



**George Mason University**  
**College of Education and Human Development**  
**School Psychology**  
**SPSY 773: Prevention, Intervention, & Consultation in Schools**  
**3 Credits**  
**Spring 2022**  
**1:30 – 4:10 Thursdays \10340 Democracy Lane, classroom**

**Name:** Ellen Rowe

**Office:** West 2007 (\*I can also meet at Democracy Lane after class or lab and on Zoom anytime)

**Office Hours:** Thursday, 4:15 until 5:15, or by appointment

**Phone Number:** 703-993-4731

**Email Address:** erowe@gmu.edu

**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/Problem Solving/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 an MTSS framework for the K-12 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 Problem Solving/Multi-tiered System of Supports (MTSS)/ Response to Intervention (RtI) 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 academic and behavioral programs
3. Describe general instructional and behavioral methods and techniques in prevention/intervention for students who are at risk of academic failure or social-emotional challenges

4. Explain general approaches of intervention with individual students who are not successful in general education
5. Identify approaches to reducing disruptive/unwanted behavior 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:

1. Data-based decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools

### Required Texts

Crothers, L. M., Hughes, T. L., Kolbert, J. b., & Schmitt, A. J. (2020). *Theory and cases in school-based consultation* (2<sup>nd</sup> ed.). Taylor & Francis. **(Available ONLINE thru GMU Libraries)**

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective School Interventions: Evidence-based strategies for improving student outcomes* (3<sup>rd</sup> ed.). Guilford. **(Available ONLINE thru GMU Libraries)**

### Course Performance and Evaluation

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

- **Assignments:**

- Short quizzes based on class material, which will be administered periodically in class (with and without prior notice). Quizzes may be administered class-wide or individually.
- Create 4 class presentations (1 consultation, 1 academic, 2 social/emotional/behavioral) on details regarding consultation, prevention, intervention strategies or materials. Presentations are expected to be a few slides. Provide the basic information about the topic (what is the intervention; include information on cost of intervention if possible). **Also determine the degree to which the program/intervention has been researched. Questions to be considered regarding research: Is the research peer reviewed? Is the research available from sources other than the publisher of the program?** You are not expected to conduct a thorough research review of your topic, unless you would like. Start by checking resources suggested in class. Provide a brief summary of the research to date (1-2 slides on research if any and a slide with references); if there is no research tell us that. If your topic has more than one intervention/program/strategy you may combine all the information into 1-2 slides per intervention/program/strategy.
- Demonstrate knowledge of course content on a midterm and final exam.

- **Attendance and Participation**

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

- **Grading**

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 = 93-100
- 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/>

**Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1/26	Discussion, what you know about RtI/MTSS/Problem Solving models of education	Optional readings if you are ever interested 3: a, b & c
2/2	Consultation: theory & practice	2,3d 3g: Chap. 9
2/9	No Class; NASP Convention	
2/16	Problem Solving/MTSS/RtI, Examples; Progress Monitoring	1: Chap. 1-3 3: e
2/23	Reading development & intervention	1: Chap. 4, pp. 114-148; <a href="https://www.edweek.org/teaching-learning/the-most-popular-reading-programs-arent-backed-by-science/2019/12;">https://www.edweek.org/teaching-learning/the-most-popular-reading-programs-arent-backed-by-science/2019/12;</a>  <a href="https://eleducation.org/news/what-is-balanced-literacy-and-how-is-it-different-">https://eleducation.org/news/what-is-balanced-literacy-and-how-is-it-different-</a>

