

Interventions in the Schools
Spring Semester
Ed. Psych. 6390/7390

Instructor: William R. Jenson, Ph.D.

Office: SAEC 3228 (801-581-7148)

Office Hours: 3:00 PM to 4:30 PM Wed - Or by Appt. (bill.jenson@utah.edu)

Texts:

Akin-Little, A., Little, S. G., Bray, M., & Kehle, T. J. (2009). *Behavioral interventions in the schools: Evidence-based positive strategies*. Washington D. C.: American Psychological Association.

Jenson, W. R., Rhode, G., & Reavis, K. H. (2009). *The Tough Kid Toolbox*. 2nd Ed., Eugene, OR: Pacific Northwest Publishing. (Also available for student copying in the Ed Psych Office)

Turn off all cell phones and pagers. Personal computers are allowed in class and during test taking with permission of the instructor only. Audio or video recorders are allowed. Snacks, drinks, and food are allowed by permission of instructor (noisy or elaborate dining is not allowed).

Required Readings: All readings are available in the Dept of Educational Psychology Office for flash drives or other recording devices.

Course Objectives: To present a variety of techniques that can be used by school psychologists, school counselors and educational specialists in a scientist-practitioner model of application. Students will 1) develop and understanding of evidence based interventions , 2) develop understanding of how and why problem behaviors occur; 3) understand basic assessment strategies including functional behavior assessment and single subject research designs, 4) develop a practical repertoire of specific intervention strategies designed to address the management of common and atypical academic, social and emotional maladaptive behaviors and 5) understand controversies in the field which relate to interventions, 6) to design, implement, and present an intervention through the course's Behavior Change Project.

Tests: Two tests have been scheduled, a mid-term and a final (essay and define the terms type). Each test will count for 40% of the final grade.

Abstract-Paper and Behavior Change Project: A total of 20% of the course grade is dependent upon the Interventions/Abstract Paper (see attachment) and the Poster/Behavior Change Project (see attachment), No Grade will be given if the paper and project are not completed

Attendance: A 90% attendance is required for a passing grade in the course irrespective of the grades on tests, papers, and projects. If absences exceed 90%, special arrangements have to be made with the instructor.

COURSE OUTLINE AND READINGS

1. Jan. 13 th: Introduction, legal issues, LRBI, evidence based practice, meta-analyses, treatment acceptability and assessment

Papers:

Elliott, S. N. (1988). Acceptability of behavioral treatments in educational settings. In J. C. Witt, S. N. Elliott, & F. M. Gresham (Eds.), *Handbook of behavior therapy in education* (pp. 121-150). New York, NY: Plenum Press.

Kavale, K. A. & Spaulding, L. S. (2011). Efficacy of special education. In M. Bray & Kehle, T. (Eds.), *The oxford handbook of school psychology* (pp. 523-551), New York, NY: Oxford University Press.

Gresham, F. M. (2004). Current status and future directions of school-based behavioral interventions. *School Psychology Review*, 33(3), 326-343.

Skiba, R. J., Middelberg, L. V. & M. McClain (2014). Multicultural issues for school and students with emotional and behavior disorders. In F. Gresham & H. Walker (Eds). *Handbook of evidence based practices for emotional and behavior disorders*. (pp. 54-70), New York, NY: Guilford Press

Stage, S. A. & Quiroz, D. R. (1997). A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. *School Psychology Review*, 26(3), 333-368.

Books:

[Selection of Least Restrictive Interventions for Use with Students with Disabilities \(LRBI\)-](http://www.schools.utah.gov/sars/Behavior/ManualPrint.aspx)
<http://www.schools.utah.gov/sars/Behavior/ManualPrint.aspx>

Noell, G. & Gansle, K. A. (2009). Introduction to functional behavior assessment. In K. A. Akin-Little, S. G. Little, M. A. Bray, & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies* (pp. 43-58). Washington, DC: American Psychological Association.

Tough Kid Toolbox: Behavioral Observations

2. Jan. 20th: Consultation, effective positive interventions: positive reinforcement, schedules, and incentives techniques

Papers:

Graham, D. S. (1998). Consultant effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. *School Psychology Quarterly*, 13(2), 155-168.

Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., & Elliott, S. N. (1998). Assumptions of behavioral consultation: After all is said and done more has been done than said. *School Psychology Quarterly*, 13(1), 63-80.

