

# Prevention in Educational Settings

CPSY 571

Summer 2011

May 09 – August 01, 5:30 - 9:00 pm

## Instructor Information:

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*Office Hours by Appointment*

## Required Text and Other Course Material:

- Schoolwide Prevention Models: Lessons Learned in Elementary Schools. Edited by Greenwood, Kratochwill, and Clements.
- Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention, Second Ed., Dawson and Guare.
- *Selected readings and internet resources and references will be provided by the instructor prior to a topic discussion via email or accessible through Watzek Library, or handed out during a class session.*
- Students will need a binder in which to compile resources.

## Catalogue Description:

Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small group and classroom-based settings.

## Course Description:

This course examines prevention and intervention theory and practice in educational settings including schools and out-of-school learning contexts. The course will cover theoretical perspectives on risk, resilience, and competence in childhood and adolescence and perspectives on understanding, implementing and evaluating prevention and intervention programs. Throughout the course students examine, discuss and reflect upon the effectiveness of prevention/intervention strategies and programs, focusing on a systems-level approach. Questions regarding how race and culture, SES, and home, school, and community contexts interact with prevention and intervention are addressed. Students learn supports and barriers to the development of youth competence and school success in various areas including: achievement and learning, mental and physical health, and behavioral competence.

### **Course Goals:**

The primary purpose of the course is to enhance School Psychology candidates' knowledge and ability to critically examine, implement, and evaluate prevention and intervention programs in schools and other educational settings. At the end of the course, each student should have developed an understanding of: (1) perspectives on risk, resilience, and developing competence in childhood and adolescence; (2) core components of effective prevention and intervention programs in educational settings, with a focus on **effective systems**; (3) methods and processes for evaluating intervention and prevention programs in school settings; and (4) why culture and class, and home, school, and community contexts are fundamental topics in prevention/intervention. Additionally, students should leave the course with a set of resources that will act as a guide for prevention and intervention in their school settings. The following NASP domains will be addressed: 2.2 Consultation, 2.6 School and Systems Organization, 2.7 Prevention, 2.8 Home/School Collaboration, 2.9 Research/Program Evaluation, and 2.11 Information Technology.

### **Course Requirements:**

Since classroom interactions and presentations are vital to this course, students are expected to attend all classes and to fully participate in class discussions and oral reports. Students are expected to come to class having read the assigned chapters and articles assigned for that week prepared for both a short quiz and class discussion.

If you must miss a class due to emergency or illness, please notify the instructor as soon as possible. You will need to contact a classmate for copies of materials handed out in class. In some circumstances, grades may be affected by absenteeism.

All written assignments and group oral presentations are due on the assigned date. You may turn in papers via e-mail, or by hard copy on the due date.

### **Grades:**

Grading is based on the following:

1. Class participation, including attendance (25%). This includes readiness to discuss assigned readings.
2. Weekly quizzes/written assignments – 3 papers (25%)
3. In-class final (30%) and oral poster presentations (20%)

### **May 09:**

Review Syllabus/class norms

In class activities: Compare and discuss articles provided;  
'The Fourth Grade Slump'

Power point presentation - Benefits of a Systems Approach  
(Authors Coyne and Simonsen)

**READ FOR NEXT CLASS:** Chapters 1 and 2 in main text; Excerpts from Shinn and Walker (Interventions for Achievement and Behavior Problems, 2010); explore

PBIS.org and view 1) Website tour and 2) Creating a Positive Culture:  
<http://pbis.org/>

**May 16: From PBIS to BSP – Behavioral Intervention and Supports**

- *Presentation by Shawn Fletcher, ESD Behavior Specialist*
- Group Questions - discussion  
Quiz on critical features of assigned reading  
Syllabus and assignment review

**READ FOR NEXT CLASS:** Chapter 3 and 4 in main text; Explore ORtI website  
<http://www.ttsd.k12.or.us/district/student-services/orrti>

OSEP's National Center for Progress Monitoring:  
<http://www.studentprogress.org/library/training.asp>

The What Works Clearinghouse  
<http://www.whatworks.ed.gov/>

**May 23** Response to Instruction as Systems of Prevention and Intervention for academic skills  
In-class activity: Progress monitoring and decision making  
Quiz on critical features of materials read and reviewed