		<p><a href="#">from-the-approach-to-teaching-reading-in-el-educations-curriculum</a></p> <p><a href="https://eleducation.org/news/what-is-balanced-literacy-and-how-is-it-different-from-the-approach-to-teaching-reading-in-el-educations-curriculum">https://eleducation.org/news/what-is-balanced-literacy-and-how-is-it-different-from-the-approach-to-teaching-reading-in-el-educations-curriculum</a></p> <p><a href="https://www.lexialearning.com/blog/the-science-of-reading-vs-balanced-literacy-the-history-of-the-reading-wars">https://www.lexialearning.com/blog/the-science-of-reading-vs-balanced-literacy-the-history-of-the-reading-wars</a></p> <p>On Blackboard: NAACP letter for Fairfax County Public Schools and Washington Post article on phonics</p>
3/2	Math	1: Chap. 4, pp. 151-165
3/9	Writing <b>Take home midterm handed out</b>	1: Chap. 4, pp. 167-192
3/16	<b>Spring Break</b>	
3/23	<b>Midterm Due;</b> Tier I: Enhancing classroom behavior; PBIS; Proactive strategies that create a productive, disruption-free classroom environment; <b>Guest speaker</b>	<p><a href="https://schoolguide.casel.org/uploads/sites/2/2019/09/SEL_MTSS-and-PBIS.pdf">https://schoolguide.casel.org/uploads/sites/2/2019/09/SEL_MTSS-and-PBIS.pdf</a></p> <p>Skim: <a href="https://schoolguide.casel.org/uploads/sites/2/2019/09/2021.6.15_School-Guide-Essentials.pdf">https://schoolguide.casel.org/uploads/sites/2/2019/09/2021.6.15_School-Guide-Essentials.pdf</a></p> <p>1: pp. 96-114; 195-208; Chap. 5, pp. 220-258, 267-269 (Mystery Motivator)</p>
3/30	Functional Behavior Assessment	3f: Chaps. 2, 3
4/6	Cognitive Behavioral Techniques; Internalizing problems; Depression; Suicide	3g: 17 & 18 &
4/13	Social Skills Training; Interventions for special populations	3f: Chap. 14, 3h
4/20	Bullying; Aggression;	3j, 3i: Chapt. 27
4/27	School Safety; Crisis Prevention & Intervention	
5/4	Catch up; Guest Speaker; <b>Hand out Take-home Exam</b>	
5/11	Final Exam due at 4:10	

1. Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective School Interventions: Evidence-based strategies for improving student outcomes* (3<sup>rd</sup> ed.). Guilford. (ONLINE GMU LIBRARY)
2. Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. (2020). *Theory and cases in school-based consultation* (2<sup>nd</sup> ed.). Taylor & Francis. (ONLINE GMU LIBRARY)

3. Supplemental articles and Materials:

- 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. Berkeley S, Scanlon D, Bailey TR, Sutton JC, Sacco DM. A Snapshot of RTI Implementation a Decade Later: New Picture, Same Story. *Journal of Learning Disabilities*. 2020;53(5):332-342. doi:10.1177/0022219420915867
- d. Sheridan, S. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, 29, 344-353.
- e. 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.
- f. 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. (ONLINE GMU LIBRARY)
- g. Little, Steven G, and Angeleque Akin-Little. (2019). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies*. 2nd ed. Washington: American Psychological Association. (ONLINE GMU LIBRARY)
- h. 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>
- i. Shinn, M. R., & Walker, H. M. (Eds.) (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. National Association of School Psychologists.
- j. 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 and/or

Class Activities

Date	Class topic	Activity/Presentation
1/26	<b>Problem Solving/MTSS/RtI Models of Education</b>	Class-wide Discussion: Advantages & Challenges of Problem Solving/MTSS/RtI

2/2	<b>Consultation* (9)</b>	Mental Health Consultation; Behavioral Consultation; Social Cognitive Theory Consultation; Adlerian Consultation; Instructional Consultation; Organizational & Systems Consultation; Effectiveness of consultation; Student Support/Problem Solving Teams
2/9	<b>No Class NASP Convention</b>	
2/16	<b>Progress Monitoring No</b>	DIBELS
2/23	<b>Background on Current Reading Standards/Initiatives **</b>	NCLB/ Reading First, ESSA, Common Core Standards
2/23	<b>Tier 1, Reading Instruction** (10)</b>	<p>HMH Into Reading, Fountas &amp; Pinnell Classrooms, MH Open Court, Superkids, Lucy Calkins Units of Study for Teaching Reading, NB: 3 of these programs are recommended for teaching reading in CO, 2 are not. Why do you think those approved are and why those not the other 2? Link to Co site:</p> <p><a href="https://co.chalkbeat.org/2020/4/23/21233583/colorado-wants-schools-to-use-reading-curriculum-backed-by-science-heres-what-made-the-cut">https://co.chalkbeat.org/2020/4/23/21233583/colorado-wants-schools-to-use-reading-curriculum-backed-by-science-heres-what-made-the-cut</a></p> <p>LETRS (guest speaker)</p>
2/23	<b>Computerized Instruction**</b>	i-ready & general computerized instruction in reading ()
2/23	<b>Tier 2/3, Reading** Intervention</b>	Read Naturally I, II, II, Fountas & Pinnell Leveled Literacy Intervention; Reading Recovery (see <a href="https://www.wrightslaw.com/advoc/s/tranger/joejames.ltr.pdf">https://www.wrightslaw.com/advoc/s/tranger/joejames.ltr.pdf</a> ) ()
2/23	<b>Tier 2/3reading Intervention**</b>	Orton-Gillingham & IMSE (); Wilson Reading ( <b>Fundations &amp; Just Words</b> ), Phonics First; Lindamood Bell ()
2/23		Reading strategies ()

