INTERVENTIONS AND PREVENTION
Psychology 278
Fall 2019 – Tuesdays
Smith: 4:00pm – 8:00 pm
Hester: 4:30pm – 8:30 pm

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Required Texts:
- Harrison, P. L. & Thomas, A. (2014). *Best practices in school psychology (4-book series)*. Bethesda, MD: National Association of School Psychologists.
- PREPaRE Workshop 1 & 2 Second Edition materials – use ordering directions provided by instructor
- Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson T.S. (2019). *Conducting school-based functional behavioral assessments: A Practitioner's guide – Third edition*. New York, NY: The Guilford Press.

Supplementary Resources:
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* 2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
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Course Description: Psychology 278, Intervention and Prevention, will provide students with the knowledge base needed to design, implement, and evaluate effective interventions and prevention programs for students with behavioral/emotional and social difficulty. Issues pertaining to interventions with families, teachers, and culturally diverse groups will be presented. Students will participate in a field experience 1-2 days per week.

Course Prerequisites: The student must be in a Psychology graduate program and maintaining a minimum 3.0 grade point average. Other graduate students may be admitted with permission of instructor. Students should have a background in child development, human learning, and applied behavior analysis.

COURSE GOALS LINKED TO NASP STANDARDS
Domain 1: Data-Based Decision Making and Accountability
Domain 2: Consultation and Collaboration
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
Domain 6: Preventive and Responsive Services
Domain 7: Family–School Collaboration Services
Domain 8: Diversity in Development and Learning
Domain 9: Research and Program Evaluation

Course Goals & Objectives:
- Students will be able to evaluate research on effective techniques and programs for prevention of and/or interventions with academic and behavior problems exhibited by students such as classroom misbehavior, homework completion, truancy, crises, including suicide, and anger, parent training, prevention programs, and program evaluation.

- Students will demonstrate understanding of the influences of peers, family, culture, community, and school climate on learning and behavior.
- Students will describe appropriate communication and intervention strategies to collaborate with students and families of cultural and linguistic diversity.
- Students will implement appropriate data gathering techniques for assessment that leads to intervention.
- Students will plan, implement, and evaluate an intervention.
- Students will utilize technology to obtain information and resources for class and field assignments (e.g., internet links). Students will utilize technology to present information in reports (e.g., EXCEL) and class (PowerPoint).
- Students will create a Good to Superior (scoring 17 points or higher) BIP in accordance with the PENT BIP Scoring Guide.
- Students will complete a Functional Behavior Assessment report.
- Students will demonstrate an understanding of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) in accordance with IDEA legal requirements.
- Students will learn to use crisis prevention strategies, identify the different levels of a crisis, and will utilize research-based mental health tools to help reduce the negative impacts related to a crisis following the PREPaRE model.
- Students will learn how to conduct a suicide risk assessment and threat assessment. Students will demonstrate understanding of the development of a Student Safety Plan following the completion of a Suicide Risk Assessment or Threat Assessment.

Course Policies

Statement on Disability: Students with disabilities who have registered with Disabled Student Services will be accommodated according to their specific needs.

Course Ethics: Professional ethical guidelines (CASP, NASP, ABA, APA) will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential.   Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.
It is expected that students on field experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Failure to adhere to the policy of confidentiality or reviews indicating unprofessional conduct will result in a review with the program faculty and a determination of whether the student should be allowed to continue in the graduate program. In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such may result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Cheating and Plagiarism:
The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: The classroom is a special environment in which students

and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program. Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. Copies used in this course have been provided for private study, scholarship, and/or research. Other uses may require permission from the copyright holder. The user of the work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.
www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

Course Requirements
Topic Discussion: You are required to lead a 30-45 minute class on a chapter/topic selected from the list provided below. You are expected to provide your classmates with a PowerPoint handout and a "How To/Best Practices" insert. In addition to the handout, please email your presentation slides to the class and professor **prior to your presentation**. Dates will be discussed the first week of class.

(I – 6.1) Presentation Topic suggestions:
- Individual interventions: (Behavior contracts, home-school notes, self-monitoring interventions, etc.)
- Group/Classroom Interventions: (Token economies, Good Behavior Game, Mystery Motivator, Bingo, etc.)
- Bullying Prevention Programs (any: cyber bullying, traditional bully proofing programs, bullying and GLBT students)
- Gang Prevention
- Health (eating and exercise related)
- Health (drug and smoking prevention)
- Parent Training programs
- Peer Mediation/Conflict Resolution
- Interventions for Emotional Disturbance
- Interventions for Autism-Spectrum Disorders
- Interventions for Severely Disabled students
- Interventions for ODD/CD
- Interventions for ADHD
- Selective Mutism
- Traumatic Brain Injury

Quizzes: Four quizzes worth 25 points each will be given throughout the semester. Quizzes will be short answer/multiple choice and cover class discussions, student presentations, and readings. **Quizzes may not be made up.**

(P – 1.4) Behavior Intervention Project: The Intervention project for this course consists of

FOUR separate assignments needing to meet the requirements detailed below. They are the:
- *Functional Behavior Assessment (FBA)*
- *Behavior Intervention Plan (BIP)*
- *NASP Proposal*
- *Final Presentation*

FBA and BIP: Each student will complete an FBA that results in a full written evaluation report. The FBA will require consultation skills and decision-making abilities in which the problem solving process is implemented. Conducting the FBA will require a records review, staff and parent interviews, and direct observations. Specific requirements for the FBA are detailed below and will be reviewed throughout course instruction. Data collected through the FBA process will lead to the development of a BIP. Interim reports (e.g., interview forms, data collection sheets, behavioral worksheets, etc.) are required. Prior to implementing the designed intervention, a minimum of three baseline data points are required; these may be collected within the same week, but cannot all be collected on the same day.

NASP Proposal: Information gathered and developed during the functional assessment and the behavior plan, as well as the implementation results, will be written up in the form of a NASP Proposal Document. This proposal will include an abstract (maximum of 75 words) and a summary (maximum of 800 words, excluding graph and references). Topics to discuss in the summary include a brief literature review, project design, results/discussion and learning objectives. Please see the sample on Google Drive for more information. Dissemination to a wider audience, such as a conference presentation, is encouraged.

Presentation: The intervention project described above will be developed into a 10 minute PowerPoint presentation delivered to the class. Students are required to also provide handouts, focusing on intervention procedures, for their classmates.

(A – 1.5) **Psych 278 FBA and BIP Project Grading**
Based on NCSP Criteria

The Intervention project for this course consists of **FOUR** separate assignments needing to meet the requirements detailed below. They are **the Functional Behavior Assessment (FBA)**, the **Behavior Intervention Plan (BIP)**, the **NASP Proposal** and **Final Presentation**.

FBA Grading	Possible Points
Report: Put all of the information gathered in the PENT Template posted to Google Drive. Include**:**	
• Background information: Health/medical, history of behavior, previous interventions, development, cognitive and communication levels	10
• Definition of target behavior	10
• Summary of interviews	20
• Summary of observations	20
• Data graphs: visual representation of data collected on frequency, intensity, duration, etc.	20
• Summary of antecedents and consequences	15
• Hypothesized function	5
• Preference assessment	20
Report Total =	**120**

Supporting Documents (submit copies of each)	
• Parent permission	5
• Interview and Problem Solving forms	25
• Baseline Data (submit all original data forms)	50
- Recommended to collect 2 to 3 hours in various school settings. Be sure to collect data on the frequency, duration and/or intensity AND the FUNCTION.	
Documents Total =	**80**
FBA Total =	**200 points**
BIP Grading	**Possible Points**
Function-Focused Intervention Form 11.1 (submit completed copy)	25
BIP	50
- Will be scored using PENT's BIP Scoring Guide Rubric reviewed in class	
BIP Documents	20
- Summarized copy of plan for teacher (10 pts.)	
- Copy of intervention materials (10 pts.)	
BIP Total =	**95 Points**
NASP Proposal	**Possible Points**
Abstract	15
Literature Review	20
Setting & Procedures	15
Independent Variable/Treatment Implementation	10
Complexity of design (e.g., reversal, multiple baseline)	10
Data (number of points)	10
Materials (include in appendix)	10
Results/Discussion (include social validity and treatment integrity summary)	25
Graphs	10
References (four supporting research articles)	10
Clarity of Writing	5
APA/Grammar errors	- 1 point each
Supporting documents (please attach copy of each to NASP Proposal): • Social Validity forms (teacher/parent/student) • Treatment integrity (teacher/observation)	25
• **Proposal Total =**	**165 points**
PRESENTATION	

- Powerpoint (10 minutes)	30
- Summary handout	10
Presentation Total =	**40 Points**
Total Intervention Project = 500 Points	

*Data and evidence of implementation of intervention plans are necessary to get credit for this class. Verbal progress reports will be a regular part of class; if you are having difficulty obtaining students to work with, it is your responsibility to notify your field supervisor and me and ask for assistance.

Course Grading:	

Class Presentation/Discussion on Topic
  - Powerpoint/presentation (75 points)
  - Handout on presentation (25 points)
	100 points

FBA and BIP Project
  - FBA (200 points)
  - BIP (95 points)
  - NASP Proposal (165 points)
  - Presentation (40 points)
	500 points

Quizzes (4 quizzes)	100 points
PREPaRE participation	60 points (10 per class period)
(A – 6.5)Threat Assessment/Suicide Risk Assessment vignettes 20 points	
Article Review	50 points
Total = 830 points	
90%+ = A; 80-89% = B; 70-79%=C; 60-69% = D; <60% = F	
5 points/week will be deducted from each late assignment.	

SCHEDULE of Topics and Readings *(Schedule is subject to revision)*	
8/27 Smith 4:00-8:00 pm	**Overview of course** **Sign up for presentations** **Intervention Integrity/Intervention Evaluation** Roach, A. T., Lawton, K., & Elliott, S. N. (2014). Best practices in facilitating and evaluating the integrity of school-based interventions. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Data Based and Collaborative Decision Making* (Chapter 8: pp. 133-146). Bethesda, Md: The National Association of School Psychologists.

9/3 Smith 4:00-8:00 pm	**(I – 5.0, 6.2) Introduction to RTI Behavior: A Three Tiered model for supporting social/emotional/behavioral needs** Bear, G. C., & Manning, M. A. (2014). Best practices in classroom discipline. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Student Level Services* (Chapter 18: pp. 251-268). Bethesda, Md: The National Association of School Psychologists. Bradshaw, C. P., Mitchell, M. M., &Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*(3), 133-148. **(Google Drive)** McKevitt, B. C., & Fynaardt, A. B. (2014). Best practices in developing a positive behavior support system at the school level. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 12: pp. 165-180). Bethesda, Md: The National Association of School Psychologists.
9/10 Smith 4:00-8:00 pm	**Behavior Assessment Lecture 1: The Functional Behavior Assessment** Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson T.S. (2019). *Conducting school-based functional behavioral assessments: A Practitioner's guide – Third edition* (Chapter 1: pp. 1-12 and Chapter 3: pp. 28-45). New York, NY: The Guilford Press. Steege, M. W., & Scheib, M. A. (2014). Best practices in conducting functional behavior assessments. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (Chapter 18: pp. 273-286). Bethesda, Md: The National Association of School Psychologists. Review PENT forms posted on Google Drive (BIP Desk Reference, FBA and BIP Template, BIP Scoring Guide, Competing Pathways form and directions) ***Permission should be out for intervention student(s) this week**
9/17 Smith 4:00-8:00 pm	**Behavior Assessment Lecture 2: Writing the BIP** Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson T.S. (2019).

	Conducting school-based functional behavioral assessments: A Practitioner's guide – Third edition (Chapter 6: PP. 79-105, Chapter 7: pp. 106-129, Chapter 8: pp. 130-163 and Chapter 9: pp. 164-181). New York, NY: The Guilford Press. Review PENT forms posted on Google Drive (BIP Desk Reference, FBA and BIP Template, BIP Scoring Guide, Competing Pathways form and directions) ***Parent permission due**
9/24 Smith 4:00-8:00 pm	**Behavior Assessment Lecture 3: Writing the BIP Continued and using the Scoring Guide** Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson T.S. (2019). *Conducting school-based functional behavioral assessments: A Practitioner's guide – Third edition* (Chapter 4: pp. 46-53, Chapter 5: pp. 54-78, Chapter 10: pp. 182-188, Chapter 11: pp. 189-211). New York, NY: The Guilford Press. ***Quiz 1: School-Wide Behavior Supports and Behavior Assessment** Topic presentations
10/1 Smith 4:00-8:00 pm	**Group Contingencies and RTI Tier 2 Behavioral interventions** Campbell, A., & Anderson, C. M. (2011). Check-in/check-out: A systematic evaluation and component analysis. *Journal of Applied Behavior Analysis, 44*(2), 315-326. (**Google Drive**) Frey, J. R., Elliot, S. N., & Miller, C. F. (2014). Best practices in social skills training. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Student Level Services* (Chapter 15: pp. 213-224). Bethesda, Md: The National Association of School Psychologists. Litow, L., & Pumroy, D. K. (1975). A brief review of classroom group-oriented contingencies. *Journal of Applied Behavior Analysis, 8*(3), 341-347. (**Google Drive**) ***Interview, problem solving and observation forms due. Please submit copies of the following:** • **Behavior Analytic Problem-Solving Interview (Form 7.1) – completed with teacher and parent (only one form needed)** • **MAS/FAST/QABF – completed with parent and teacher (separate forms)** • **Behavior-Analytic Problem Solving (Form 6.1)** • **All baseline data forms**

	Topic presentations
10/8 Smith 4:00-8:00 pm	**Individual (Tier 3) Behavior Interventions** Hess, R. S., Pejic, V. & Sanches Castejon, K. (2014). Best practices in delivering culturally responsive, tiered-level supports for youth with behavioral challenges. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Student Level Services* (Chapter 22: pp. 321-334). Bethesda, Md: The National Association of School Psychologsts. Yankouski, B.M. & Massarelli, T. (2014). Best practices in promoting appropriate use of restraint and seclusion in schools. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Student Level Services* (Chapter 26: pp. 381-398). Bethesda, Md: The National Association of School Psychologists. ***FBA Report Due (use Google Drive PENT FBA Template)** Topic Presentations

10/15
Hester
4:30-8:30 pm
	(I 6.3, 6.4, 6.6) Suicide Risk Assessments, Threat Assessments, Non-Suicidal Self Injury Assessments, and Power of Play Curriculum PREPaRE Workshop 1 (3 hours)
	
	Review AB2246-Pupil Suicide Prevention Policies
	   -Review NASP guidelines for administrators and crisis teams
	   -Review prevention interventions, risk inquires (ASAP20, Leiberman
	    Suicide risk assessment, SAFE-T Suicide evaluation, and post-vention
	    strategies)
	
	Larson, J., & Mark, S. (2014). Best practices in school violence prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 16: pp. 231-244). Bethesda, Md: The National Association of School Psychologists.
	
	Cornell, D. (2014). Best practices in threat assessments in schools. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 18: pp. 259-272). Bethesda, Md: The National Association of School Psychologists.
	
	Bring the following documents to class:
	http://www.nasponline.org/resources/documents/Suicide_Risk_Screening.pdf
	https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams

	http://www.apa.org/about/gr/issues/violence/virginia-model.pdf https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246 https://www.integration.samhsa.gov/images/res/SAFE_T.pdf (P – 6.3, 6.4)) Review and practice utilizing Suicide Risk Assessments, Threat Assessments, and Non-Suicidal Self Injury Assessments, questions, and designing Student Safety Plans Review Power of Play Curriculum and discuss practical applications in the school setting **P – 6.6) Bring your school's risk assessment plan to share.**
10/22 Hester 4:30-8:30 pm	**(I – 6.0, 6.5) PREPaRE Workshop 1 (3.5 hours)** Leiberman, R., Poland, S., & Kornfeld, C. (2014). Best practices in school violence prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 19: pp. 273-288). Bethesda, Md: The National Association of School Psychologists. *** BIP due. Please submit the following via email:** • **Completed BIP using template on Google Drive** • **Behavior Analytic Problem Solving: Function-Focused Intervention (Form 11.1)** • **BIP supporting documents (summarized staff plan, intervention materials)**
10/29 Smith 4:00-8:00 pm	**Interventions with Specific Populations (Autism, SH, ED, Behavior Disorders, ADHD, etc.)** Dupaul, G. J., Stoner, G., & O'Reily, M. J. (2014). Best practices in classroom interventions for attention problems. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 8: pp. 111-123). Bethesda, Md: The National Association of School Psychologists. Davie, S. C. (2014). Best practices in working with children with traumatic brain injuries. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 28: pp. 405-422). Bethesda, Md: The National Association of School Psychologists. ***Quiz 2: Behavior Assessment and Group Contingencies (information from student presentations will be included)** Topic Presentations

11/5 Hester 4:30-8:30 pm	**(I – 6.1) Bully Prevention/Parenting** **Bully Prevention** Felix, E., Green, J. G., & Sharkey, J. D. (2014). Best practices in bullying prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 17: pp. 245-258). Bethesda, Md: The National Association of School Psychologists. Additional Source: Polanin, J. R., Espelage, D. L., Pigott, T. D. (2012). A Meta-Analysis of School Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior. *School Psychology Review, 4,* pp 47-65. Review/In Class Discussion regarding NASP Position Statements related to Bullying and LGBTQ (refer to NASP position statements) Review several Bullying Interventions **(I – 7.0) Parenting** Miller, D. D., & Kraft, N. P. 2014). Best practices in partnering with parents in school-based services. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 33: pp. 479-490). Bethesda, Md: The National Association of School Psychologists.
11/12 Hester 4:30-8:30 pm	**(I – 6.5) PREPaRE Workshop 2 (3.5 hours)** Brock, S. E., Reeves, M.A., & Nickerson, A. B. (2014). Best practices in school crisis prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 15: pp. 211-230). Bethesda, Md: The National Association of School Psychologists. **Quiz 3: Suicide risk assessments, threat assessments, Power of Play, and PREPaRE**
11/19 Hester 4:30-8:30 pm	**I – 6.5) PREPaRE Workshop 2 (3.5 hours)** Brock, S. E., Reeves, M.A., & Nickerson, A. B. (2014). Best practices in school crisis prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 15: pp. 211-230). Bethesda, Md: The National Association of School Psychologists.
11/26	**NO CLASS-Thanksgiving Break**
12/3	**I – 6.4, 6.5) PREPaRE Workshop 2 (3.5 hours)**

