School-Based Psychological Interventions
18:826:602
Spring 2016 Syllabus
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Course Description

This course will provide an overview of evidence-based interventions that can be used in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory and research related to behavioral and cognitive behavioral interventions and will examine common practice elements of these interventions. Students will be introduced to several manualized interventions used in practice. 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 identification and selection of evidence-based interventions;
   c) The nature of common practice elements of behavioral and cognitive-behavioral interventions for children and adolescents;
   d) Manualized interventions for children and adolescents addressing anxiety, anger/aggression, and depression;
   e) Issues related to intervention fidelity;
   f) Issues related to adapting evidence-based interventions for diverse clients in diverse settings.

Students will demonstrate skill in:
   a) Selecting an intervention appropriate for a specified child or adolescent client and problem;
   b) Implementing the intervention with fidelity;
   c) Evaluating the effectiveness of the intervention.

Texts


Intervention Manuals


Selected articles and chapters have also been uploaded onto Sakai. Adjustments may be made to the course schedule and readings if needed. Changes will be announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>1/25/16</td>
<td>Introduction and course overview; The need for evidence-based interventions in schools.</td>
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<td>Readings:</td>
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<td></td>
<td></td>
<td>Promoting evidence-based interventions in school psychology. School</td>
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<td>Psychology Quarterly, 18, 1-21.</td>
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<td>the schools: The good, the bad, the ugly. Communique, 36, 4.</td>
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<td>Hicks, T. B., Shahidullah, J. D., Carlson, J. S., &amp; Palejwala, M. H.</td>
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<td>(2014). Nationally certified school psychologists’ use and reported</td>
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<td>barriers to using evidence-based interventions in schools: The</td>
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<td>influence of graduate program training and education. School</td>
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<td>Psychology Quarterly, 29, 469-487.</td>
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<tr>
<td>2</td>
<td>2/1/16</td>
<td>Evidence-based interventions; Criteria for designation; Selection of EBIs; Treatment utility of assessment.</td>
<td>Students select role-play</td>
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<td>Readings:</td>
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<td>Kendall Chapter 17</td>
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<td>Date</td>
<td>Common elements approach; Theoretical underpinnings of common elements –behavioral theories, psychoeducation, social learning theory, self-efficacy theory, cognitive-behavioral theory. Case conceptualization</td>
<td>Antecedent/stimulus control common elements: attending, ignoring, praise, commands/effective instructions, antecedent management</td>
<td>Individual supervision meetings and planning for intervention presentations (Week 10 and Week 14)</td>
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<td>Outline of presentation and resources/citations submitted by the end of the class period. Draft of assessment case summary uploaded onto <a href="http://www.turnitin.com/">http://www.turnitin.com/</a></td>
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<td>Date</td>
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| 2/29/16 | Consequence control common elements: reinforcement, negative reinforcement, extinction, punishment, token systems, response cost, time out, group contingencies, contracts. Generalization and maintenance: successive approximations/shaping, fading.  
Readings:  
| Mid-semester evaluation (in class)  
Assessment Case Summary Report due |
| 3/7/16 | Skill building common elements: Modeling, relaxation, exposure, self-management.  
Readings:  
Kendall Chapter 5  
| SPRING BREAK 3/12 THROUGH 3/20/16 |
| 3/21/16 | Skill building common elements: Social skills training; assertiveness training; social problem solving  
Readings:  
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<tr>
<td>12</td>
<td>4/18</td>
<td>Coping Power – Overview; student-led session role play and feedback</td>
<td>Kendall Chapter 2, 4</td>
<td>Student role-plays Draft of final case report uploaded to Turn It In <a href="http://www.turnitin.com/">http://www.turnitin.com/</a></td>
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Course Requirements

The major requirement for this course is carrying out an evidence-based intervention with an individual student or group of students to address an emotional, social, and/or behavioral problem. Your client(s) will usually be found in your practicum site, and you will receive regular supervision through your practicum supervisors, as well as through the course instructor. You should work actively and collaboratively with your practicum site supervisor to identify an appropriate client. For the purposes of this course, you need to conduct six or more intervention sessions. You will also need to assess your client(s) using at least two assessment methods before you begin your intervention and after you end your intervention. Your intervention sessions should be summarized each week using the Intervention Session Summary Form (uploaded onto Sakai). The information from these summaries will be used to prepare your written case study.

1. Class Attendance and Participation (20 points total). Students are expected to attend all classes and to arrive on time. Students are also expected to participate actively in all class sessions, including active participation in provision of group feedback and participation in role-plays (see detailed policy below).