3/2	<b>Tier 1, Math Instruction** (3)</b>	Pearson Envision; HMH Into Math; McGraw Hill Reveal Math, i-ready math ()
E3/2	<b>Tier 2/3, Math** Intervention</b>	Math 180, Focus Math, Transmath ()
3/2	<b>Tier 2/3, Math **</b>	Math strategies ()
3/9	<b>Writing** (1)</b>	Writing without Tears, Step up to writing ()
3/16	<b>Spring Break!</b>	
3/23	<b>PBIS &amp; Classroom Management*** (8)  Tier 1...Sort of?</b>	PBIS (); Responsive Classroom (); Kimochi Dolls (); classdojo (); MindUP, (); <b>Zones of Regulation</b> (); 2x10 (); Positive Action (1); Girls on the run ()
S13/30	<b>FBA's</b>	
4/6	<b>Internalizing (7)  Some Tier 1 &amp; Tier 2-3</b>	<b>Coping Cat</b> (); <b>CBT Toolbox for Depressed, Anxious &amp; Suicidal Children and Adolescents</b> () American Foundation for Suicide Prevention: Model School Policy for Suicide Prevention (); Signs of Suicide (P); <b>Sources of Strength</b> () <b>Learning to BREATHE</b> (); <b>DBT Skills in Schools</b> ()
4/13	<b>Behavioral concerns; Executive Functioning; Social Skills*** (9)  Tier 2 mostly</b>	<b>Daily behavior report Cards</b> (); Check-in, Check-out behavioral conference (); <b>Hunter and His Amazing Remote Control</b> (); <b>Executive Functioning strategies Peg Dawson</b> (); Second Step (); <b>Superflex</b> () <b>Strong Start &amp; Kids</b> () Skillstreaming (); Unstuck and On Target ()
4/21	<b>Bullying and Aggression (4)</b>	Olweus (), No Place for Hate (), First Steps to Success (), Restorative Practice/Circles <b>reference materials on restorative justice</b> ()
4/28	<b>School Crisis Prevention***</b>	Guest Speaker

5/5	<b>Groups for student newcomers Hand out exam</b>	Guest Speaker
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\*All students must prepare one consultation presentation.

\*\*Each student must present at least one math, reading, or writing presentation.

\*\*\*Each student must present on 2 social/emotional/behavioral strategies or interventions.

Ellen has Manual or reference materials to examine.

**Resources for learning about interventions:**

<https://ies.ed.gov/ncee/wwc/practiceguides>

**Reading League;** <https://www.thereadingleague.org/>

[http://ies.ed.gov/ncee/wwc/\(all\)](http://ies.ed.gov/ncee/wwc/(all))

<http://www.bestevidence.org/index.cfm>

<http://www.bestevidence.org/>

<https://www.fcrr.org/> Florida Reading Center

<https://ebi.missouri.edu/> Evidence-based Intervention Network, Missouri

<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%200.pdf](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%200.pdf)

<https://charts.intensiveintervention.org/aintervention>

<http://www.cebc4cw.org/>

[Intervention central](#)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**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/>.

**GMU Policies and Resources for Students**

*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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**<https://www.readingscienceacademy.com/blog/2>**