This course will provide an overview of school-based psychological intervention strategies and programs designed to improve the emotional, behavioral, and social functioning of children and adolescents. Evidence-based interventions will be emphasized. Service delivery at the individual, group, and systems level, as well as indicated, selective, and universal prevention programs will be addressed. Implementation issues specific to school settings will be examined.

Course Objectives:

Students will demonstrate knowledge of:

a) The theory, research and practice of major approaches to improving the emotional, behavioral, and social functioning of children and adolescents;
b) issues related to evidence-based interventions;
c) issues related to school-based implementation and effective service delivery in school settings;
d) multicultural, ethical, and legal considerations.

Students will demonstrate skill in:

a) selecting an intervention approach or program appropriate for the child/adolescent problem;
b) implementing the intervention with attention to school organizational issues;
c) evaluating the effectiveness of the intervention.

Course Requirements:

1. Class attendance and participation.
2. Implementation of an evidence-based practice or program at the individual, group, school building, or district level.
3. Written case assessment and intervention goals (reason for referral or request; background information; information from observation, interview, self-report scales, teacher ratings, other; summary of problem areas; rationale for intervention; intervention goals and procedures).
4. Presentation of intervention case assessment and goals in class.
5. Review of tape of intervention session/detailed session description in class.
6. Individual session review with instructor.
7. Written case study of the intervention implementation (APA style; sections should include: literature review; review of evaluation; rationale for the intervention; description of the intervention; evaluation of the intervention; discussion).
8. Presentation of case study.
9. Group presentations and handouts on additional topics of interest.
Required Reading:

Topics:
1/26
Introduction
Need for social, behavioral, and emotional intervention
History of school-based intervention
Evidence-based intervention movement
Delivery systems
Reading: K&W – 1,2,3

2/2
Ethical and Legal Considerations
Multicultural Considerations
Developing the individual therapeutic relationship
Running groups
Use of play
Assessment and evaluation
Reading: K&W – 4; P&B – 1,2,3,11

2/9
Behavioral interventions
Relaxation training
Desensitization
Modeling
The Good Behavior Game
Positive behavior support
Reading: K&W – 11, 12; P&B - 7

2/16
Cognitive behavioral interventions
Definition
History
Self-management training
Social skills training
Reading: K&W – 13

2/23
Class presentations of case assessments and intervention goals; written report due
Cognitive behavioral interventions continued
Social problem solving; I Can Problem Solve
Attribution retraining
Cognitive restructuring
Reading: K&W - 14

Cognitive behavioral interventions continued
Rational emotive behavior therapy
Other interventions
Reality therapy
Adlerian Approaches
Reading: P&B – 5,8,9

Class review of intervention sessions from your tape or detailed description

Anger management interventions; the Anger Coping Program
Anxiety management interventions; the Coping Cat Program
Reading: K&W – 5,6,15

Interventions for depression; the ACTION Program; the Adolescent Coping with Depression Program
Substance abuse prevention; Life Skills Training
Prevention of risky sexual behavior
Reading: K&W – 7,8,9,10

Implementation issues
Individual implementer factors
Organizational factors
Fidelity
Reading: K&W – 25

Individual supervision sessions; bring tape or detailed description
Reading: P&B – 4,6

Student presentations with handouts on additional topics of interest
Second Step program
PATHS program
Olweus Bullying Prevention Program
Reading: P&B – 10,

5/4

Student presentations of intervention project case study; written report due

Recommended Reading:


