SPSY 571
Prevention in Educational Settings

Summer 2015

**Instructor:** Todd Nicholson, MS, NCSP
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**e-mail:** tnicholson@lclark.edu
**Office Hrs:** Please arrange in advance
**Class Site:** www.toddnicholson.wordpress.com

**Catalog 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.

Prerequisites: None.
Restrictions: Admission to the School Psychology Program.
Credits: 3 semester hours.

**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 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.
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

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:

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

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 RtI 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 5/27/15

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 6/18/15.
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 RtI. 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 7/9/15.

**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:**
- **BRtI** Behavioral Response to Intervention
- **BP** Best Practices in School Psychology
- **RtI** Response to Intervention
- **IV** Interventions
- **IF** Implementation Framework

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

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<th>Class</th>
<th>Date</th>
<th>Topics, Readings** &amp; Assignments</th>
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<tr>
<td>1</td>
<td>5/13/15</td>
<td><strong>Introduction</strong>&lt;br&gt;Scope &amp; Sequence&lt;br&gt;What is Prevention?&lt;br&gt;BP –page 2207-2224 (chapter 140)</td>
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<td>2</td>
<td>5/20/15</td>
<td><strong>Universal Prevention</strong>&lt;br&gt;–The Improvement Cycle&lt;br&gt;Reading:&lt;br&gt;BP -page 1991 (chapter 126)&lt;br&gt;BRtI - pages xi-70 (chapters 1-3)</td>
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<td>3</td>
<td>5/27/15</td>
<td><strong>RtI &amp; PBIS Prevention Systems</strong>&lt;br&gt;Guest Speaker&lt;br&gt;Reading:&lt;br&gt;BP -pages 2087-2100 (chapter 132)&lt;br&gt;IF -pages 1-7&lt;br&gt;RtI –pages 148-155</td>
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<td>4</td>
<td>6/3/15</td>
<td><strong>Developing Processes</strong>&lt;br&gt;Reading:&lt;br&gt;BRtI -pages 71- 86 (chapter 4)&lt;br&gt;IF -pages 7-27&lt;br&gt;RtI 125-134 <strong>Assignment #1 Due</strong></td>
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<td>Note</td>
<td>6/10/15</td>
<td><strong>No Class –Independent Study: Best Practices in Prevention</strong></td>
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<td>6/17/15</td>
<td><strong>Data Driven Decisions –Behavior</strong>&lt;br&gt;Reading:&lt;br&gt;BRtI –pages 87-117 (chapter 5)</td>
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<td>6/18/15</td>
<td><strong>Student Support Teams; The Multi-disciplinary Approach</strong>&lt;br&gt;Reading:&lt;br&gt;BRtI –pages 175-246 (chapter 8-9)&lt;br&gt;IV –readings provided in class “Early Stage Interventions” <strong>Assignment #2 due</strong></td>
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<td>6/25/15</td>
<td><strong>Tier I Interventions</strong>&lt;br&gt;<strong>School Psychologist as Interventionist</strong>&lt;br&gt;Reading:&lt;br&gt;BRtI pages 119-173 (chapter 6-7)&lt;br&gt;IV --provided in class</td>
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<td>9</td>
<td>7/1/15</td>
<td><strong>Survey of Tier II Interventions</strong> (Behavior) Guest Speaker&lt;br&gt;Reading:&lt;br&gt;BRtI pages 247-296 (chapters 10-12)</td>
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<td>10</td>
<td>7/2/15</td>
<td><strong>Survey of Tier II Interventions</strong> (Behavior &amp; Academic)&lt;br&gt;Reading:&lt;br&gt;IF Tier II Section --Inclusive&lt;br&gt;BRtI</td>
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<td>7/8/15</td>
<td><strong>Academic RtI Universal</strong>&lt;br&gt;Guest Speaker:&lt;br&gt;Reading:&lt;br&gt;BP pages 2103-2116 (chapter 133)&lt;br&gt;RtI --pages 1-75&lt;br&gt;RtI --pages 84-148&lt;br&gt;BP --pages 2133-2146 (Chapter 135)&lt;br&gt;BP --pages 2147-2154 (Chapter 136)</td>
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<td>12</td>
<td>7/9/15</td>
<td><strong>School/Student Crisis Prevention --Systematic Approaches</strong>&lt;br&gt;Reading: School Crisis Prevention and Intervention --The PREPaRE Model&lt;br&gt;Provided in class/on website</td>
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<td>13</td>
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<td><strong>Introduction to Internship &amp; Supervision</strong></td>
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<td><strong>Special Topics</strong>&lt;br&gt;Assignment #3 Due</td>
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