

LOYOLA UNIVERSITY

School of Education

Fall Semester, 2011

Social-Emotional and Behavioral Assessment/Interventions

CIEP 485

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Classroom (Section 001): CLC (25 East Pearson), 204 Time: Tuesday, 1:00—3:45 p.m.

Classroom (Section 002): CLC (25 East Pearson), 425 Time: Tuesday, 4:15—6:45 p.m.

The purpose of this course is to develop beginning school-based counseling assessment and intervention skills necessary for practice as a school psychologist. Set within an ecological framework, emphasis will be placed on Tier 2 and Tier 3 interventions. Specific skills in counseling microskills, Life Space Crisis Intervention, Collaborative Problem Solving, interviewing as an assessment tool, and planning counseling interventions and evaluating outcomes will be taught. In addition, issues of social justice in regard to the application of interventions to majority/minority youth will be embedded throughout the course. Due to the applied nature of this course, it is necessary for students to be dually enrolled in the School Psychology Practicum.

This course relies heavily on Blackboard to disseminate course materials and updated materials. Students are responsible for checking Blackboard frequently.

The Objectives and Assignments for the course are based on the following:

NASP/ISBE Standards

Standard 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Standard 2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Standard 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social–emotional functioning and mental health.

Standard 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Standard 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and empirically supported strategies for effective crisis response.

Standard 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Standard 8: Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.

Standard 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

OBJECTIVES

1. The concept of ecologically-based interventions will be discussed. **NASP/ISBE STANDARD 1; NASP/ISBE STANDARD 2**
2. Counseling microskills will be taught using guided practice exercises. **NASP/ISBE STANDARD 4**
3. Early identification and prevention within The Conflict Cycle and its relationship to microskills' roadblocks to communication will be discussed and illustrated by the students in written form. **NASP/ISBE STANDARD 4; NASP/ISBE STANDARD 5;**
4. A theoretical and practical understanding of the six stages of Life Space Crisis Intervention will be developed. **NASP/ISBE STANDARD 4; NASP/ISBE STANDARD 5; NASP/ISBE STANDARD 6**
5. Application of Life Space Crisis Intervention will occur during classroom activities and within the practicum site, if possible. **NASP/ISBE STANDARD 4; NASP/ISBE STANDARD 5; NASP/ISBE STANDARD 6**
6. Students will analyze the preventive, proactive, and reactive discipline policies of their practicum sites. **NASP/ISBE STANDARD 6; NASP/ISBE STANDARD 7**
7. Interviewing for assessment will be explored through reading and a practice interview. **NASP/ISBE STANDARD 4**
8. Following an observation using the ALSUP and interview a model research-based counseling intervention plan will be developed. **NASP/ISBE STANDARD 4; NASP/ISBE STANDARD 5; NASP/ISBE STANDARD 7**

TEXTBOOKS

The textbooks selected for the course are as follows:

Young, M. (2009) *Learning the Art of Helping: Building Blocks and Techniques*, 4th Ed. Upper Saddle River, N.J.: Merrill ISBN 0-13-241029-X

Long, N., Wood, M. & Fecser, F. (2001) *Life space crisis intervention: Talking with children and youth to improve relationships and change behavior*. Austin, TX: Pro-Ed. ISBN 0-8907-9870-2

Greene, R. (2008) *Lost in School*. New York: Scribner, 2008. ISBN 978-1-4165-7227-5

Knapp, S. & Jongsma, A. (2002). *The School Counseling and School Social Work Treatment Planner*. Hoboken, N.J.: Wiley. ISBN 0-471-08496-4

Lowenstein, L. *Creative Interventions for Troubled Children and Youth OR More Creative Interventions for Troubled Children and Youth OR Assessment and Treatment Activities for Children and Adolescents*

In addition, required Course Documents will be posted in Blackboard

Supplemental references in textbooks purchased for practicum (CIEP 461/463) may be used in part:

Required Texts

Greenberg, Kenneth R. (2003). Group Counseling: A Handbook for School Counselors, Boston, MA: Allyn and Bacon, (ISBN 0-205-32195-x)

Shinn, Mark A. and Walker, Hill M. (2010). Interventions for Achievement and Behavior Problems in at Three-Tier Model Including RTI. Bethesda, MD, National Association of School Psychologists. (ISBN 978-0-932955-68-5)

Recommended Texts:

Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). School Social Work: An Evidence-Informed Framework for Practice. New York: Oxford (ISBN 978-0-19-537390-5)

*Rathvon, Natalie (2008), Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, 2nd Ed., New York; Guilford Press (ISBN 978-1-5730-967-8)

*Steege, Mark W. and Watson, T. S. (2009). Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide, Second Edition. New York; Guilford Press (ISBN 978-1-60623-027-5)

*Thomas, Alex and Grimes, Jeff (Eds.) (2008). Best Practices in School Psychology V. Washington DC: National Association of School Psychologists.

**Used in other School Psychology courses at Loyola*

CONCEPTUAL FRAMEWORK

The conceptual framework of Loyola's School of Education is Professionalism in the Service of Social Justice. The content of this course is consistent with that framework in that preventive and positive social, emotional and behavioral assessment and interventions help professional school psychologists bring a more just approach to the services they render to diverse populations. It is within the context of social justice that the duty to advocate for the best interests of the child is presented. Punitive discipline that drives students into restrictive educational settings, increases the drop-out rate, or feeds the school-to-prison pipeline is neither socially just nor in the best interest of any student.

ATTENDANCE

You are expected to be in class unless you are so ill you are under a doctor's care. Since CIEP 485 is tied to a practicum experience, you cannot ethically remain in your site if you are absent from the instructional courses that support your being at the site. Further, you cannot benefit from class activities without being in class to participate. In addition, others are depending upon your attendance. In the unlikely event you will be absent, you are to notify appropriate personnel as directed by your university supervisor as well as the course instructor.

DUE DATES

Due dates are listed on the class schedule. These dates are set in order to facilitate your completing learning experiences in an orderly and timely fashion. The due dates are **not inflexible** and **any difficulty in meeting the deadlines should be discussed with the university instructor(s)**. An extension will be granted for good cause. Assignments designated as late **may** have points deducted **unless the inability to complete the assignment is beyond the student's control**. In previous years, points have **NOT** been deducted, and will not be deducted unless late work becomes habitual without good cause.

SUPPLIES

Each student will be required to purchase media to store video recordings (4GB SD card) made using one of two cameras on reserve in the library. If your laptop computer does not have an SD card reader, you will also need to buy (or have access to and share) a universal card reader. The cost of these supplies is far less than a single text book. To hand in assignments you will need a minimum 4GB jump drive dedicated to this class for the semester. If you have a larger jump drive, you will not want to use it to hand in videos to the instructor(s) because of the turn-around time for grading. These items are available at retail outlets such as Best Buy. They may be available online at a lower cost, and will not be needed in the course before you would have time to order online if you wish to. **BE SURE TO BRING YOUR SD CARD TO CLASS FROM 9/20/11 TO 10/25/11!**

Books are available in the Bookstore at WTC Campus (on Pearson Street) or you may order on-line at the website of choice for books not used until later in the course. Since you have a choice among the Lowenstein books, none will be ordered. These are inexpensive and available at Amazon.com as well as other sites. Options for these (reference) books will be discussed in class.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide crisis intervention skills that can be fairly applied to all students, particularly those who are most likely to be singled out for arbitrary punishment. By developing effective crisis intervention skills, students may be able to prevent or ameliorate some of the inequities directed at minority and low SES students, particularly boys. In addition, the diversity of families who attempt to participate in IEP team meetings is carefully reflected in the descriptions of the role play families to provide students with realistic practice experiences.

