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## Social Emotional Interventions in School Psychology (SPSY 6/77974)

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Course Instructor: Richard J. Cowan, Ph.D., NCSP

Contact Information: 405 White Hall; E-mail: rcowan1@kent.edu; Phone/Voicemail: 330.672.4450

### Required Texts:

Rathvon, N. (2003). *Effective school interventions*. New York: Guilford.

Reavis, H.K., Sweeten, M.T., et al. (1996). *BEST Practices: Behavioral and educational strategies for teachers*. Longmont, CO: Sopris-West.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book*. Longmont, CO: Sopris-West.

Sheridan, S.M. (1995). *The tough kid social skills book*. Longmont, CO: Sopris-West.

Shinn, M.R., Walker, H., & Stoner, G. (2002). *Interventions for academic and behavioral problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists.

### Additional Required Readings:

- There will be additional selected readings to supplement specific topics, as reflected in the syllabus.
- Supplemental readings are available through TLC @ 221 White Hall.

### Course Objectives:

- To develop an understanding of best practices approaches to providing positive behavior supports across settings.
- To provide a context from which to understand how to review assessment outcome data and select, implement, and evaluate the outcomes of child- and behavior-specific intervention strategies.
- To develop an understanding of the existing school-based interventions that address common social-emotional and behavioral problems.
- To develop an understanding of the practical utilization of various school-based behavioral interventions.
- To develop the ability to evaluate design and methodology issues pertaining to research-based strategies.
- To develop an understanding of the existing school-based prevention problems that address common classroom social-emotional and behavioral problems.

Instructional Methods: Instruction will take place through illustrative lectures, discussions, small and large group activities, and student-lead discussions. Active participation is required of all students enrolled. I am not the sole source of information, nor am I all-knowing! Please think of me as a facilitator – not a unidirectional lecturer. In order to facilitate learning in this course, everyone will: READ (regular readings will be assigned, to serve as a foundation for discussion); WRITE (each student will complete writing assignments); TEACH (everyone will have a chance to facilitate learning, not only the instructor!); and DISCUSS (actively!).

Policy on Grading: Student proficiency is graded by letter grades as follows: *A* indicates superior attainment, *B* indicates average attainment, *C* indicates below average attainment, and *D* indicates far below average attainment. Grades of *B* will be assigned to students who demonstrate mastery of the curriculum content but

whose performance is not exemplary. Grades below *B* will be assigned when students do not demonstrate mastery. Each student's grade will be determined by his/her performance on the course requirements.

Policy on Plagiarism: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

Students Experiencing Disabilities: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the DeWeese Health Center (330.672.3391).

Diversity Statement: All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

#### Course Requirements:

1. **Class Attendance and Participation.** Given the interactive nature of this course, attendance is critical. Each absence will result in a loss of points. Active participation includes, but is not limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Let's work together to make this a great course!
2. **FBA Team Target Behavior Definition and Data Collection Procedures.** Each FBA team will be required to provide a target behavior definition that is concrete, observable, and measurable. In addition to providing the target behavior definition, the team will need to describe a specific data collection system and graph both baseline and treatment phase data (see Alberto & Troutman, 2006).
3. **FBA Team Article Presentation.** Each FBA team will present a detailed summary and critique of an article that describes an intervention in accordance with the hypothesized function of the target behavior from their case initiated during Social-Emotional Assessment in School Psychology. Each presentation should last 15 minutes, including time for a discussion of implications for both research and practice.
4. **FBA Team PBS Intervention Proposal (Including Implementation Plan).** Each FBA team will generate an intervention proposal grounded in at least three original research articles that describe interventions in accordance with the hypothesized function of the target behavior from their FBA case last semester. The proposal should include a rationale for selecting the intervention, accommodations necessary to meet the needs of this student/educational team/classroom setting, as well as a detailed plan outlining responsibilities, specific intervention components, how often the intervention will occur and in which setting(s), and how treatment integrity will be monitored throughout intervention (include any checklists deemed necessary).
5. **Group Presentation (Assigned Domain).** Each student will participate in a group presentation in one of the following social-emotional/behavioral intervention domains: (a) Obsessive-Compulsive Disorder; (b) Attention-Deficit Hyperactivity Disorder/Organizational Considerations; (c) Self-Monitoring Interventions; and (d) Autism Spectrum Disorders (Pivotal Response Training; TEACCH; Visual Communication Supports). Each student group will need to incorporate the readings provided by the instructor as well as select at least one additional article that is summarized for their audience to supplement their presentation.

**NOTE:** Each group should plan to meet with the instructor prior to their presentation, in order to help them organize and plan the presentation. Each group will need to get their outline approved prior to their presentation. Please note that these presentations cover critical content and should be taken very seriously.

6. **Student Poster.** Instead of midterm and final examinations, FBA teams will complete a poster and present to their classmates the results of their social-emotional/behavioral interventions through a poster session held during class. The poster should include the following sections:
- a. **Background/Introduction** (overview of behavior domain and related interventions)
  - b. **Method** (description of both DV [data collection procedures] and IV [intervention])
  - c. **Results** (graph containing baseline and treatment data; other applicable data summary procedures)
  - d. **Discussion** (implications for research and practice)