Noell, G. H. & Witt, J. C. (1996). A critical re-evaluation of five fundamental assumptions underlying behavioral consultation. *School Psychology Quarterly*, 11(3), 189-203.

Watson, T. S. & Robinson, S. L. (1996). Direct Behavioral Consultation: an alternative to traditional behavioral consultation. *School Psychology Quarterly*, 11(3), 267-278.

Books:

[Selection of Least Restrictive Interventions for Use with Students with Disabilities \(LRBI\)](#)

3. Jan. 27th: Effective positive interventions continued, practical reductive techniques and group contingencies

Papers:

Chance, P. (1992). The rewards of learning. *Phi Delta Kappan*, 74(3), 200-207.

Kohn, A. (1993). Reward versus learning: A response to Paul Chance. *Phi Delta Kappan*, 74(10), 783-

Chance, P. (1993). Sticking up for rewards. *Phi Delta Kappan*, 74(10), 787-90.

Jenkins, L. N., Floress, M. T., & Reinke, W. (2015). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools*, 52, 463-474.

Jenson, W. R. (1988). Token Economic in: Jenson, W. R., Sloane, H. N., & Young, R. . *Behavior analysis in education: A structured teaching approach*. Englewood Cliffs, NJ: Prentice Hall.

Schlinger, H. D. (2007). Does love or differential reinforcement open doors? *Journal of Applied Behavior Analysis*, 40(2), 385.

Books:

Selection of Least Restrictive Interventions for Use with Students with Disabilities (LRBI)

Tough Kid Toolbox: Mystery Motivators, Unique reinforcers, Behavioral contracting

Akin-Little, A., & Little, S. The true effects of extrinsic reinforcement on “Intrinsic” motivation. *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

4. Feb. 3rd: Reductive techniques and group contingencies (cont.)

Papers:

Axelrod, S., (1993). Myths that (mis)guide our profession. In A. C. Repp & N. N. Singh (Eds.) *Perspectives on the use of non-aversive and aversive interventions for persons with developmental disabilities* (pp. 59-72). Florence, KY: Wadsworth Publishing.

Donnellan, A. M. & LaVigna, G. W., (1993). Myths about punishment. In A. C. Repp & N. N. Singh (Eds.) *Perspectives on the use of non-aversive and aversive interventions for persons with developmental disabilities* (pp. 33-57). Florence, KY: Wadsworth Publishing.

Jenson, W. R., & Reavis, K. (1996). Reductive procedures: Time-out and other related techniques. In K. Reavis, W. R. Jenson, D. Morgan, D. Andrews & S. Fister (Eds.), *Best practices: Behavioral and educational strategies for teachers*. Longmont, CO: Sopris West Publishing

Lansford, J. E., Dishion, T. J., Dodge, K. A. (2010). Deviant peer clustering and influence within public school settings: Inadvertent negative outcomes from traditional professional practices. In M. Shinn & H. Walker, *Interventions for achievement and behavior problems in a three-tier model including RTI*. Washington, D.C.: NASP

Jenson, W. R., Rhode, G., Evans, C., & Morgan, D. (2006). What about really difficult behavior? In W. R. Jenson, G. Rhode, C. Evans & D. Morgan (Eds.) *The tough kid principal's briefcase: A practical guide to schoolwide behavior management and legal issues* (pp. 33-72). Frederick, CO: Sopris West Publishing

Noltemeyer, A. L., Ward, R. M. & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review*, 44, 224-240.

Theodore, L. A., Bray, M. A., Kehle, T. J., & Jenson, W. R. (2001). Randomization of group contingencies and reinforcers to reduce classroom disruptive behavior. *Journal of School Psychology, 39*, 267-277.

Mitchell, R. R., Tingstrom, D. H., Dufrene, B. A., Ford, B., & Sterling, H. E. (2015). The effects of the Good Behavior Game with general education high school students. *School Psychology Review, 44*, 191-207.

Jones, M., Boon, R. T., Fore, C., & Benders, W. (2008). Our Mystery Hero: A group contingency intervention for reducing verbally disrespectful behaviors. *Learning Disabilities, 5*, 61-69.

