



***PREVENTION, INTERVENTION, AND CONSULTATION
IN SCHOOLS***

Syllabus

Fall 2010

Course

Title: Prevention, Intervention, and Consultation in Schools
Catalog Number: PSYC 673
Location: GMU Center for Psychological Services Conference Room
Time: Monday 12:00 – 3:40 p.m.

Instructor

Instructor: Grover C. Foehlinger, Jr., Ph.D., NCSP, Associate Professor
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Office Hours: Monday, 8:00 – 10:00; Tuesday, 8:00 – 10:00; Thursday, 12:00 – 2:00; & by appointment

Course Description

The four-credit-hour course examines psychological theory and practice of prevention, intervention, and consultation in the school environment.

Goal and Objectives

The goal of this course is to prepare students to design, implement, and evaluate school-based psychological services. The course offers an overview of prevention models to promote the academic and social success of all students; an introduction to strategies and methodologies for targeted intervention; and a survey of intensive psychotherapeutic interventions that are appropriate for implementation in the school setting. The course focuses on delivery of evidence-based direct and consultative psychological services to individuals, groups, and systems within the school community. Students will develop and refine applied skills under direct supervision in the requisite and concurrent practicum, PSYC 792.

Students will attain the goal of this course by demonstrating competence in the following objectives:

- Conceptual and applied knowledge of primary, secondary, and tertiary prevention in schools; universal screening, differentiated instruction, & school-wide literacy and behavioral programs
- Awareness and understanding of instructional and behavioral methods and techniques in targeted interventions with students who are at risk of academic failure or social-emotional impairment

- Theoretical understanding and practical knowledge of behavioral and cognitive-behavioral techniques for intensive intervention with individual students
- Understanding and application of instructional and behavioral models of consultation

Textbooks

Akin-Little, A., Little, S. G., Bray, M. A., & Kehle, T. J. (Eds.) (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Shinn, M. R., Walker, H. M., Stoner, G. (Eds.) (2002) *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Bethesda, MD: National Association of School Psychologists.

Resources

Citations and web links for resources referenced in class will be posted on Blackboard. Information can be accessed at <http://courses.gmu.edu>.

Policies and Procedures

Academic policies and procedures are established by the University's College of Humanities and Social Sciences. Additional information about these policies and procedures can be found at <http://chss.gmu.edu/gradpolicies>.

The student should be cognizant of the following deadlines established by the Registrar:

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|-------------------------------|------------------------------|
| • Last Day to Add | September 14, 2010 |
| • Last Day to Drop | October 1, 2010 |
| • Selective Withdrawal Period | October 4 – October 29, 2010 |

Academic integrity is an expectation and obligation. By enrolling in this course, students are bound by the University's Honor Code, <http://www.gmu.edu/catalog/9798/honorcod.html>. They must also be mindful of ethical principles established by the [National Association of School Psychologists](#) and the [American Psychological Association](#).

Reasonable accommodations are available for students with disabilities. It is the student's responsibility to contact the Office of Disability Resources at 703-993-2474 and to notify the instructor of any requests for accommodations. All academic accommodations must be arranged through that office.

Requirements and Assessment

This course provides foundational knowledge and skills that are essential to the practice of school psychology. As such, attendance at class and group supervision is required; and active participation in all activities is strongly encouraged.

Students are expected to fulfill the following requirements to demonstrate attainment of the stated goal and objectives of this course:

- Attend and actively participate in classes
- Read and understand assigned materials
- Prepare and present six 15-to-20-minute workshops to other students on assigned topics
- Complete a literature review of applied research on a topic of interest *or* prepare an annotated bibliography of five articles from peer-reviewed research journals. Either assignment must conform to APA style.
- Prepare four assigned case studies
- Demonstrate knowledge of course content on a cumulative final exam

A final grade will be derived from cumulative assessments of performance on assignments during the semester and on a final criterion-referenced exam. Details about classroom presentations and the literature review or journal reviews will be presented in class. Assignments must be submitted on or before dates prescribed on the calendar. The earned grade will be reduced by 5% if the assignment is submitted within one week of the due date. Thereafter, the assignment will not be accepted for credit, unless special arrangements have been approved by the instructor in advance. The final course grade is based on aggregation of weighted scores for the following measures of performance:

Class attendance, participation, & assignments	5%
6 class presentations (5% each)	30%
4 case studies (5% each)	20%
Literature review <i>or</i> annotated bibliography	25%
Final exam	20%

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide grading system for graduate courses is as follows:

A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

Schedule of Classes

Date	Topic	Readings
08/31	Introduction; overview; models of prevention and service delivery; linking research with intervention	2:1,37
09/07	Role & function of the school psychologist; consultation models and process; measuring outcomes for students through assessment and outcomes for systems through program evaluation	1:1
09/14	Universal screening; differentiated instruction; CBM & progress monitoring; AIMSweb;	1:7,9; 2:6,24
09/21	Primary prevention for challenges to learning; DIBELS	2:10; 3
09/28	Primary prevention for behavioral challenges to learning; PBIS; Project ACHIEVE; CDC YRBSS; Olweus	1:8,10,11,12; 2:12,19
10/05	Secondary prevention for instructional challenges to learning; RtI for academics; collaboration & problem-solving teams; case study #1 due	1:13; 2:20,26,27
10/12	No class	
10/19	Secondary prevention for social, emotional, & behavioral challenges to learning; RtI for behavioral challenges	1:15,16,17; 2:14,15
10/26	Tertiary prevention for instructional challenges to learning; intensive academic interventions; case study #2 due Tertiary prevention for behavioral challenges to learning; treatment planning & evaluation; FBA & BIP	2:26, 27; 3
11/02	Tertiary prevention for social-emotional challenges to learning; psychotherapeutic and behavioral interventions	2: 33,34,35
11/09	Crisis intervention; risk assessment; grief counseling; suicide prevention; PREPaRe; SOS; case study #3 due	1:21; 2:36
11/16	Collaboration with parents & community-based providers; wrap-around services; CSB & CSA	1:20
11/23	Interventions for students with MR & autism; ABA	3
11/30	Interventions for bullying & other forms of violence; sexual-minority students; substance-abusing students; case study #4 due	2:13,31; 3
12/07	Interventions for culturally & linguistically diverse students; students in urban & rural schools; literature review <i>or</i> journal reviews due; summary; review	3
12/14	Final exam	

¹Akin-Little, A., Little, S. G., Bray, M. A., & Kehle, T. J. (2009). (Eds.). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

²Shinn, M. R., Walker, H. M., Stoner, G. (Eds.) (2002). *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Bethesda, MD: National Association of School Psychologists.

³Supplemental materials referenced on Blackboard