TECHNOLOGY

Although no particular set of technological skills is taught in this course, in order to be successful, students must possess many technological skills. These include the ability to operate a video camera, changing from one playback format to another; to make transcriptions of videos using a word processor; to access the Internet in order to locate research articles; and effectively utilize Blackboard, because it is the principal content delivery mode for this course.

ASSIGNMENTS

1. Quizzes:

- **Five quizzes** will be administered to check for students' comprehension and timeliness in completing reading assignments. The quizzes will be brief, objective, and primarily tap levels 1 and 2 of Bloom's Taxonomy. Each quiz is worth 20 points. Every effort will be made to construct clear questions tapping major concepts covered in the readings. (All activities under #1 7.5% of grade)

2. Counseling Microskills:

- Development of counseling microskills through reading and practice in class and outside of class
- Evaluation Listening skills of a professional (video) and a person of your choice
- Roadblocks to Communication and the Conflict Cycle
- Two short papers will be uploaded through the Assignment Tool on BlackBoard to assess these skills. (All activities under #2, 7.5% of grade)

3. Life Space Crisis Intervention Training Collaborative Problem Solving

3a

- In class instruction in LSCI followed by role playing (video recorded and discussed in class.)
- Two independent role plays of LSCI with class member or another adult. (The first will encompass Steps 1-3; the second will include all 6 Steps). Transcription and self critique of LSCIs using six-step approach taught in class must be included. The self-critique

must be specific in regard to the use of LSCI and Microskills.

- Complete a third video recorded role play of an incident (reenacted) using an adult who is **NOT** a classmate. This role play will be evaluated for growth using role plays #1 and #2 above as a comparison. All six stages must be present and the self-critique is an important part of the role play. Realism of the problem and intervention are also important. The file must play continuously (recordings with breaks or re-starts will not be accepted.) Use of Collaborative Problems Solving as part of stages 4-6 is strongly encouraged.

Since this assignment becomes part of your Portfolio, it also will be evaluated on a “target/acceptable/not acceptable” basis (see rubric on the last page of this syllabus). Your grade will be based on points received and the designations of target/acceptable/and unacceptable will not directly affect your grade.
(All activities under #3a, 40% of grade)

3b

- **Discipline code assignment:** Students will review the school discipline code specific to their practicum site. Students will write a paper discussing the effectiveness of their school’s discipline code in practice. What are the specific consequences available to use for students who do not follow this code? Is the code uniformly enforced? Is the code fairly enforced? What makes this code effective/ineffective for the school’s specific student subpopulations? (students who already understand and follow the rules, students who have lagging skills, students with externalizing problematic behavior who are not seeking attention, majority/minority youth, etc). This paper should address any aspects of the school discipline code that follow the best practice methods of Collaborative Problem Solving. This paper should also identify any aspects of the school discipline code that could be improved to increase a Collaborative Problem Solving approach. What actionable steps could be taken to make those improvements to support student and staff needs?
- **Personal Account:** Think of a moment during your childhood/adolescence when you had an unsolved problem that was not being addressed and as a result, you were not engaging in the behavior that was expected at that moment. When confronted by your teacher/caregiver, etc., the adult used Plan A with you and did not work to find a solution that would be mutually satisfactory. To the extent you can, create dialogue for this moment in the form of a transcript. Identify what was said that made you choose this as a “Plan A” scenario, i.e., identify where the adult missed opportunities to use empathy, define the problem, and invite you to find a solution. Students will then rewrite the dialogue using methods consistent with Collaborative Problem Solving in order to avoid a Plan A situation. Finally, students will write a one to two-page reflection to accompany this transcript. Reflections should answer the following questions: How did you feel as a child in this situation? How might you have felt if the adult used Collaborative Problem Solving? What reactions currently are present for you when working with students with unsolved behavior problems? Do you share similar reaction to the adult in your transcript? What can you do to address your reactions in order to better work with students with unsolved problems?
(All activities under #3b, 15% of grade)