**May 31 MEMORIAL DAY, NO CLASS**

Out-Of-Class Assignment: View webinar series on RtI and Comprehensive Assessment for SLD (Parts 1, 2, and 3 of series)  
<http://psychcorp.pearsonassessments.com/pai/ca/training/webinars/RTIWebinarSeries.htm>

**WRITE AND HAND IN ON JUNE 06:** A short (2-3) page paper. Describe how your new learning on multi-tiered systems of prevention/intervention has influenced or changed your beliefs about a school psychologist's role, **and** how you will integrate this new learning into your practice. What are pros/cons of adopting RTI for SLD identification?

**READ BEFORE NEXT CLASS:**

\*Masten, A.S., & Coastworth, J.D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53(2), 205-220

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K., Syebold, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58(6/7), 449-456

**Access the following article:** Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J.D. (2002). Positive youth development in the United States:

Research findings on evaluations of positive youth development programs.  
*Prevention & Treatment, 5.*

**Read:** The Executive Summary, and Chapter 1

**June 06      Framing Risk, Resilience, and Prevention**

Discussion

In-class activity – Intensifying academic interventions

ODE Video on RtI in Secondary Schools

Quiz

**READ BEFORE NEXT CLASS:**

Jimerson, S.R., Ferguson, P. (2007). A longitudinal study of grade retention: Academic and behavioral outcomes of retained students through adolescence. *School Psychologist Quarterly, 22*(3), 314-339.

Balfanz, R., Herzog, L., & MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist, 42*(4), 223-235.

Greenberg, M.T., O'Brien, M.U. and Weissberg, R.P; Zins, J.E., Resnik, H. and Fredericks, L.; Elias, M. J. (2003). Enhancing School-Based Prevention and Youth Development through Coordinated Social, Emotional, and Academic Learning. *American Psychologist, 58* (6/7), 466-474.

**June 13      Issues Affecting Student Achievement and Learning; School-Based Prevention and Intervention**

- Guest Lecture by Dr. Christopher Ryder
  - Practical advice for the new psychologist: making it work in the real world.

In-Class Assignment – Retention

SEL/CASEL Ppt (if time permits)

Quiz on assigned reading

**READ BEFORE NEXT CLASS:**

Newgass, S., & Schonfeld, D.J. (2000). School crisis, intervention, and crisis response. In A.R. Roberts (ed.), *Crisis intervention handbook: Assessment, treatment, and research* (pp. 209-228). New York: Oxford University Press.

Furlong, M J., Jones, C., Lilles, E., and Derzon, J. (2007). Think Smart, Stay Safe: Aligning Elements Within a Multilevel Approach to School Violence Prevention. In *Interventions for achievement and behavior problems in a three-tier model including RtI* (Walker and Shinn, Eds., Ch. 13) NASP Pubs.

Espelage, D.L. & Horne, A.M. (2008). School violence and bullying prevention: From research-based explanations to empirically based solutions. In S.D. Brown & R.W. Lent (Eds.), *Handbook of counseling psychology*, 4th Edition (588-606). Hoboken, NJ: John Wiley & Sons.

**June 20      Prevention of bullying and relational aggression**

- *Presentation by Dr. Brianna Stiller (Smith Hall)*

Quiz on critical features of presentation and assigned reading

**READ BEFORE NEXT CLASS**

\*Tebes, J.K., Kaufman, J.S. & Connell, C.M. (2003). The evaluation of primary prevention and health promotion programs. In T.P. Gullatta & Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (pp. 42-60). New York, NY: Kluwer Academic/Plenum Publishers.

\*Durlak, J.A., Weissberg, R.P., Quintana, E., & Perez, F. (2002). Primary prevention: Involving schools and communities in youth health promotion. In L.A. Jason, C.B. Keys, Y. Suarez-Balaczar, R. Taylor, M.I., Davis (Eds.) *Participatory community research: Theories and methods in action* (73-86). Washington, DC: APA Publications.

Tatum, B.D. (1997). "Why are all the black kids sitting together in the cafeteria?" and other conversations about race. New York: Basic Books (chapters 1, 3, & 4).

