



SPS 6700C
**Psychoeducational Interventions with Children &
Adolescents I**
85127 001
Fall 2026

Instructor Name

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University Course Description

Content covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services. This is an integrated sequence of courses addressing educational and psychological (direct and indirect) interventions with topics also including consultative service delivery, the acceptability of classroom strategies, classroom and behavior management, and the synthesis of assessment data into effective interventions all within the referral context. Appropriate field experiences will be required for Intervention I and Intervention II; therefore, concurrent enrollment in the Intervention Practicum course for these two courses only is required.

Course Requisites

Prerequisite(s):

Corequisite(s):

SPS6701C

Student Learning Outcomes

Course topics include: equity and social justice; problem solving in Multitiered Systems of Support; data-based decision making; instruction and interventions targeting primary, secondary, and tertiary prevention; and direct assessment of academic skills. Throughout this course we will work together to co-construct your knowledge and skills so that by the end of the course, you will be able to:

1. Describe evidence-based classwide interventions that target academic skills.
2. Differentiate between an academic skill need and a problem within the ecology.
3. Select measures for monitoring responsiveness to intervention that are most likely to be useful.
4. Describe evidence-based academic interventions and strategies that target the following literacy skills: phonics, reading fluency, reading comprehension, vocabulary, spelling, and writing.
5. Describe evidence-based academic interventions and strategies that target early numeracy, mathematics computation and reasoning/problem solving.
6. Begin to use the data-based individualization framework intensify interventions to students' academic skill needs.
7. Understand the role of implementation fidelity when selecting interventions and interpreting response to intervention data.
8. Synthesize and share research related to an academic intervention appropriate for schools/districts implementing an MTSS framework.
9. Understand how to develop or tailor academic interventions to be appropriate and responsive for students with racially, ethnically, and linguistically minoritized identities.

Course Objectives

The knowledge base and professional competencies developed through this course address the goals of the School Psychology Program as indicated below. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the table below.

Competencies	Program Goals	Course Objectives	0
Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives	
Research	Research and Program Evaluation	8	
Individual and Cultural Diversity	Diversity in Development and Learning	9	
Assessment	Data-Based Decision-Making and Accountability	3	
Intervention	Interventions and Instructional Support to Develop Academic Skills	1-9	
	Interventions and Mental Health Services to Develop Social and Life Skills	N/A	
Ethical and Legal Standards	Legal, Ethical, and Professional Practice		
Professional Values, Attitudes, and Behaviors		N/A	
Supervision		N/A	
Communications and Interpersonal Skills			
Consultation and Interprofessional/ Interdisciplinary Skills	Consultation and Collaboration	N/A	
	School-Wide Practices to Promote Learning	N/A	
	Preventive and Responsive Services	1-9	
	Family-School Collaboration Services	N/A	

Required Texts and/or Readings and Course Materials

Journal articles, chapters, and media as listed in the course schedule.

1. Peers as Change Agents Book:
<https://ebookcentral.proquest.com/lib/usf/detail.action?pq-origsite=primo&docID=6423235>
2. Structured Literacy Interventions Book:
<https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6826280>
3. Intensifying Math Intervention Book:
<https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6551434>

How to Succeed in this Course

The goal of this course is that you learn each of the outcomes to an appropriate level for a graduate student. It is my intention to facilitate your success in this course, **please do not hesitate to contact me regarding potential barriers to your success in this course.**

Participation and Engagement. Students are expected to participate in activities (e.g., note taking, engaging in discussions, etc.), with questions and comments demonstrating reflection on readings and activities. You are encouraged to raise questions, provide feedback, suggest topics for discussion, and make comments pertinent to the content of the course. Knowledge construction is collective and reciprocal. You are also expected to respect differences, and to provide constructive feedback and support to colleagues in discussions.

Weekly Readings and Activities. You will get the most out of this class if you come to class with having completed all required pre-class readings and assignments. These are intended to provide essential information related to course content. Class time is meant to present ideas, clarify details, and discuss emphases for the readings and activities. Class time is also a great opportunity for you to ask questions that you have generated, as we will not review everything that you prepared.

Shared Agreements. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a positive learning environment.

Professional Conduct. The highest levels of ethical and professional conduct are expected of all professional school psychologists and school psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability.

Grading Scale

Letter Grade	Percentage of Points
Letter Grade	Percentage of Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	0-59

Grade Categories and Weights

Assignment	Points Possible	Percent of Final Grade
Assignment	Points Possible	Percent of Final Grade
Participation	195	28.1%
Data-Based Decision Making in Schools	100	14.4%
Reflection Papers	200	28.8%
Final Project	200	28.8%
Total	695	100%

Major Topics and Course Schedule

This course schedule is subject to change. Readings may be added, deleted, or moved.

