

## **PSY-412: School Based Interventions (3 CHs)**

**Pre-requisites:** None

### **Course Description:**

This course will provide an overview of evidence-based interventions that can be used in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory and research related to behavioral and cognitive behavioral interventions and will examine common practice elements of these interventions. Students will be introduced to manual based interventions used in practice and the implementation issues specific to school settings will be examined.

### **Course Objectives:**

The course will facilitate students to

- Develop understanding of the school-based intervention models, approaches and its elements
- Identify challenges related to school-based intervention in local, national, and international contexts.

### **Course Learning Outcomes:**

As a result of taking this course, students will demonstrate basic knowledge of:

- the theory, research, and practice of major approaches to improving the emotional, behavioral, and social functioning of children and adolescents.
- issues related to identification and selection of evidence-based interventions.
- the nature of common practice elements of behavioral and cognitive-behavioral interventions for children and adolescents.
- manual-based interventions for children and adolescents addressing anxiety, anger/aggression, and depression.
- issues related to adapting evidence-based interventions for diverse clients in school settings.

### **Course Contents:**

- Mental health in schools: Introduction and Perspectives

- Need for social, behavioral, and emotional intervention.
  - Internalizing Behaviors and Problems
  - Externalizing Behaviors and Problems
- Empirically supported Interventions for schools
- School wide interventions-A service delivery model and programs
- School-wide Prevention
- Teir-1 and Tier-2 targeted intervention.

### **Textbook:**

- Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (Eds.). (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. John Wiley & Sons.
- Melissa A. B., & Thomas J. K. (2013). *The Oxford Handbook of School Psychology*. Oxford University Press.

### **Reference Books:**

- Thomas, A. and Grimes, J. (Eds.). (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.
- Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press
- Christopherson, E.R. & Mortweet, S.L. (2001). *Treatments that work with children: Empirically supported strategies for managing childhood problems*. Washington, DC: American Psychological Association.
- Crone, D.A. & Horner, R.H. (2003). *Building positive behavior support systems in schools*. New York, NY: The Guilford Press.
- Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning*. New York, NY: The Guilford Press.
- Mennuti, R. B., Freeman, A, & Christner, R. (Eds.) (2005). *Cognitive behavioral interventions in educational settings*. New York: Brunner-Routledge.
- Prout, H.T. & Brown, D.T. (2007). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings*. Fourth Edition. New York: NY: John Wiley & Sons.