4. Interviewing and Observation

- **Lagging skills:** Graduate students will conduct observations (minimum of two) of a child who is receiving an intervention for behavioral problems. Observations should be conducted during an academic subject where the student is struggling as well as during a “special” period (art, music, gym, lunch, etc). Write a short paper reflecting on the following questions. What may be the student’s lagging skills? What unsolved problems may be a factor? How are the lagging skills/unsolved problems being addressed in the student’s behavior plan, the interventions the student receives, and in the general education classroom (if appropriate)? Are the lagging skills/unsolved problems addressed in the student’s IEP (if appropriate)? Describe how collaborative problem solving could be conducted with the student? Would CPS work with this student? Why or why not?
- **Clinical Interview:** Interview a child to determine what type of problems he/she is experiencing in school, home and community. Establish areas of strength as well. Ideally this would be the same child you completed the ALSUP on. Use the information provided in the text and as specifically illustrated on pages 238 and 239 of the *Learning the Art of Helping: Building Blocks and Techniques*, sometimes referred to as the ABC-1234 intake form. Write-up the results of the interview in an acceptable, concise format. An example of an acceptable write-up is found on pages 240 - 242.

(All activities under #4, 12% of grade)

5. **Intervention Planning:**

- Based on the skills developed in 4 above, your counseling intervention should be tailored to the needs of the student with whom you conducted your ALSUP or Clinical Interview. However if your situation requires you to choose a different or imaginary student to plan for, that is acceptable. The Intervention Plan must contain the following elements: research basis for the intervention, goals, objectives and activities for sessions, termination, and a plan for evaluation of outcomes. There are reading within the course that support the above activities as well as additional references that suggest ways to engage children and adolescents in school-based counseling. The Intervention Plan should include a minimum of 8 sessions, the first of which will be exploratory goal-setting and the last will be termination/evaluation. Detailed instructions and a Rubric are on the Assignment Tool in BlackBoard, which you should use to upload your plan.

(All activities under #5, 18% of grade)

Assumptions:

1. Students enrolled in this course will be placed in Practicum sites or have alternative access to children/adolescents
2. Assignments will be coordinated with Practicum assignments as needed.
3. This course is designed to build a skill base to be applied in the School Consultation Course offered second semester.
4. Academic Interventions are part of the Academic Assessment course that also will precede the School Consultation Course offered second semester.

SPECIFIC ASSIGNMENTS AND EVALUATION

All assignments will be given point values and minimum total points for final grades will be stated. In most cases, the final grade will be determined by the point total. However, the instructors have the right **TO OVERRIDE THE POINT TOTALS IN BORDERLINE SITUATIONS OR EXTRAORDINARY SITUATIONS REQUIRING JUDGEMENT INDEPENDENT OF THE POINT SYSTEM.**

ASSIGNMENTS:	POINTS	DUE
Quizzes on assigned reading (5 X 20)	100	in class
Counseling Microskills Homework Exercises	50	3 rd class
Counseling Microskills/Conflict Cycle Exercise	50	5 th Class
Microskills Counseling In-Class Activity	10	in class
Life-space Intervention In-Class Activity (2 X 20)	40	in class
Role Playing:		
LSCI video, transcript & self evaluation #1	100	7 th Class
LSCI video, transcript & self evaluation #2	200	10 th Class
LSCI video, transcript & self evaluation #3	300	14 th Class
CPS Discipline Policy	100	11 th Class
Observation of Child Skills using the ALSUP	50	12 th Class
CPS Personal Account/Reflection	50	13 th Class
Clinical Assessment Interview	100	14 th Class
Counseling Intervention Plan	250	15 th Class
TOTAL	1400	

Scale: Above 1288 = A 1175-1064 = C Below 952 = F 1287-1176 = B 1063- 952 = D
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SCHEDULE

N.B.: All assignments are to be read **PRIOR TO** the class for which they are listed.

