

Prevention, Intervention, and Consultation in Schools

Syllabus

Fall 2009

Course

Title: Prevention, Intervention, and Consultation in Schools

Catalog Number: PSYC 673

Location: GMU Center for Psychological Services Conference Room

Time: Tuesday 4:15 - 7:30 p.m.

Instructor

Instructor: Grover C. Foehlinger, Jr., Ph.D., NCSP, Associate Professor

Office: 202 G, GMU Center for Psychological Services

Office Hours: Tuesday, 1:00 – 3:00; Wednesdays, 12:00 – 2:00; and by appointment

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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 techniques in targeted interventions with students who are at risk of academic failure or social dysfunction
- 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. (2009). (Eds.). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Mennuti, R. B., Freeman, A., Christner, R. W. (2006). (Eds.). *Cognitive-behavioral interventions in educational settings: A handbook for practice*. New York: Taylor & Francis Group.

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:

Last Day to Add September 15, 2009
Last Day to Drop October 2, 2009

• Selective Withdrawal Period October 5 – October 30, 2009

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 attain the stated goal and objectives of this course:

- Attend and actively participate in classes
- Read and understand assigned materials
- Prepare and present 3 brief 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 5 articles from peer-reviewed research journals. Either assignment must conform to APA style.
- Prepare 4 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 10% if the assignment is submitted after the due date but within one week. Thereafter, the assignment will not be accepted for credit. Requirements of the course include the following:

•	Three assigned classroom presentations (10 points each)	30%
•	Four case studies (5 points each)	20%
•	Literature review or 5 journal reviews (5 points each)	25%
•	Final exam	25%

Schedule of Classes

Date	Topic	Readings
09/01	Introduction; overview; models of prevention; linking	
	research with intervention	
09/08	Roles of the school psychologist; consultation models and	1:1
	process;	2: 21; 3:
09/15	universal screening; differentiated instruction; CBM &	1: 7, 9
	progress monitoring; AIMSweb;	3:
09/22	Primary prevention for instructional challenges to	
	learning (cont.); DIBELS	
09/29	Primary prevention for behavioral challenges to learning;	1: 8, 10, 11, 12
	PBIS; Project ACHIEVE; CDC YRBSS; Olweus	2: 1; 3:
10/06	Secondary prevention for instructional challenges to	1: 13; 3:
	learning; RtI for academics; case study #1 due	
10/13	No class	
10/20	Secondary prevention for social, emotional, & behavioral	1: 15, 16, 17,
	challenges to learning; RtI for behavior	2: 4, 5, 8, 10, 11
10/27	Tertiary prevention for instructional challenges to	3:
	learning; intensive academic interventions; case study #2	
	due Tertiary prevention for behavioral challenges to	
	learning; treatment planning & evaluation; FBA & BIP	
11/03	Tertiary prevention for social-emotional challenges to	2: 6, 7, 12
	learning; psychotherapeutic and behavioral interventions	
11/10	Crisis intervention; risk assessment; grief counseling;	1: 21
	suicide prevention; PREPaRe; SOS; case study #3 due	2: 22; 3:
11/17	Collaboration with parents & community-based	1:20
	providers; wrap-around services; CSB & CSA	2: 19, 20; 3:
11/24	Interventions for students with MR & autism; ABA	2:13, 14
12/01	Interventions for sexual-minority students; substance-	2: 16, 17
	abusing students; case study #4 due	3
12/08	Interventions for culturally & linguistically diverse	2: 2
	students; students in urban & rural schools; literature	3
	review <i>or</i> journal reviews due; summary; review	
12/15	Final exam	

- Akin-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.
- Mennuti, R. B., Freeman, A., Christner, R. W. (2006). (Eds.). *Cognitive-behavioral interventions in educational settings: A handbook for practice*. New York: Taylor & Francis Group.
- ³ Supplemental materials referenced on Blackboard