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George Mason University
College of Education and Human Development
School Psychology Program

SPSY 773: Prevention, Intervention, & Consultation in Schools
3 Credits, Spring/2019
Thursday 4:00 – 6:40
GMU Center for Psychological Services Classroom

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Faculty

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Prerequisites/Corequisites
None

Catalog Description
Examines psychological theory and practice of prevention, intervention, and consultation in the school environment. Provides an overview of consultation approaches, prevention models that promote academic and social success, strategies and methods for targeted intervention, and crisis response. Focuses on current models of direct/indirect service-delivery in a MTSS/RtI model to support academic achievement and social emotional adjustment of all children.

Course Overview
The three-credit-hour course examines psychological theory and practice of prevention, intervention, and consultation in the school environment. Knowledge and skills which are essential to the practice of school psychology are presented, and students are exposed to a variety of methods and strategies designed to support successful academic achievement and positive social-emotional adjustment for children in schools. This course provides students with a conceptual and theoretical understanding of current models for the delivery of school-based consultation as well as preventative and intervention service in Response to Intervention (RtI) or Multi-tiered System of Supports (MTSS) models. The course offers: (1) an overview of prevention models to promote the academic and social success of all students; (2) an introduction to strategies and methodologies for targeted intervention.

Course Delivery Method
Lecture format

Learner Objectives
This course is designed to enable students to do the following:

1. Identify and describe the predominant (mental health, instructional, behavioral, etc.) models of school psychology consultation
2. Explain general principles of universal screening, differentiated instruction, & school-wide literacy and behavioral programs
3. Describe general instructional and behavioral methods and techniques in interventions for students

who are at risk of academic failure or social-emotional impairment

4.   Explain general approaches of intervention with individual students who are not successful in general education

  5.   Identify approaches to reducing aggression and internalizing problems

  6.   Describe best practices in a school/community crisis

Professional Standards

This course contributes to the development of knowledge and skills in the following NASP professional Standards:

III. Consultation and collaboration

IV. Direct and Indirect Services: Student Level Services

  Element 4.1 Interventions and instructional support to develop academic skills

  Element 4.2 Intervention and mental health services to develop social and life skills

V. Direct and Indirect services: systems level services- schools

  Element 5.1 School wide practices to promote learning

  Element 5.2 Preventive and responsive services

Required Texts

Crothers, L. M., Hughes, T. L., & Morine, K. A. (2008). *Theory and cases in school-based consultation*. NY, New York: Taylor & Francis.

Shinn, M. R., & Walker, H. M. (Eds.) (2010). *Interventions for achievement and behavior problems in a three- tier model including RTI*. Bethesda, MD. National Association of School Psychologists.

Course Performance and Evaluation

Assignments: This course provides foundational knowledge that is essential to the practice of school psychology. As such, attendance and participation is required. Students are expected to have completed the reading before the class to which it is assigned.

Students are expected to submit all assignments on time in the manner outlined by the instructor.

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

- Read and understand assigned materials.
- Attend and actively participate in classes. Students will be expected to have a few (2+) questions from the reading at each class.
- Take short quizzes based on class material, which will be administered periodically in class (with and without prior notice).
- Create 4 class presentations (1 consultation, 1 academic, 2 social/emotional/behavioral) on details regarding consultation, prevention, intervention strategies or materials.
- Demonstrate knowledge of course content on a midterm and final exam.

A final grade will be the sum of assessments of performance throughout the semester. 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 scores for the following measures of performance:

Class attendance and participation + quiz grades	10 points
Presentations (10 pts. each)	40 points
Midterm exam	25 points
Final exam	25 points

(Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 97-100
A = 93-96
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C = 70-79
F = below 70

Professional Dispositions

 See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

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GMU Policies and Resources for Students

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Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Schedule of Classes
You will receive an email regarding any changes to this schedule

Date	Topic	Reading
1/24	Introduction to Response to Intervention (RtI): pros and cons	1: 1 & 6; 3a & b
1/31	Consultation: theory & practice	2
2/7	RtI, Examples; Progress Monitoring	1: 8 & 11 3d
2/14	Reading development & intervention (Susan Ohanian blog in class; 3d in class)	1: 6 & 18
2/21	Math & High School Subject-area Courses	1: 20 & 23
2/28	No Class: NASP Convention	
3/7	Writing & Study Skills Take home midterm handed out	1: 21, 22
3/14	Spring Break	
3/21	Tier I: Enhancing classroom behavior; PBIS; Proactive strategies that create a productive, disruption-free classroom environment; 3e discussion Midterm Due	3c: 8, 9, 11, & 14; 3e
3/28	Behavioral Consultation & Assessment (including FBAs)	3c: 1, 2, 3, 4
4/4	Cognitive Behavioral Techniques; Internalizing problems; Depression; Suicide	3c: 6 1: 30 & 15
4/11	Social Skills Training; Interventions for special populations	1: 5, 14 & 31 3:f
4/18	Bullying; Aggression; Gangs,	1: 27, 28, 29
4/25	School Safety; Crisis Prevention & Intervention	1: 10 & 13
5/2	Catch up	
5/9	Final Exam	

[1]Shinn, M. R., & Walker, H. M. (2010). Interventions for achievement and behavior problems in a three-tier model indcluding RTI. Bethesda, MD: National Association of School Psychologists.