Books:

Skinner, C. H., Skinner, A. L., & Burton, B. (2009). Applying group oriented contingencies in the classroom. *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Little, S., Akin-Little, A., & Crook, C. (2009). Application of reductive procedures: A positive approach. *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Feb. 10th No class-NASP Convention

5. Feb. 17th: Discipline, compliance, and parent training

Papers:

Jenson, W. R., & Reavis, K. H. (1996). Reprimands and Precision Requests. In K. Reavis, S. J. Kukic, W. R. Jenson, D. Morgan, D. Andrews, & S. Fister (Eds.), *Best practices: Behavioral and educational strategies for teachers*. Longmont, CO: Sopris West Publishing

Radley, K. C. & Dart, E. (2015). Antecedent strategies to promote children's and adolescent's compliance with adult requests: A review of the literature. *Clinical and Child Family Psychology Review, Published on-line*.

Serketich, W. J. & Dumas, J. E. (1996). The effectiveness of behavioral parent training to modify antisocial behavior in children: A meta-analysis. *Behavior Therapy, 27*, 171-186.

Weiner, R. K., Sheridan, S. M., & Jenson, W. R. (1998). The effects of conjoint behavioral consultation and a structured homework program on math completion and accuracy in junior high students. *School Psychology Quarterly, 13*(4), 281-309.

6. Feb. 24th: Effective schools, Basic classroom, Positive Behavior Supports (PBS) whole school applications

Papers:

Hawken, L. S. (2006). School psychologists as leaders in the implementation of a targeted intervention: The behavior education program. *School Psychology Quarterly, 21*(1), 97-111.

Jenson, W.R., Reavis, K. & Andrews, D. (1996). Promoting competent behavior of tough kids: Designing classroom rules. *NASP Communiqué*, Summer, 2-4.

Jenson, W. R., Rhode, G., Evans, C., & Morgan, D. (2006). The principal's 200 club. In W. R. Jenson, G. Rhode, C. Evans & D. Morgan (Eds.) *The tough kid principal's briefcase: A practical guide to*

schoolwide behavior management and legal issues (pp. 33-72). Frederick, CO: Sopris West Publishing

Kowalewicz, E. A., & Coffee, G. (2014). Mystery Motivator: A Tier 1 classroom behavior intervention. *School Psychology Quarterly*, 29, 138-156.

Kraemer, E. E., Davies, S. C., Arndt, K. J., & Hunley, S. A comparison of the Mystery Motivator and Get'M on task for Off-task behaviors. *Psychology in the Schools*, 49, 163-175.

Books:

Tough Kid Toolbox: Tracking Procedures, Yes/No Program, What-If? Chart

March 2nd. Midterm-Turn in Three References for Paper APA Style (Must Include for each article: Subjects, Design, Independent Variable-Intervention-Dependent Variable-What is measures), Turn in Behavior for Behavior Change Project

7. March 9th: Response to Intervention (RTI), attending, home notes, homework,

Papers:

Gesham, F. (2011). Response to intervention: Conceptual foundations and evidence based practices, In M. Bray & Kehle, T. (Eds.), *The oxford handbook of school psychology* (pp. 523-551), New York, NY: Oxford University Press.

Reynolds, C. R. & Shaywitz, S. E. (2009). Response to intervention: Ready or not? Or, wait-to-fail to watch them fail. *School Psychology Quarterly*, 24(2), 130-145.

Gleason, M. M., Archer, A. L. & Colvin, G. (2010). Study skills: Making the invisible visible. In M. Shinn & H. Walker, *Interventions for achievement and behavior problems in a three-tier model including RTI*. Washington, D.C.: NASP

Elliott, S. N., Busse, R. T., & Shapiro, E. S. (1998). Intervention techniques for academic performance problems. In C. R. Reynolds & T. B. Gutkin, *The handbook of school psychology*, 3rd ed. (pp. 664-685). New York, NY: Wiley Publishing.

Fudge, D. L., Skinner, C. H., Williams, J. L., Cowden, D., Clark, J., & Bliss, S. L. (2008). Increasing on-task behavior in every student in a second-grade classroom during transitions: Validating the color wheel system. *Journal of School Psychology*, 46, 575-592.

Vannest, K. J., Davis, J. L., Davis, C. R., Mason, B. A., Burke, M. D. (2010). Effective intervention for behavior with a Daily Behavior Report Card: A Meta-analysis. *School Psychology Review*, 39, 654-672.

McCallum, E., Skinner, C. H., Turner, H. & Saecker, L. (2006). The taped-problems intervention: Increasing multiplication fact fluency using a low-tech classwide, time-delay intervention. *School Psychology Review*, 35(3), 419-434.