DATE	TOPIC	ASSIGNMENT
Class 1 8/30/11	Introduction to the Course Beginning Counseling Skills Empathy	Syllabus Review Young, Ch 1-4 COURSE DOCUMENTS
Class 2 9/06/11	Counseling Skills: Attending Seeking Information In-class practice	Young, Ch 5-6 COURSE DOCUMENTS
Class 3 9/14/11	Counseling Skills: Reflecting Feelings and Meaning Confrontation	Young, Ch 7-9 COURSE DOCUMENTS DUE: Counseling Exercise #1 QUIZ I
Class 4 9/ 20/11	Introduction to Life Space Crisis Intervention	L W & F, Preface; Ch 1-4
Class 5 9/27/11	Life Space Crisis Intervention In-class role playing	L W & F, Part II, Ch 5-6 DUE: Counseling Exercise #2
Class 6 10/ 04/11	In-class role playing	Review L W & F COURSE DOCUMENTS QUIZ II
10/11 /11	NO CLASS---Fall Break	
Class 7 10/18/11	Life Space Crisis Intervention In-class role play	L W & F, Part III, Ch 7-9 DUE: LSCI Role play & Critique #1
Class 8 10/25/11	Life Space Crisis Intervention In-class role play	L W & F, Part IV, Ch 10-14 QUIZ III
Class 9	Life Space Crisis Intervention	COURSE DOCUMENTS

11/01/11	In-class role play	
Class 10 11/08/11	Collaborative Problem Solving	Greene Introduction and Ch 1-5 COURSE DOCUMENTS DUE: LSCI Role play & Critique #2
Class 11 11/15/11	Collaborative Problem Solving	Greene, Ch 6-9 COURSE DOCUMENTS QUIZ IV DUE: SCHOOL DISCIPLINE POLICY PAPER
Class 12 11/22/11	Interviewing as Assessment CPS Child Rating	Young, Ch 10 COURSE DOCUMENTS DUE: CPS PAPER
Class 13 11/29/11	Planning Interventions/Activities Setting Goals	Treatment planner, whole book Young, Ch 11 and 13 DUE: CHILD OBSERVATIONS USING ALSUP
Class 14 12/06/11	Interventions and Advanced Techniques	Activity book DUE: CLINICAL INTERVIEW DUE: LSCI Role play & Critique #3
Class 15 12/13/11	Final Class/Course Wrap-UP Evaluating Outcomes Termination	Young, Ch 14-15 QUIZ V DUE: COUNSELING PLANNING ASSIGNMENT and any remaining assignments are due
12/15/11	Last Day to hand in work this semester	Work handed in later than today will result in an incomplete grade

INFORMAL NOTES TO HELP YOU WITH SPECIFIC ASSIGNMENTS

N.B.: Each assignment will be thoroughly explained during the first class meeting. This information is for your **quick reference**. If questions regarding how to complete an assignment arise, students should discuss their concerns with the instructors **sooner** rather than **later**. **DO NOT USE YOUR PRACTICUM SITE SUPERVISOR OR CLASSMATES AS AN AUTHORITY ON HOW TO COMPLETE THESE ASSIGNMENTS. THIS COURSE HAS BEEN CHANGED TO MEET NEW STANDARDS AND YOU SHOULD NOT RELY ON INFORMATION FROM STUDENTS WHO WERE IN THIS COURSE IN PRIOR YEARS IN COMPLETING ASSIGNMENTS.**

QUIZZES: Five quizzes will be administered to check for your **timeliness** in completing reading assignments. The quizzes will be brief, objective, and primarily tap levels 1 and 2 of Bloom's Taxonomy. Each quiz point is worth 1/1400 of the grade so no question is worth a protracted argument. However, being unprepared for **many** quizzes **will** affect your grade. Every effort will be made to construct clear questions tapping major concepts covered in the readings. Quizzes are inclusive of the readings assigned for the day of the quiz.