Week/ Date	Topic and Readings	Due This Week
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Week 1 8/24	Welcome and Overview Introduction to the course and syllabus Review Revise Shared Agreements Overview of Targeted and Intensive Academic Supports Sabnis et al. (2020): RTI, equity, and the return to the status quo: implications for consultants	
Week 2 8/31	Classwide Academic Interventions Kearns et al. (2021): Peer Assisted Learning Strategies (<i>Peers as Change Agents</i> book) Collins et al. (2021): Peers as culturally relevant change agents (<i>Peers as Change Agents</i> book) READ Podcast Episode 41: An Integrated Approach to Supporting All Readers with Lakeisha Johnson, PhD	
Week 3 9/7	NO CLASS – LABOR DAY	

Week 4 9/14	Using Assessment to Inform Intervention NCII Webinar: https://www.youtube.com/watch?v=unKxZrO6iMI (9:10-24:45 only) Kressler et al. (2020): Culturally responsive data-based decision making in high school settings Newell et al. (2025): Participatory reading research: Development and application of the bilingual reading intervention targeting tool	
Week 5 9/21	Phonemic Awareness and Phonics Interventions Ehri et al. (2017): Orthographic mapping and literacy development <i>Reading Intervention Case Studies</i>, Chapter 5: Sound Partners	

Week 6 9/29	Reading Fluency, Comprehension, and Vocabulary Interventions <i>Structured Literacy Interventions</i>, Chapter 5: Structured literacy interventions for reading fluency <i>Structured Literacy Interventions</i>, Chapter 6: Structured literacy interventions for vocabulary <u>Optional/Save for Later:</u> <i>Reading Intervention Case Studies</i>: Read, Ask, Paraphrase, Question (RAP-Q) <i>Reading Intervention Case Studies</i>: Self-Monitoring	Reflection 1

Week 7 10/5	Intensifying Reading Interventions NCII Webinar: Taxonomy of Intensive Intervention NCII Webinar: What Does It Take to Meet the Needs of Struggling Readers? An Overview of Essential Practices for Intensifying Literacy Instruction Burns (2021): Intensifying Reading Interventions Through a SkillBy-Treatment Interaction: What to Do When Nothing Else Worked	
Week 8 10/12	ASYNCHRONOUS LEARNING	
Week 9 10/19	DBDM and Academic Interventions Discussion Come to class prepared to share informally your DBDM and academic interventions in schools assignment	Data-Based Decision Making and Academic Interventions in Schools Assignment

Week 10 10/26	Spelling and Writing Interventions <i>Structured Literacy Interventions</i>, Chapter 5: Structured Literacy Interventions for Spelling <i>Structured Literacy Interventions</i>, Chapter 9: Structured Language Interventions for Written Expression NCII Webinar: Writing better – How teachers can use data to individualize instruction in writing	
	<u>Optional/Save for Later:</u> Malecki & Coyle (2021): Peer-Mediated Writing Interventions	

Week 11 11/2	Early Numeracy and Computation Interventions <i>Intensifying Mathematics Interventions for Struggling Students</i> Chapter 4: Intensifying early numeracy interventions <i>Intensifying Mathematics Interventions for Struggling Students</i> Chapter 6: Improving conceptual understanding and procedural fluency with number combinations and computation	

Week 12 11/09	Mathematics Problem-Solving and Use of Technology <i>Intensifying Mathematics Interventions for Struggling Students</i> Chapter 8: Intensifying mathematics word problem-solving interventions for students with or at risk for mathematics difficulties <i>Intensifying Mathematics Interventions for Struggling Students</i> Chapter 10: Use of technology for intensifying mathematics intervention School Psyched Podcast Episode 169: Math Skills and Math Anxiety (https://www.youtube.com/watch?v=4GcaSN9VrnY)	

Week 13 11/16	Intensifying Math Interventions <i>Intensifying Mathematics Interventions for Struggling Students</i> Chapter 3: Data-based individualization – A framework for providing intensive intervention to students with mathematics difficulties Powell et al. (2022): How to Structure and Intensify Mathematics Intervention NCII Resource: Intensifying interventions for multilingual learners	Reflection 2
Week 14 11/23	Intervention Implementation Sanetti et al. (2021): Treatment fidelity – What it is and why it matters Wilcox et al. (2023): De-implementation: A missing piece in bridging the research to practice gap in school psychology	
Week 15 11/30	Putting it all Together	Final Projects

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Remember that you are responsible for the grade you earn in this course and your grade is determined by the number of points that you earn. If you do not understand a grade or you think a grade is incorrect, you need to notify me via email within one week of the grade being posted and explain your specific concern clearly. Final grades 0.49 or below will be rounded down, and grades .50 or above will be rounded up. Note that no grade below C is accepted towards a graduate degree.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas. If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu. [IT website.](#)

Electronic Devices. Small electronic devices (such as cell phones, etc.) should be silenced and put away before class. The use of electronic devices during instruction for non-course related things is a distraction. Technological accommodations can be arranged through Student Accessibility Services. In

general, cell phones are not permitted to be monitored during class (please silence and put away). I do recognize that sometimes you may need to take a call during class for example related to medical needs, family, or a similar unavoidable situation.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)