Hester 4:30-8:30 pm	Brock, S. E., Reeves, M.A., & Nickerson, A. B. (2014). Best practices in school crisis prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 15: pp. 211-230). Bethesda, Md: The National Association of School Psychologists. **(P – 6.4)** **Article Summary Due (Alternatives to Suspensions: Rationale and Recommendations)**
12/10 Hester 4:30-8:30 pm	**I – 6.5) PREPaRE Workshop 2 (3 hours)** **(Total hours 13.5)** Brock, S. E., Reeves, M.A., & Nickerson, A. B. (2014). Best practices in school crisis prevention. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 15: pp. 211-230). Bethesda, Md: The National Association of School Psychologists. Poland, S., Samuel-Barrett, C., & Waguespack, A. (2014). Best practices for responding to death in the school community. In P. L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (Chapter 21: pp. 2303-320). Bethesda, Md: The National Association of School Psychologists. **(A– 6.5) Quiz 4: PREPaRE**
12/17 Smith 4:00-8:00 pm	**Intervention Presentations** ***NASP Proposal Due (Use Google Drive Template). Also submit:** • **Treatment Integrity Forms** • **Social Validity Forms** • **Presentation handout focusing on intervention procedures for classmates (can be emailed)**

PERMISSION FOR INTERVENTION

I am a graduate student at California State University, Fresno, in the School Psychology Program working at your child's school under the supervision of the school psychologist, _____. I would like permission to work with your child on an intervention for my Intervention and Prevention class, Psychology 278.

I would be interviewing you, your child's teacher, and your child, and observing in the classroom. The teacher, you, and I would then design an intervention to help your child with something like homework completion, staying on task, or another specific social, behavioral, or academic concern. The intervention will take place over 6 to 10 weeks this semester. Your input in designing and implementing the program is very valuable. You will receive feedback of your child's progress. All data and information collected will be reported anonymously for my class project. Benefits to your child are an individualized intervention to help him or her be more successful in school.

If you have any questions please contact any of the following:

_____ at _____
 (graduate student)

_____ at _____
 (school psychologist)

Cassandra Smith, Ed.S., BCBA   Marilyn S. Wilson, Ph.D., NCSP.
Instructor   School Psychology Program Coordinator
559-974-5949   559-278-5129
cass4587@gmail.com   marilynw@csufresno.edu

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   I give permission for my child, _____, to participate in this
   project.

   _____   _____
   (parent/guardian)   (date)

El Permiso para la Intervención

Soy una estudiante de posgrado en la Universidad Estatal de California en Fresno, en el Programa de Psicología Escolar y trabajo en la escuela de su hijo(a) bajo la supervisión de la psicóloga de la escuela, Veronica Galaviz Cruz. Me gustaría obtener su permiso para trabajar con su hijo(a) en una intervención para mi clase de Intervención y Prevención, Psicología 278.

Yo estaría entrevistando a usted, al maestro(a) de su hijo(a), y a su hijo(a). Tambien voy a observar a su hijo(a) en su clase. El maestro(a), usted, y yo entonces diseñaremos una intervención para ayudar a su hijo(a) con algo así como completar la tarea, mantener la concentración, u otra preocupación relacionada con las habilidades sociales, de comportamiento o academemicas de su hijo(a). La intervención se llevará a cabo durante 6 a 10 semanas este semestre. Su participación en el diseño y ejecución del programa es muy valioso. Usted recibirá datos del progreso de su hijo(a). Todos los datos y información obtenida serán reportados anónimamente para mi proyecto de clase. Beneficios para su hijo es que sera una intervención individualizada y recibirá ayúda para tener más éxito en la escuela.

Si usted tiene alguna pregunta por favor póngase en contacto con cualquiera de las siguientes personas:

_____ a _____
(estudiante graduado)

_____ a _____
(psicóloga)

Cassandra Smith, Ed.S., BCBA   Marilyn S. Wilson, Ph.D., NCSP
Instructor   School Psychology Program Coordinator
559-974-5949   559-278-5129
cass4587@gmail.com   marilynw@csufresno.edu

Yo doy permiso para que mi hijo(a), _____, para que participe en este proyecto.

_____ _____
(tutor)