

CPSY 571

Prevention in Educational Settings

Summer 2016

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Catalog Description

Content: 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.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

Course Objectives & NASP Domains

See Appendix 1

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

Brock, S.E. & Nickerson, A.B. (2009). *School Crisis Prevention and Intervention: The PREPaRE Model*. Bethesda: NASP Publications.

Nicholson, T., Kidd, K., & Geschwind, J. (2012). *Implementation framework: School-wide positive behavioral interventions & support*. Portland: Portland Public Schools. DOI <http://www.pps.net/Page/1063>

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

Course Expectations:

Attendance

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

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

ADA

PLEASE NOTE: (Americans with Disabilities Act): Students with 504 plans, 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 have considerations.

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

1. Investigate --The purpose of this assignment is to 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 in 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 **6/8/2016** Extended one week.

2. Best Practices Review/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 **6/15/16**.

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 as an "Evidence-Based" or "Promising" intervention (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 **6/23/16**

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

IV Interventions

BP Best Practices in School Psychology V

IF Implementation Framework

Rtl Response to Intervention (Brown-Childsey)

*Subject to Change

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

Class	Date	Topics, Readings** & Assignments
1	5/11/16	Introduction Scope & Sequence What is Prevention? BP –page 2207-2224 (chapter 140)
2	5/18	Universal Prevention –The Improvement Cycle Reading: BP -page 1991 (chapter 126) BRtl - pages xi-70 (chapters 1-3)
3	5/25	Rtl & PBIS Prevention Systems Guest Speaker Reading: BP -pages 2087-2100 (chapter 132) IF -pages 1-7 Rtl –pages 148-155
4	6/1	Developing Processes Reading: BRtl -pages 71- 86 (chapter 4) IF -pages 7-27 Rtl 125-134
5	6/8	Data Driven Decisions –Behavior Reading: BRtl –pages 87-117 (chapter 5) <i>NOTE: Begin Reading Interventions Book</i> Assignment #1 Due
6	6/15	Student Support Teams; The Multi-disciplinary Approach Guest Speaker: Drew Laurence Reading: BRtl –pages 175-246 (chapter 8-9) Assignment #2 due
7	6/21	NOTE: Independent Study School Psychologist as Interventionist Reading: BRtl -pages 119-173 (chapter 6-7) IV: -pages 1-65

		<p>Academic Response to Intervention – Understanding Academic Rtl data Reading: Rtl pages 148-184</p> <p>Survey of Tier II & Tier III Interventions Reading: BRtl pages 247-296 (chapters 10-12) IV pages 69-305 & pages 393-689 IF Tier II Section –Inclusive</p>
8-14	6/22/16-6/23	<p>Best Practices in Student Threat Assessment Beaverton School District Reading: See class Website for <i>STAT Manual, Secret Service Report on School Violence, et. al.</i></p>
		<p>Best Practices in Student Suicide Threats/Ideation Reading: class website, provided by email</p>
		<p>Using Kernel Trainings in the Prevention of Classroom Misbehavior Reading: IV: pages 305-331 Other readings as assigned</p>
15	6/23/16	<p>Introduction to Internship & Supervision Assignment #3 Due</p>

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Appendix 1
SPSY 571 Prevention in Educational Settings
Updated 8.14.15

The following NASP domains are addressed in this course:

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

2.5 School-Wide Practices to Promote Learning

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

National Association of School Psychologist Domains:

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.