Network

<http://www.rtinetwork.org/Professional/VirtualVisits/>

National Center on Response to Intervention: RTI State Database

<http://state.rti4success.org/>

National Center on Response to Intervention

http://www.rti4success.org/index.php?option=com_content&task=view&id=1172&Itemid=150