

# **CPSY 571**

## **Prevention in Educational Settings**

Summer 2012  
05/08/2012-07/31/2012  
Tuesday 05:30 PM - 09:00 PM,  
South Campus Conference Center, Room 115

### **Instructor Information**

This course will be taught in segments by three instructors:

- James Loveland, School Psychologist, Portland Public Schools, OR
- Vern Jones, Professor, Teacher and Special Education, Lewis and Clark College
- Jacob Alabiso, School Psychologist, Kelso School District, WA

### **Required Text and Other Course Material**

Best Practices in School Psychology V, NASP Publications

### **Catalogue Description**

Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. 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 in schools. 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 assignments. Students are expected to come to class having read the assigned chapter and articles assigned for that week prepared for class discussion. If you must miss a class due to emergency or illness, please notify the instructor as soon as possible to discuss make up assignments. 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 are due on the assigned date.

**Grades**

Grading for the class is Credit/No Credit. Grading is based on the following:

1. Class participation, including attendance and readiness to discuss assigned readings (25%).
2. Course assignments for the three sections of the course (75%).

Assignments and expectations will be discussed in each of the three sections by the faculty.

**Weekly Schedule: James Loveland’s Sessions**

Date	Topics and Readings	Instructor
1 5/8	<p><b>Focus:</b> Introductions  <b>Readings:</b> Review syllabus and due interest survey.  <b>Activities:</b>            - Class introductions: brief description of Practicum site and Prevention/Intervention programs you have experience with            - Instructor introduction: “Evolution of a school psychologist...”            - Students will have 10 minutes to draft a list of the components that you believe make up effective prevention and intervention programs. We will gather in small groups to discuss and share ideas back in a whole-class discussion.</p>	James Loveland, PPS
2 5/15	<p><b>Focus:</b> PBIS and School-Wide prevention systems  <b>Readings:</b>            • 46 Best Practices in Developing a Broad-Scale System of School-Wide Positive Behavior Support .765            • 44 Best Practices in Developing a Positive Behavior Support System at the School Level .735  <b>Activities:</b>            - Presentation, Todd Nicholson, PPS, School Psych./PBIS Coach</p>	James Loveland, PPS

3 5/22	<b>Focus:</b> Problem Solving Teams: Tier 3 Intervention and Thinking Functionally <b>Readings:</b> <ul style="list-style-type: none"> <li>• 102 Best Practices in impl. Effective Problem-Solving Teams .1633</li> <li>• 103 Best Practices in Instructional Consultation and Instructional Consultation Teams .1645</li> </ul> <b>Activities:</b> CST—Evolution of a Problem Solving Team	James Loveland, PPS
4 5/29	<b>Topic:</b> Prevention in Early Childhood <b>Readings:</b> • 62 Best Practices in implementing and coordinating early childhood settings for young children and families .1009 <b>Activity:</b> Presentation by Ashley Lindberg, MESD, Early Childhood Behavioral Consultant	James Loveland, PPS
5 6/5	<b>Focus:</b> Patterns of Strength and Weakness <b>Readings:</b> <ul style="list-style-type: none"> <li>• Technical Assistance Paper on PSW that is on the OSPA website</li> </ul> <b>Activities:</b> Presentation by Jim Hanson, PPS, School Psychologist <b>Paper due (and brief sharing)</b>	James Loveland, PPS

#### Assignment for James Loveland Sessions

Intervention Paper: Students will write a proposal to implement an intervention/prevention program at a school site. This may be your future internship or current practicum site, if you know enough about the needs of the school. This program must be connected to the needs of your school/ educational community and must be documented in the social science literature (i.e., you may not create a new program). Proposals may vary in length from 5-7 double-spaced pages. You must use APA style for the paper's citations and references. The paper is due on June 5th.

Your proposal should include the following:

1. Description of school site (including: demographics, school climate, school/community needs)
2. Overview of the specific intervention/prevention program you have selected
3. Argument why intervention/prevention area was selected (i.e., based on need, resources, etc.)
4. Clearly defined plan for how you will gather support to address the problem at your site
5. Critical evaluation of the intervention/prevention program you have selected (including data from literature)
6. Ways, if any, your site may need to modify the program to fit with your community's needs

#### Weekly Schedule: Vern Jones' Sessions

Date	Topics and Readings	Instructor
6 6/12	<b>Topic:</b> Classroom Management <b>Readings:</b> 88 Best Practices in Classroom Discipline .1403 <b>Activities:</b> TBA	Vern Jones, LC
7 6/19	<b>Topic:</b> Behavior Management <b>Readings:</b> TBA <b>Activities:</b> Reflection paper due (described in class)	Vern Jones, LC

**Weekly Schedule: Jacob Alabiso**

<b>Date</b>	<b>Topics and Readings</b>	<b>Instructor</b>
8 6/26	<p><b>Focus:</b> RTI Reading Overview and Universal Screening</p> <p><b>Readings:</b> OSPI K-12 Reading Model; OSPI Reading RTI Manual; 5 Best Practices in Universal Screening. 103</p> <p><b>Activity:</b> Using a universal screening for Tier placement</p>	Jacob Alabiso, Kelso
9 7/3	<p><b>Focus:</b> Tier I, Core Instruction</p> <p><b>Readings:</b> National Reading Panel: Teaching Young Children to Read; Whole language and Balanced Literacy readings TBD</p> <p><b>Activity:</b> The Reading Wars: Whole Language vs. Phonics vs. Balanced Literacy, pick a side.</p>	Jacob Alabiso, Kelso
10 7/10	<p><b>Focus:</b> Tier II, Strategic Instruction</p> <p><b>Readings:</b> Best Practices in the Analysis of Progress Monitoring Data and Decision Making. 2133; 73 Best Practices in Using DIBELS for formative Assessment and Evaluation. 118; 29 Best Practices in the Brief Assessment of Reading Concerns. 489</p> <p><b>Activity:</b> I've DIBLED, what now?!?!?!?</p>	Jacob Alabiso, Kelso
11 7/17	<p><b>Focus:</b> Tier III, Intensive Instruction</p> <p><b>Readings:</b> 71 Best Practices in Delivery of Intensive Academic Interventions .1151; 172 Best Practices on Interventions for Students With Reading Problems. 1163</p> <p><b>Activity:</b> Lack of progress in TIER III, Now what?</p>	Jacob Alabiso, Kelso
12 7/24	<p><b>Focus:</b> Problem Solving and Programming for Individual Tier III students/Program Evaluation</p> <p><b>Readings:</b> 8 Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement. 141; 139 Best Practice In Program Evaluation. 2193; Review readings previously presented by James Loveland focusing on Problem Solving Teams</p> <p><b>Activity:</b> Brief presentation of final project and group discussion</p> <p><b>Project due</b></p>	Jacob Alabiso, Kelso

**Assignment for Jake Alabiso's Sessions:**

A final project will be required focusing on RTI reading case studies. Students will be given case study data that they will analyze and use to make decisions regarding Tier placement, progress monitoring, instruction and program adjustments. This project is due by the fifth class, at which time there will be a brief presentation and group discussion. Discussion will focus on comparing and contrasting a best practice RTI approach to actual application in the schools. More information on this assignment will be distributed in class.