[2]Crothers, L. M., Hughes, T. L., & Morine, K. A. (2008). *Theory and cases in school-based consultation.* NY, New York: Taylor & Francis.

[3]Supplemental materials and articles:

a. Fuchs, D. & Fuchs, L. S. (2006). Introduction to Response to intervention: What, why, and how valid is it? *Reading Research Quarterly, 41*, 93-99.

b. Fuchs, L. S. & Vaughn, S. (2012). Responsiveness to intervention: A decade later. *Journal of Learning Disabilities, 45*, 195-203.

c. 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.

d. Kratochwill, Thomas R., Kimberly Eaton Hoagwood, Anne E. Kazak, John R. Weisz, Korey Hood, Luis A. Vargas, & Gerard A. Banez. 2012. "Practice-Based Evidence for Children and Adolescents: Advancing the Research Agenda in Schools." School Psychology Review 41, no. 2: 215-235.

e. Vo, A. K., Sutherland, K. S., Conroy, M. A. (2012). BEST in CLASS: A classroom-based model for ameliorating problem behavior in early classroom settings. *Psychology in the Schools*, 49, 402-415.

f. Gresham, F. (2015). Evidence-based social skills interventions for students at risk for EBD. *Remedial and Special Education, 36*(2), 100-104.http://dx.doi.org.mutex.gmu.edu/10.1177/1063426608314541

Date	Class topic	Activity/Presentation
1/24	**RTI** https://news.vanderbilt.edu/2017/09/11/rti-is-getting-a-bad-rap-say-education-researchers/ **http://www.rtinetwork.org/learn/research/field-studies-rti-programs**	Class-wide Discussion: Advantages & Challenges of RTI
1/31	**Consultation***	Mental Health Consultation (2); Behavioral Consultation (1); Social Cognitive Theory Consultation (2); Adlerian Consultation (2); Instructional Consultation (2); Organizational & Systems Consultation (1); Effectiveness of consultation (1); Student Support Teams (2)
2/7	**Progress Monitoring**	DIBELS/Aims web (Ellen)

2/14	**Background on Current Reading Standards/Initiatives ****	NCLB/ESSA, Reading First, Common Core Standards (2)
2/14	**Tier 1, Reading Instruction****	Success for All & Direct Instruction (Christian**1**); H-M Reading, Reading Mastery, Open Court, Reading Street (1)
Leann2/14	**Computerized Instruction****	Computerized Instruction (1)
2/14	**Tier 2/3, Reading** Intervention**	Writing to Read, Read 180, Voyager Passport, Read Well, Orton-Gillingham (2)
2/14	**Tier 2/3 Reading Intervention****	Reading Recovery, Early Intervention in Reading, Wilson Reading (Fundations), Lindamood Bell (2)
2/14	*Lab***	Reading strategies (1)
2/21	**Tier 1, Math Instruction****	HM Math, Saxon Math, Everyday Mathematics, Envision (1)
2/21	**Tier 2/3, Math** Intervention**	Knowing Mathematics, SRA Real Math, Math Recovery (1)
2/21	*Lab***	Math strategies (1)
2/28	**NASP**	
3/7	**Writing****	Writing without Tears, Step up to writing (1)
3/21	**PBIS & Classroom Management*****	PBIS (1); Responsive Classroom (1); Project ACHIEVE (1); Kimochi Dolls (Callie1); classdojo (1); Group Contingencies (pros and cons, 3a, chapt.10) (1); Mindfulness in schools (Mindfulness2)
4/4	**Internalizing Problems*****	Strong Kids (1); Coping Cat (1); PASCET for depression (1) American Foundation for Suicide Prevention: Model School Policy for Suicide Prevention (1); Depression screening in schools (1)

4/11	**ADHD; Executive FFunctioning; Social Skills*****	Daily behavior report Cards (1); Check-in, Check-out behavioral conference (1); Hunter and His Amazing Remote Control (1); Executive Function Coaching (1); Second Step (2); Problem-Solving Skills Training (PSST) (1)
4/18	**Bullying, Substance Abuse & Violence*****	Olweus (2), Bully Busters (1), The Equip Program (1); Zero Tolerance (1); Restorative Practice; Payne, A. A., & Welch, K. (2017). The effect of school conditions on the use of restorative justice in schools. Youth Violence and Juvenile Justice, 16, 224-240. (1)
4/25	**School Crisis Prevention*****	PrePare (1)

*All students must prepare one consultation presentation.
**Each student must present at least one math or reading instruction or intervention presentation.
***Each student must present on 2 social/emotional/behavioral strategies or interventions
Resources:
http://ies.ed.gov/ncee/wwc/(all)
http://www.bestevidence.org/index.cfm
http://www.bestevidence.org/
http://www.ernweb.com/educational-research-articles/study-of-four-popular-reading-interventionsfails-to-answer-10-million-question/ (reading interventions)
https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110322_EBPMatrix6.08.pdfhttps://k12engagement.unl.edu/strategy-briefs/Resources%20for%20Social%20Skills%20Curricula%209-22-2014_0.pdf
http://www.cebc4cw.org/
Intervention central