COUNSELING MICROSKILLS: These skills are fundamental to helping interactions with both children and adults. Counseling microskills are not naturally occurring phenomena but rather can be *taught and learned* as was demonstrated in the class *Counseling Theories* taken Spring semester of your first year. To extend and consolidate this learning, there are readings, in-class practice activities, and written assignments, i.e., two brief reflection papers for activities undertaken outside of class. Directions for these papers will be provided in class and in BlackBoard. These are skills that will be integrated into the entire course to provide a foundation for your continuing development of counseling skills. This assignment uses the Assignment tool in BlackBoard for uploading by the due date.

It takes far longer than one semester to develop beginning counseling microskills, and then develop and refine Life Space Crisis Intervention skills, Collaborative Problem Solving skills and unstructured interviewing. These skills sets are essential to successful planning of longer term interventions for children and adolescents with social and emotional problems. The assignments in this course are designed to facilitate your **BEGINNING** to learn these crucial skills.

LSCI: In addition to reading the texts for this portion of the course, class time will be devoted to (video recorded) role-playing and critiquing of peers to foster skill development in a **cooperative, supportive environment**. The permanent products for this portion of the course include **VIDEO RECORDINGS that you complete OUTSIDE of class**. There are three role plays (video recorded) that encompass realistic school-based problems suitable for an LSCI (enacted by a role-playing adult) and a **verbatim transcript**. **For all assignments, the LSCI must be transcribed and your own skills analyzed in a self-reflective manner using both your LSCI skills and Microskills as the basis for your critique. All steps must be accounted for—do not make only general comments or your critique will be returned ungraded. For each role play, you will turn in the video on a jump drive, typed verbatim transcript, and a reflection paper that accounts for the required number of steps AND a self-critique.**

Role Play 1 will include LSCI Steps 1 through 3. Empathic listening and identification of the Central Issue are paramount. Classmates and third year students (but not former Clerks) may be used as role players.

Role Plays 2 and 3 will include Steps 1 through 6. Building through both in-class experiences and your prior independent role plays, increasing mastery of LSCI techniques and self-analytical skills will be demonstrated in the accompanying reflection paper. **You may NOT use a classmate for Role plays #2 and #3. It is desirable to avoid classmates for all role plays but is allowed for Role play #1. Non-classmates provide a much more realistic learning experience and seeking an outside person for Role-play #2 will make Role-play #3 much**

less stressful and more successful for you. You will be encouraged to incorporate and integrate principles learned in Collaborative Problem Solving into Steps 4-6 for your 3rd Role Play. Scenarios will be provided to outside role-players.

Role Play #3 is part of your Portfolio and will be evaluated as Target/Acceptable/Unacceptable in addition to the point system. The rubric is found on the last page of this syllabus. The Target/Acceptable/Unacceptable designations do not directly affect your grade.

Collaborative problem solving:

Discipline Policy Review: The purpose of this assignment is to provide you with an opportunity to critically examine the ways in which schools discipline children and adolescents. Through completing this assignment you will reflect on the impact school discipline codes have on school climate and individual children/adolescents. Particular care should be given to determine whether or not the school's discipline code is fairly administered for all sub-groups within the school. Then you will identify ways to improve school discipline codes to enhance effective prevention practices within a school setting.

Personal Account/Reflection: The purpose of this assignment is provide you with the opportunity to examine a moment in your own childhood/adolescence where an adult used Plan A instead of Collaborative Problem Solving methods. You will be asked to identify their personal reactions to that instance as well as identify your own reactions to challenging students and situations in order to help you avoid counter-transference.