Books:

Tough Kid Toolbox: The Advertising for success program (pages 114-117), Class-wide peer tutoring, Home note program

Kelley, M. L. & Jurbergs, N. (2009). Daily report cards: Homebased consequences for classroom behavior. In A. Akin-Little, S. G. Little, M. A. Bray & T. J. Kehle, *Behavioral interventions in schools: Evidence-based positive strategies* (pp. 221-230). Washington, DC: American Psychological Association

March 16th-Spring Break

8. March 23rd: Academics Continued, Homework, Peer Cooperation, Peer Tutoring, Cooperative Learning, Self-Management:

Papers:

Briesch, A. M & Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988-2008). *School Psychology Quarterly*, 24(2), 106-118.

Gureasko-Moore, S., DuPaul, G. J., & White, G. P. (2007). Self-management of classroom preparedness and homework: Effect on school functioning of adolescents with attention deficit hyperactivity disorder. *School Psychology Review*, 36(4), 647-664.

Battaglia, A. A., Radley, K. C., & Ness, E. J. (under review). Evaluating the effects of On-Task in a Box as a class-wide intervention. *Psychology in the Schools*.

Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st Century. *School Psychology Review*, 30(3), 420-437.

Jimerson, S. R. & Ferguson, P. (2007). A longitudinal study of grade retention: Academic and behavioral outcomes of retained students through adolescence. *School Psychology Quarterly*, 22(3), 314-339.

Menesses, K. F. & Gresham, F. M. (2009). Relative efficacy of reciprocal and nonreciprocal peer tutoring for students at-risk for academic failure. *School Psychology Quarterly*, 24(4), 266-275.

Books:

Tough Kid Toolbox: Self-monitoring programs

9. March 30th: Social skills training, Bully Programs, Relaxation Training and Anger control programs

Papers:

Arnold, M. E. & Hughes, J. N. (1999). First do no harm: Adverse effects of grouping deviant youth for skills training. *Journal of School Psychology*, 37(1), 99-115.

DuPaul, G. J. & Eckert, T. L. (1994). The effects of social skills curricula: Now you see them now you don't. *School Psychology Quarterly*, 9(2), 113-132.

O'Handley, R., Radley, K. C., & Cavell, H. (2015). Utilization of Superheroes to reduce disruptive aggressive behavior. *Preventing School Failure*, 1-9.

Merrell, K. W., Gueldner, B. A., Ross, S. W. & Isava, D. M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, 23(1), 26-42.

Ross, S. W. & Horner, R. H. (2009). Bully prevention in a positive behavior support, *Journal of Applied Behavior Analysis*, 42, 747-759.

Webster-Stratton & Reid, J. M. (2003). Treating conduct problems and strengthening social and emotional competence: The Dina Dinosaur treatment program. *Journal of Emotional and Behavioral Disorders*, 11(3), 130-14

10. April 6th: Medications and Habit Disorders

Papers:

Kubiszyn, T. (2011). Pediatric psychopharmacology, In M. Bray & Kehle, T. (Eds.), *The oxford handbook of school psychology* (pp. 696-727), New York, NY: Oxford University Press.

DeFrancesco, J. J. (1987). Children and nailbiting. In A. Thomas & J. Grimes, *Children's needs: Psychological perspectives* (pp. 378-382). Silver Springs, MD: National Association of School Psychologists

Houts, A. C. (1987). Children and enuresis. In A. Thomas & J. Grimes, *Children's needs: Psychological perspectives* (pp. 194-202). Silver Springs, MD: National Association of School Psychologists

Jenson, W. R., Kehle, T. J. & Clark, E. (1987). Children and thumbsucking. In A. Thomas & J. Grimes, *Children's needs: Psychological perspectives* (pp. 643-650). Silver Springs, MD: National Association of School Psychologists

Shaffer, M. B. (1987). Children and masturbation. In A. Thomas & J. Grimes, *Children's needs: Psychological perspectives* (pp. 351-355). Silver Springs, MD: National Association of School Psychologists

Simonson, D. T. (1987). Children and encopresis. In A. Thomas & J. Grimes, *Children's needs: Psychological perspectives* (pp. 189-193). Silver Springs, MD: National Association of School Psychologists

11. April 13th: Generalization, inclusion, future of school-based interventions

Papers:

Council for Exceptional Children (1993). CEC policy on inclusive schools and community settings. CCBD Newsletter on Inclusion. *Teaching Exceptional Children*, 25(4).

