

CPSY 571

Prevention in Educational Settings

Summer 2014

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Office Hours: Please arrange in advance

Class Website: _____

Catalog 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. Prerequisites: CPSY 585

Course Objectives

The 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 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 learning settings; (3) methods and processes for evaluating intervention and prevention programs in learning 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 help them act as a guide for prevention and intervention in their school settings.

National Association of School Psychologist Domains:

The following NASP Domains are 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.

Required Texts:

Thomas, A., & Grimes, J. (2010). *Best practices in school psychology V*. Bethesda: NASP Publications.

Sprick, R. (2009). *Behavioral response to intervention: Creating a continuum of problem-solving & support*. Eugene: Pacific Northwest Publishing.

Brown-Chidsey & Steege (2012). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford

Nicholson, T., Kidd, K., & Geschwind, J. (2012). *Implementation framework: School-wide positive behavioral interventions & support*. Portland: Portland Public Schools. DOI: <http://www.pps.k12.or.us/files/student-services/Implementation8-30-11.pdf>

Optional Text: (please come to class before purchasing this book)

Sprick, R & Garrison, M (2008). *Interventions; Evidence-based behavior strategies for individual students*. Eugene, OR: Pacific Northwest Publishing.

Course Expectations:

Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes on time unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, and an article review on a topic related to the missed class with a two page written review and reflection. Please submit a copy of the article reviewed. The make up assignment is due within two weeks of the absence.

Reading and keeping up with the reading is crucial –be prepared to read 100 to 250 pages per week to complete course requirements.

PLEASE NOTE: (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

Assignments:

Thank you for turning assignments in on time. Only students who have compelling reasons for turning in late work, will be considered.

All writing assignments will be completed using **APA format**.

1. Investigate --The purpose of this assignment is ask pertinent questions about your school setting and how well it works/does not work in terms of systems of support for students, staff and parents.

Use one of the provided rubrics to guide you asking questions about current building-level systems. Broadly investigate the following:

- Is there a PBIS/School Climate team? Who is on that team (by role) and what is the team's mission? What data does the PBIS/Climate team use to make decisions?
- How are students identified as struggling, needing support, how is it documented? Does your school have an Rtl team (for academics)?
- How are decision made to match students with interventions?
- What is the data collection system (discipline, progress monitoring for behavior. What are the decision rules? Is data presented to the whole faculty and at what frequency? Are data disaggregated by race, gender and Sp. Ed. eligibility?
- Who are the interventionists in the building? How are interventions delivered?
- How are students referred for special education?
- Does the school have and use social-emotional curriculum? Who delivers it? Does the school have a 'character education' program? Who delivers it?
- How are discipline referrals handled?

Write a 3-6 page summary of your findings. Where are the gaps in terms of available interventions? This paper is due 5/28/14

2. Best Practices Reflection –The purpose of this assignment is to consider peer-reviewed best practices in school and organizational system design.

Choose one of the assigned readings in Best Practices V. Summarize the article in less than six pages and give a reflection on how the information does/does not influence your practice. This reflection is due anytime before 6/9/14.

3. Intervention Proposal –The purpose of this assignment is to transcend theory into praxis as it pertains to evidence-based prevention, systematic intervention and research/program evaluation. Students will also have the opportunity to write intervention proposals to administration and staff.

Students will write a proposal to implement an intervention/prevention program at your school site. This proposed intervention should be based on the needs assessment completed in assignment one. The proposed intervention 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).

Written proposals should be twelve pages or less (double-spaced). The proposed intervention must be placed in the context of PBIS and/or Rtl. The intervention proposed will justify the intervention (evidence-based), include implementation plan, data collection and review.

Thank you for using APA style and including citations, references and artifacts. The paper is due 6/30/14.

Grades:

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

1. Class participation, including attendance. Completion of course readings is assessed through “on-demand,” in-class writing exercises and readiness to discuss assigned readings (25%).
2. Course assignments (75%)

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Weekly Sessions*

Key:

BRtl Behavioral Response to Intervention

BP Best Practices in School Psychology V

Rtl Response to Intervention
IV Interventions

IF Implementation Framework

***Subject to Change**

****Additional Readings will be made available in class or on the class website**

Class	Date	Topics, Readings & Assignments
1	5/7/14	Introduction Scope & Sequence What is Prevention? BP –page 2207-2224 (chapter 140)
2	5/14/14	Universal Prevention –The Improvement Cycle Reading: BP -page 1991 (chapter 126) BRtl - pages xi-70 (chapters 1-3)
3	5/21/14	Rtl & PBIS Prevention Systems Guest Speaker Reading: BP -pages 2087-2100 (chapter 132) IF -pages 1-7 Rtl –pages 148-155
4	5/28/14	Developing Processes Reading: BRtl -pages 71- 86 (chapter 4) IP -pages 7-27 Rtl 125-134 Assignment #1 Due
5	6/2/14	Data Driven Decisions –Behavior Reading: BRtl –pages 87-117 (chapter 5)
6	6/4/14	Student Support Teams; The Multi-disciplinary Approach Guest Speaker: Reading: BRtl –pages 175-246 (chapter 8-9) IV –pages

7	6/9/14	Tier I Interventions School Psychologist as Interventionist Reading: BRtl -pages 119-173 (chapter 6-7) IV –TBA <p style="text-align: right;">Assignment #2 due</p>
8	6/11/14	Survey of Tier II & Tier III Interventions (Behavior) Guest Speaker Reading: BRtl pages 247-296 (chapters10-12)
9	6/16/11	Survey of Tier II Interventions (Behavior & Academic) Reading: IF Tier II Section --Inclusive BRtl
10	6/18/11	Academic Rtl Universal Guest Speaker: Reading: BP –pages 2103-2116 (chapter 133) Rtl --pages 1-75 Rtl --pages 84-124
11	6/23/14	Academic Rtl Interventions –Universal Reading: BP --pages 2133-2146 (Chapter 135) BP –pages 2147-2154 (Chapter 136) Rtl pages 125-148
12	6/25/14	School/Student Crisis Prevention – Systematic Approaches Reading: Provided in class/on website <i>Introduction to Internship & Supervision</i>
13	6/30/14	Special Topics <p style="text-align: right;">Assignment #3 Due</p>
14	7/3/14	Special Topics

Revision: 5/14/14