Interviewing and Assessment:

Child Observations: Observe a child who is having problems in the classroom encompassing at least behavioral problems--but a behavioral and academic problem-- would be better. During a classroom and a "special" period (art, music, gym, lunch, etc) observation, complete the ALSUP for the child. The "trick" to completion of this assignment will be to carry a copy of the ALSUP with you until you become very familiar with its contents. In that way, you will 'be prepared' if a problem develops quickly, as they often do. Write a two to three page general reflection about the ways in which you your perception of the child's lagging skills may influence unsolved problems in addition to including your scoring of the ALSUP. A copy of the ALSUP is found in Blackboard under "Assignments."

Clinical Interview: Conduct an interview with a child who is experiencing a social or emotional problem. Ideally, this child would be the same child as you observed for the ALSUP, but this is not required. The child may also be a child assigned to you for counseling. Using the information provided in Chapter 10 of Young's *Learning the Art of Helping: Building Blocks and Techniques*, interview a child to determine what the child's concerns are. Write the information you obtain in a professionally acceptable format.

Intervention Planning and Evaluation

Counseling Intervention Plan: Using information from the clinical interview and/or the ALSUP, develop a Counseling Intervention Plan for a minimum of 8 sessions that contains the following elements: research basis for the intervention, goals, objectives and activities for sessions, termination, and a plan for evaluation of outcomes. Information about resources will be posted on BlackBoard and discussed in class.

References

Behavioral Interventions and Discipline

- Batsche, G.M. (1996, October). Implementing a comprehensive program for students with difficulties with anger control and aggression: Building on classroom strategies. Paper presented at the Iowa Behavioral Initiative Conference, Des Moines, IA.
- Brophy, J.E. & Rohrkemper, M.M. (1981). The influence of problem ownership on teacher's perceptions of and strategies for coping with problem students. *Journal of Educational Psychology*, 73, 295-311.
- Emmer, E.T., Evertson, C.M., Clements, B.S. & Worsham, M.E. (1997). *Classroom management for secondary teachers* (4th ed.). Boston: Allyn and Bacon.
- Everston, C.M., Emmer, E.T., Clements, B.S. & Worsham, M.E. (1994). *Classroom management for elementary teachers*. (3rd ed.). Boston: Allyn and Bacon.
- Greene, R.W., Ablon, J.S., Monteaux, M., Goring, J., Henin, A. Raezer, L., Edwards, G., Markey, J. & Rabbit, S. (2004). Effectiveness of collaborative problem solving in affectively dysregulated youth with oppositional defiant disorder: Initial findings. *Journal of Consulting and Clinical Psychology*, 72, 1157-1164.
- Greene, R. W., Ablon, S.A., & Martin, A. (2006). Innovation: Child Psychiatry: Use of Collaborative Problem Solving to reduce seclusion and restraint in child and adolescent inpatient units. *Psychiatric Services*, 57 (5), 610-616.
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Rubric for LSCI /Video #3
CIEP 485- Fall 2010
Instructor: Martie Wynne

Domain	Target	Acceptable	Unacceptable
<i>Video file and transcript are complete; role-player is appropriate</i>	Video file runs continuously; transcript is very accurate and captures non-verbal communication; role player is not a classmate or former clerk	Video file runs continuously; transcript is reasonably accurate; role player is not a classmate or former clerk	Video file does not run continuously; transcript is inaccurate; or used a classmate or former clerk for the role-play
<i>Realistic scenario that is suitable for a Life Space Crisis Intervention</i>	All aspects of the problem are described and analyzed in a very clear and comprehensive way, including considerations of diversity/ social justice. Scenario is realistic and suitable for LSCI. Participants' behavior is appropriate for their roles.	Scenario is realistic and suitable for LSCI. Participants' behavior is appropriate for their roles.	Scenario is very implausible /could not occur in a school, or the student is portrayed in such an extremely developmentally unrealistic way so as to vitiate the intent of the LSCI.
<i>Microskills</i>	Counseling microskills of posture, eye contact, listening, and nonverbal communication present and well-developed.	Counseling microskills of posture, eye contact, listening, and nonverbal communication present and appropriate.	Counseling microskills of posture, eye contact, listening, and nonverbal communication absent or inappropriate
<i>LSCI Steps 1-6 present</i>	Steps 1-6 are present, clearly delineated, and transition smoothly from one to the next	Steps 1-6 are present and clearly delineated.	Steps 1-6 are incomplete or incorrect
<i>LSCI Step1— Drain-off</i>	Step 1 in appropriately paced, allows the student to vent feeling, Levels 3 and 4 of Reflection is evident. Excellent questioning techniques observable effectively helping the student de-escalate.	Step 1 in appropriately paced, allows the student to vent feelings, Levels 1 and 2 of Reflection is evident. Mostly open questions are used and the student de-escalates	Step 1 is hurried, questioning is premature or accusatory. No reflection of feelings. Frequent closed-ended and yes-no questions; the student does not de-escalate.