MacMillan, D. L., Gresham, F. M., & Forness, S. R. (1996). Full inclusion: An empirical perspective. *Behavioral Disorders*, 21(2), 145-159.

Rhode, G., Jenson, W. R., & Reavis, H. K. (year). Getting tough kids back to general education settings. In G. Rhode, W. R. Jenson & H. K. Reavis, *The tough kid book*, 2nd ed. (p-173-211). Longmont, CO: Sopris West Publishing

Shapiro, E. S., Miller, D. N., Sawka, K., Gardill, M. C., & Handler, M. W. (1999). Facilitating the inclusion of students with EBD into general education classrooms. *Journal of Emotional and Behavioral Disorders*, 7(2), 83-93.

15. April 20th Class presentations of behavior change projects, Turn in hardcopy of project

April 27th: Reading Day

May 4th: Final, Turn in class paper with three articles attached

1. Pick three papers that represent one type of intervention (e.g. positive behavior supports, peer tutoring, time out, token economy). **Do not** pick a condition such as hyperactivity, depression, conduct disorder, autism, etc. The papers must be scientifically based from the years 2006 to 2016, no anecdotal wonders, no theoretical papers, or reviews of an area. If the article does not have a research design and dependent measures (target behavior to be change), it cannot be used for your class paper.
2. On a separate piece of paper turn in a listing of your papers (APA style) and area at the midterm, and the papers are due on the day of the final with the attached articles
2. Use the attached abstract outline-exactly
3. Type the abstracts. Total length of the Intro. and three papers will be approximately 10 to 15 pages double spaced.
4. Provide an introduction to the three papers which should include:
 - a. How your intervention has basically been described
 - b. How if generally fits the ABC model
 - c. Are there variants of the interventions (for example time out-sit and look, soda pop bottle time out, Think Time, time out ribbon, etc.)
 - d. How have others used the intervention and for what behaviors?
 - e. Are there cautions that should be associated with your intervention?

PLEASE TURN IN YOUR THREE ARTICLES WITH YOUR PAPER

Abstract Outline - One Paper
2-3 pages in length, double spaced/typed

Reference: Author's name (year). Title of article, Journal Name, volume, pages, APA format; e.g. -

Becker, L.J., & Seligman, C. (1981). Educational treatment of hyperactive children. *Journal of Learning Disabilities*, 36, 1-7.

Descriptors: What type of subjects (i.e. hyperactive children), setting, (school classroom), intervention (positive reinforcement, on task behavior).

Précis: A brief one or two sentence description of the study (a random beep tape was used to reinforce hyperactive children in a special classroom to stay on task).

Introduction: This section should briefly describe any background information found in the introduction of the paper. Items may include rationale for the study, important previous studies, special issues.

Discussion: This section of the abstract should include a more detailed description of the subjects, design setting, target behavior (dependent measure) Enough detail should be given to the intervention (step-by step) so that it might be used by someone reading the abstract.

Comments: This section should include in your own words what you thought was important about this study and what makes it unique. Include any drawbacks or criticisms of the study.

Cautions: This section should include any procedural concerns you may have about the techniques used in the study (i.e. duration of time-out inappropriate for behavior/age of subjects., study failed to address replacement behaviors).

Behavior Change Project (Big Hint-interventioncentral.com; ChartDog)

Select and objectively define a behavior (e.g., number of pages read per day, weight loss, number of times your dog comes on command, etc.)

If your subject is not yourself, not a family member (with consent), or a family pet, you must approve it with me.

Select a technique to measure the behavior (e.g., observation, count occurrences, duration, latency, permanent products, likert ratings, etc.)

Select a single subject design (e.g., AB, ABAB, multiple baseline, changing criterion, etc.)

Define an intervention to be used (e.g., posted feedback, self-recording, positive reinforcement, time out ((has to be approved)), relaxation training, etc.)

Collect baseline data for at least three data collection sessions

Implement the intervention and collect data and run for at least five days

Graph the data and prepare a poster and discussion paper handout

Part of the poster sessions 1. Title, 2. Introduction (references and what had been done in past), Method (subject, design, steps for intervention), Results & Discussion (explain the results, problems, comments, what you would have done differently) , Graphed data (graph data by design)

Title

Intro

Method

Results & Discussion

Graphed Data