Fine, M., Burns, A., Payne, Y. and Torre, M.E. (2004) *Civics Lessons: The color and class of betrayal*. *Teachers College Record*, 106, 2193-2223

**June 27      Prevention Program Evaluation and Race, Ethnicity, and Culture**

- *Guest Speaker: Jeff Coleman, Clackamas ESD*  
The New Common Core Standards

Group work/in-class activity on assigned reading  
Quiz

**July 4      HOLIDAY, NO CLASS**

**Out-of-class assignment:** Write short (2) page paper about the webinar you viewed earlier on Emergency Preparedness for Families of Children with Disabilities. Offer a training plan you could offer families of students in your district. Include steps you would take to train school staff for emergencies during the school day. Turn in July 11.

**READ BEFORE NEXT CLASS:**

Sprague, J.R., Walker, H. (2008). Building Safe and Healthy Schools to Promote School Success: Critical Issues, Current Challenges, and promising Approaches. *In interventions for achievement and behavior problems in a three-tier model including RtI (Walker and Shinn, Eds., Chapter 10)*, NASP Pubs.

Seeley, J.R., Rohde, P., Jones, L. B. School-Based Prevention and Intervention for Depression and Suicidal Behavior. *In interventions for achievement and behavior problems in a three-tier model including RtI (Walker and Shinn, Eds., Chapter 15)*. NASP Pubs.

Newgass, S., & Schonfeld, D.J. (2000). School crisis, intervention, And crisis response. In A.R. Roberts (ed.), *Crisis intervention handbook: Assessment, treatment, and research* (pp. 209-228). New York: Oxford University Press.

**July 11 Crisis prevention and intervention:**

- *Presentation on NASP's PREPaRE curriculum by Phil Bowser*
- Discussion Questions/In-class activity  
Quiz

**READ BEFORE NEXT CLASS:**

Kumpfer, K.L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. *American Psychologist*, 58(6/7), 457-465.

Christenson, S.L., & Buerkle, K., (1999). Families as educational partners for children's school success: Suggestions for school psychologists. In C.R. Reynolds & T.B. Gutkin (eds.), *The handbook of school psychology* (pp. 709-744). New York: John Wiley & Sons, Inc.

Dishion, T.J., Stormshak, E., Siler, C. (2008). An ecological approach to interventions with high-risk students in schools: Using the family check-up to motivate parents' positive behavior support. *In interventions for achievement and behavior problems in a three-tier model including RtI (Walker and Shinn, Eds., Chapter 5)*. NASP Pubs.

**July 18 Engaging Families**

- *Guest Lecture by Dr. Dale Myers*
- Discussion Questions  
Quiz on assigned reading and presentation material

**READ BEFORE NEXT CLASS:**

Reddy, L.A., & Newman, E. (2009). School-based programs for children with emotional disturbance: Obstacles to program design and implementation and guidelines for school practitioners. *Journal of Applied School Psychology*, 25(2), 169-186.

Chapters 1 – 4, 8 in Executive Skills in Children and Adolescents (Dawson and Guare text).

**July 25**

**Tier 3**

**Classrooms systems and “wraparound”**

- *Guest Lecture by Dr. Kelly Welch, Clackamas ESD*

**Executive Skills –Assessment and Intervention**

**READ BEFORE LAST CLASS:**

Chapter 9 in Greenwood/Kratochwill: Multi-tiered Prevention Models: Implications and Future Perspectives. Reflect on what it all means☺.

**July 30**

**Student Poster Presentations**

**9:30 – 11:30;**

**Lunch Break**

**12:30 – 1:30 pm**

**Final Exam – Case Study Scenarios**

**1:30 – 3:00 pm**

**Course evaluations/closure**

**3:00 – 3:30 pm**

**SUMMATIVE ASSIGNMENTS**

- **Reflection paper** (2 pages, approximately): Based on your new knowledge, has your vision of the school psychologist’s role changed? What new learning will be most useful to you?
- **In class final exam - Case Study analysis**  
You can choose to work individually, in pairs, or a small group. Each person will be responsible for generating an individual paper to turn in.
- **Poster/Oral Presentation**  
Each student will present on a topic (15 minutes) selected from an instructor provided list. Prepare a poster as if presenting at a conference, and bring handouts for classmates.

