Prevention in Educational Settings
CPSY 571
Summer 2011
May 09 – August 01, 5:30 - 9:00 pm

Instructor Information:
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Required Text and Other Course Material:
- 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 chapter 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](http://www.ttsd.k12.or.us/district/student-services/orrti)

OSEP's National Center for Progress Monitoring: 

The What Works Clearinghouse 

**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) 

**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:**


**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:**


**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:**


**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**


*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).*


**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:**

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.


**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:**  


**July 18**  
**Engaging Families**  
- *Guest Lecture by Dr. Dale Myers*  
  Discussion Questions  
  Quiz on assigned reading and presentation material

**READ BEFORE NEXT CLASS:**  
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.