2. Intervention Presentations (20 points total; 4/4/16 or 5/2/16). Students will individually research and present an evidence-based intervention that could be implemented in a school. Select an evidence-based intervention for a problem area that is not being covered in the course (e.g., autism, social skills problems, trauma, enuresis, school refusal, selective mutism, etc.). Your presentation topic must be approved by the instructor and should: (1) provide an overview of the key components of the intervention including modeling and demonstrating those key components, (2) summarize available outcome research, (3) describe how it may be applied in the contexts where you will work, (4) identify facilitators and challenges presented by the model,
and 5) identify outcome and fidelity assessments that have been used or would be recommended. Follow the rubric closely to prepare your presentation. Your PowerPoint slides will be turned in and graded together with your presentation (approximately 45 minutes each).

3. Assessment Case Summary (20 points; 2/29/16). Follow the rubric to prepare your assessment case summary. Include the following sections:

1. Reason for referral or request for intervention and behaviors of concern
2. Background information – demographic information and description of presenting problem and previous interventions
3. Assessment results – use two different assessment methods (e.g., observations, interviews, self-report, teacher/parent ratings); describe assessment results and summarize client problem.
4. Describe goals for the client(s) in clear, objective, measurable terms along with making a clear link between the assessment data and the proposed intervention.
5. Describe the proposed intervention, including rationale, thorough review of literature related to the client problem, and theoretical support for intervention components.

4. Final Case Summary (25 points; 5/9/16). Incorporate feedback from the Assessment Case Summary to produce a Final Case Summary. This includes revised sections from the Assessment Case Summary (above), in addition to the new sections below. Follow the rubric to prepare the final case summary and submit the graded Assessment Case Summary report.

1. Reason for referral or request for intervention and behaviors of concern described. Assessment feedback fully integrated into relevant sections.
2. Describe the intervention implemented (either a manualized intervention or the common practice elements), including key components theoretical and empirical support, and how you measured fidelity.
3. Evaluate the intervention outcomes by re-administering the two assessment methods you used in your pre-intervention assessment. Present the results of your post assessment using graphed data where appropriate. Compare the post-intervention results to the pre-intervention results.
4. Reflect on the case, including facilitators and barriers you encountered, areas for future research, what you would do differently in the future with a similar case/referral problem, and how diversity impacted the work.

5. Role-play of group leader for manualized intervention session (15 points; 4/11/16, 4/18/16 or 4/25/16). Students will sequentially take the role of group leader for a session of a manualized intervention (i.e., Coping Cat, Coping Power, or Adolescent Coping with Depression), while the rest of the class assumes the role of group member (see attached rubric).

General Course Policies and Procedures

Written assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered 1 day late, and 1 day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

A = 90 - 100
B+ = 85 – 89
B = 80 – 84
C = 70 – 79
F = 0 - 59

**Attendance/Participation:** Students should make every effort to attend each class. Attending all classes will increase the likelihood of a strong participation grade, as well as provide opportunities for learning. Attending class includes arriving on time and remaining for the duration of the class period. Students are expected to actively participate in classroom discussions and activities, including role-plays and experiential activities. Active participation is defined as coming to class prepared (with readings completed), asking thought-provoking questions, attentive listening, and providing constructive feedback to colleagues. Your participation grade will be calculated by a formula such as: 10 points attendance, 10 points verbal contributions during class. However, I reserve the right to include other factors, including professionalism, arriving late/leaving early, and classroom behavior in the course participation grade. Please notify the professor before class if you are unable to attend a class. It is your responsibility to get any missed notes and handouts from your peers. Please turn off cell phones and do not use the Internet unless it is required for class activities.

**Accommodation Procedures for Persons With Disabilities:** To help fully include persons with disabilities in this course, please notify the professor if special accommodations in instruction or assessment are needed. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students.

**Academic Honesty:** Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic honesty. Written assignments for this class must represent original, independent work of each student. Any reference utilized must be cited, whether the student is quoting, or paraphrasing/summarizing the ideas from the source. When asserting a fact, it must be supported with a citation that provides the foundation for this statement. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, one grade deduction in the course, and/or disciplinary action up to and including dismissal from the program.

**Supplemental Readings**


**Essential Websites**

http://effectivechildtherapy.org/

http://www.apa.org/

http://www.abct.org/Home/?CFID=11544881&CFTOKEN=64668629

http://therapyadvisor.com/default.aspx

http://ies.ed.gov/ncee/wwc/

http://www.nrepp.samhsa.gov/

http://smhp.psych.ucla.edu
http://www.div12.org/psychological-treatments/

http://www.blueprintsprograms.com/

http://www.cochrane.org/

http://www.campbellcollaboration.org/

http://nirn.fpg.unc.edu/

http://www.cebc4cw.org/