<i>LSCI Step 2— Timeline</i>	Obtains a complete Timeline from the student’s perspective. Obtains information mainly indirectly through Level 3 and 4 empathic statements. Verbally expresses Additive Empathy to the student facilitating more in-depth communication.	Obtains a complete Timeline from the student’s perspective. Obtains information mainly indirectly through Level 1 and 2 empathic statements. Student is willing to communicate.	Does not obtain a complete Timeline from the student’s perspective. Reveals a judgmental stance. Asks critical questions eliciting defensiveness from the student. Student “shuts down” and refuses to communicate. Asks repetitive questions that “loop back” but yield no information.
<i>LSCI Step 3— Central Issue</i>	Concisely states the correct Central Issue in a way that leads the student to insight. Can describe the nuances of all six Reclaiming Interventions and their uses. Selects the correct Reclaiming Intervention or combines two Interventions correctly.	Concisely states the correct Central Issue and selects the correct Reclaiming Intervention. Can name all six Reclaiming Interventions and their uses.	Does not concisely state the correct Central Issue. Does not select the correct Reclaiming Intervention of the six available. Cannot name all six Reclaiming Interventions and their uses.
<i>LSCI Step 4— Insight</i>	Collaborates with the student to develop an immediately applicable solution that will be helpful to resolving the presenting crisis behavior and helps the student understand how to avoid the problem in the future.	Assists the student in developing an immediately applicable solution that will be helpful to resolving the presenting crisis behavior.	Dictates the solution to the student. Punishes the student or demeans the student by asking, “Why?” the student engaged in inappropriate behavior.
<i>LSCI Step 5— New Skills</i>	Teaches the student ways to implement the chosen solution. Through role playing, helps the student consider possible problems that may be encountered trying a new behavior. Enhances the student’s self-concept by converting the preceding crisis into a “teachable moment.”	Teaches the student ways to implement the chosen solution. Role plays new behaviors. Expresses appropriate confidence in the student’s ability to change.	Assumes that telling the student how to behave will change behavior. Does not role play the solution. Does not support the student’s capacity to change

<p><i>LSCI Step 6— Transfer of Learning</i></p>	<p>Asks the student questions that will prepare for re-entry. Helps the student consider the perspective of the teacher or other staff. Consults with the student regarding returning to class accompanied or not and preferences for informing staff of relevant facts. Arranges for follow-up with the student. Follows up with staff collaboratively.</p>	<p>Asks the student questions that will prepare for re-entry. Consults with the student regarding returning to class accompanied or not and preferences for informing staff of relevant facts. Arranges for follow-up with the student.</p>	<p>Does not prepare the student for re-entry into the classroom. Ignores student preferences for re-entry.</p>
<p><i>Sensitivity to Cultural Difference to Enhance Social Justice</i></p>	<p>Considers the student's cultural context when communicating and assesses the Intervention's consonance with the student's cultural background. Understands that all interventions must be individualized considering the student's cultural background.</p>	<p>Considers the student's cultural context when communicating and assesses the Intervention's consonance with the student's cultural background.</p>	<p>Assumes LSCI works in the same way for all students regardless of cultural context.</p>