**Assignment Point Value Breakdown and Grading Scale:**

Component:	Points:	Notes:
Class Attendance/Participation	<b>65</b>	Each absence will result in a loss of 5 points, as will minimal participation (I do not anticipate a problem with this).
FBA Team Behavior Definition and Data Collection System	<b>35</b>	5 points will be taken off for each day a component is late.
FBA Team Article Presentations (See Rubric)	<b>25</b>	Be certain to include a summary to share with your classmates.
FBA Team PBS Intervention Proposal (See Rubric)	<b>100</b>	5 points will be taken off for each day a component is late.
Group Presentation (See Rubric)	<b>100</b>	Please meet with the instructor prior to your presentation. Your outline must be approved prior to presenting.
Student Poster (See Rubric)	<b>75</b>	Bring the poster and all materials necessary to display the poster.
<b>TOTAL POINTS POSSIBLE</b>	<b>400</b>	<u><b>Points for Grading:</b></u> <b>360-400 = A</b> <b>320-359 = B</b> <b>280-319 = C</b>

**NOTES:**

**Tentative Course Timeline**  
**(Subject to Change, As Deemed Appropriate and/or Necessary)**

*\*Readings below appearing in italics indicate that they are not in any of the required texts and will need to be acquired either through the TLC or from the original source.*

<b>Date:</b>	<b>Topic:</b>	<b>Readings:</b>
	Syllabus and Overview; Team Meetings re: Intervention Projects	Syllabus
	Review of Data Collection Systems; Introduction to Single Subject Research Designs	<i>Alberto &amp; Troutman (2006), Ch. 5</i> <i>Cowan et al. (2004)</i> <i>Parker et al. (2006)</i>
	Positive Behavior Supports in the Classroom: Primary, Secondary and Tertiary Intervention	<i>Horner et al. (2000)</i> <i>Turnball et al. (2002)</i> Shinn, Walker & Stoner, Ch.1,12
	Overview of Applied Behavior Analysis; Skills vs. Performance Deficits; Antecedent/Proactive Strategies in the Classroom <b>FBA Team Behavior Definition/ Data Collection System Description Due</b>	<i>Cowan &amp; Sheridan (in submission)</i> <i>Kehl et al. (2000)</i> Rathvon, Ch.3 Tough Kid Book, Ch.1
	Positive Approaches to Promote Success in the Classroom	Rathvon, Ch. 5 Reavis et al's, BEST Practices Tough Kid Book, Ch. 2-4
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	<b>Preparation for FBA/Group Projects</b>	Assigned Readings List
	Reductive Consequences to Decrease Disruptive Behaviors in the Classroom	Rathvon, Ch. 5 Reavis et al's, BEST Practices Tough Kid Book, Ch. 2-4
	Reductive Consequences to Decrease Disruptive Behaviors in the Classroom	Rathvon, Ch. 5 Reavis et al's, BEST Practices Tough Kid Book, Ch. 2-4
	<b>KSU Holiday: Independence Day</b> <b>FBA Team PBS Intervention Proposal Due</b>	N/A
	Social Skills Assessment and Intervention: Past, Present and Future Considerations	The Tough Kid Social Skills Book <i>Sheridan et al., 1999</i> Shinn, Walker & Stoner, Ch. 15
	Social Skills Assessment and Intervention: Past, Present and Future Considerations	The Tough Kid Social Skills Book <i>Sheridan et al., 1999</i> Shinn, Walker & Stoner, Ch. 15
	<b>Student Groups 1, 2</b>	Student Generated Readings
	<b>Student Groups 3, 4</b>	Student Generated Readings
	<b>Poster Session, Course Evaluations</b> <b>ALL REVISIONS DUE</b>	N/A

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**FBA Team Article Presentation Rubric**Total Points Possible = 25

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<b>Component:</b>	<b>Point Value:</b>	<b>Description:</b>
Identify target skill/behavior	2.5	Identify the dependent variable of the study. In single-subject research, this is the behavior plotted on the graph over time.
Identify the intervention	2.5	Identify the independent variable (i.e., the intervention) and all relevant components.
Strengths and limitations of the Method and Design	5	Consider all of the following elements of the study: participant demographics, research design, intervention integrity checks, data collection procedures (and other outcome measures), follow-up data, etc. <b>DID THE AUTHORS DO AN FBA?</b>
What were the outcomes?	2.5	Brief summary of results.
Implications for Research	5	Identify any remaining research-to-practice gaps.
Implications for Practice	5	Considering what we know, what are “best practices” re: this skill area and intervention?
Professional appearance and style	2.5	This goes without saying. 😊

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**FBA Team PBS Intervention Proposal Rubric**Total Points Possible = 100

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<b>Component:</b>	<b>Point Value:</b>
Rationale for selecting the intervention	20
Accommodations necessary to meet the needs of this student/educational team/classroom setting	30
Detailed plan outlining responsibilities, specific intervention components, and how often the intervention will occur and in which setting(s)	30
Description of how treatment integrity will be monitored throughout intervention (include any checklists deemed necessary)	20

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**Group Presentation Rubric**  
Total Points Possible = 100

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<b>Component:</b>	<b>Point Value:</b>
Meets with Instructor Prior to Presentation (Outline is Approved)	10
Organization of the Presentation (intro, overview, content slides, exemplars, summary, conclusion, etc.)	25
Quality of Materials Offered to Peers; Includes Meaningful In-class Activity/Demonstration	25
Command of the Material	20
Collaborative Presentation Style (everyone has a role, and all of the pieces fit together)	20

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**Poster Presentation Rubric**  
Total Points Possible = 75

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<b>Component:</b>	<b>Point Value:</b>
<b>Overall Product Appearance.</b> Is it clean, easy to read, well developed and organized?	15
<b>Brief Presentation.</b> Is the summary well organized, to-the-point? Do the presenters demonstrate a command of the content and construct of their poster?	10
<b>Background/Introduction</b> (overview of behavior domain and related interventions)	10
<b>Method</b> (description of both DV [data collection procedures] and IV [intervention])	15
<b>Results</b> (graph containing baseline and treatment data; other applicable data summary procedures)	15
<b>Discussion</b> (implications for research and practice)	10