

**Educational Psychology 4060**  
Prevention and Intervention in School  
Spring 2008

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**Office Hours:** Tuesday 9 – 11:00 and by appointment

**Meeting time:** Tuesday and Thursday, 11:00-12:15  
**Location:** Aderhold 520

**Text:** *At-Risk Youth: A Comprehensive Response*. 4<sup>th</sup> Edition. McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). Brooks Cole. ISBN 05342723630-534-54871-7  
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In this course, we will cover development, intervention, and prevention approaches for problems that occur with children and adolescents. Special needs or at-risk refers to characteristics and circumstances that make children and youth more vulnerable to poor outcomes educationally, socially, and vocationally. Topics include: poverty and resilience; early childhood development and school readiness, premature sexual behavior, substance use, dropout, antisocial behavior, school violence, and youth suicide.

**Course Requirements:**

**Quizzes:** There will be 4 quizzes given over the course of the semester. Two of the quizzes will be scheduled; 2 will be given at the instructor's discretion. The lowest score for each student will be dropped.

**Discussions:** Each student will be assigned to a discussion group. Students should come prepared to discuss all material since the last discussion group, including readings, videos, and lectures. Each student will prepare a series of thoughtful, integrative questions for the group's consideration and discussion. These questions will be turned into the instructor at the end of the class. Questions must be typed.

**Reflection Papers:** Following each of the videos, students are required to turn in a 2-3 page, double-spaced, typed Reflection Paper. In this paper, you will "reflect" (react to) upon the information and what you saw in the video. You may choose to write about any number of things (e.g., how did your opinion or view change? What does this issue mean for schools, police officers, the community? What went wrong? Intervention approaches? Legislation?) This is not a review of the literature with a lot of references. The purpose is for is for you to show the instructor that you are thinking critically about course content. Please check for spelling and grammatical errors before turning in your paper.

**Attendance:** Students are expected to attend both lectures each week. Course Attendance will be taken from discussion groups, quizzes, and at the instructor's discretion.

**Exams:** There will be 3 exams. Two midterms and a final exam. The midterm will cover all course content (readings, lectures, and videos) prior to the date of the exam. The final will be cumulative; however, 75% of the material on the final will reflect course content following the midterm exam. Exam questions will be multiple-choice and short answer.

**Grading Criteria:**

Quizzes: 10%

Discussion Questions & Groups: 5%

Attendance and participation: 10%

Reflection Papers: 15%

Exam I: 20%

Exam II: 20%

Final Exam: 20%

**Grading Scale:**

A 94-100%

A- 90-93

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 74-76%

C- 70-73%

D+ 66-69%

D 60-65%

F <60

A grade of "Incomplete" will only be assigned if arrangements have been made with the instructor prior to the end of the semester and a contract for completion of the course has been agreed upon by the instructor and student.

All assignments are due on the day listed in the syllabus. Late assignments will be docked 1 letter grade (see above scheme) for each day the assignment is late. In the event of extenuating circumstances, contact the instructor prior to the missed class or as soon as possible thereafter to make other arrangements.

**Students with Disabilities:** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements.

**Academic Honesty:** Students should be familiar with the University of Georgia policy on academic honesty published in the undergraduate and graduate bulletins (see below). Violations of academic responsibility will be handled as outlined in the student handbook.

*The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is vital to the very fabric and integrity of the University of Georgia.*

*Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).*

*To preserve and enhance the University's academic honesty policy, the Student Government Association proposed a student Honor Code that was approved by the University Council in May 1997. The Honor Code appears on the University's application for admission and states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All applicants for admission to the University must sign this statement as part of the admission process.*

*Specific regulations governing student academic conduct are contained in the policy manual, A Culture of Honesty, and these should be read to avoid any misunderstanding. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.*

### **Tentative Course Schedule**

*Note: Additional readings may be assigned by the instructor*

<b>Date</b>		<b>Due:</b>
T 1/8	Introduction	
TH 1/10	Conditions: Youth, families, Schools	Chapters 1 & 2
T 1/15	Systems	Chapter 3
TH 1/17	Risk & Resilience	Masten (2001) Chapter 4
T 1/22	Developmental Assets Garbarino Video	<i>**Visit the Search Institute Web Page prior to class. Examine the Developmental Assets lists</i>  Kirsch, Braun, Yamamoto, & Sum (2007).
TH 1/24	Early Childhood	<b>QUIZ</b> Chapter 5
T 1/29	Early Childhood	
TH 1/31	Poverty Corridor of Shame Documentary	Evans, G. W. (2004).
T 2/5	School Readiness Preventing Academic Failure	<b>Reaction Paper Due</b>  Chapter 6

		Ceci, S. J., & Papierno, P. G. (2005).
TH 2/7	Midterm I	
T 2/12	Pregnancy & Risky Sexual Behavior	Chapter 9
TH 2/14	Video: The Lost Children of Rockdale County	Article: Resnick et al. (1997)
T 2/19	Discussion	<b>Reaction Paper Due</b> PBS Commentaries about the video Resnick Blum <b>-Discussion Questions</b>
TH 2/21	School Violence	Chapter 10
T 2/26	Juvenile Justice Video	
TH 2/28	Discussion	<b>Reaction Paper Due</b> <b>Discussion Questions Due</b> <i>Read:</i> PBS Commentaries about the video Does treating kids like adults make a difference? From Both Sides of the Bench: 4 commentaries
T 3/4	Antisocial Behavior & Gangs	
TH 3/6	Dropout	Reschly & Christenson, 2006 <i>Chapter 7</i>
T 3/11	<b>Spring Break</b>	
TH 3/13	<b>Spring Break</b>	
T 3/18	Dropout	
TH 3/20	Exam II	
T 3/25	Substance Use	Chapter 8
TH 3/27	Substance Use video	
T 4/1	Discussion Introduction to suicide	<b>Reaction Paper Due</b>  Chapter 11
TH 4/3	suicide	
T 4/8	Mental health Eating Disorders	Quiz 2
TH 4/10	Prevention & Intervention	Chapter 12
T 4/15	Programs	Chapter 13

TH 4/17	Peers	Chapter 14
4/22	Families & Schools	Chapter 15
4/24	Review	

**Final Exam: Thursday May 1, 2008, 12:00**

**Required Readings:**

Blum, R.W. (ND). *Lost Children or Lost Parents of Rockdale County?* Available On-Line at:  
<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/isolated/blum.html>

Ceci, S.J., & Papierno, P.G. (2005). The rhetoric and reality of gap closing: When the ‘have nots’ gain but the ‘haves’ gain even more. *American Psychologist*, 60, 149-160.

Evans, G.W. (2004). The environment of childhood poverty. *American Psychologist*, 59, 77-92.

Juvenile Justice: From Both Sides of the Bench: Available On-Line at:

<http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/bench/>

- Adult Time for Adult Crimes
- What it Takes to Rehabilitate Troubled, Violent Teens
- Is The System Racially Biased
- The Reasons for Treating Juveniles Differently

Juvenile Justice: Does Treating Kids Like Adults Make a Difference? Available On-Line at :

<http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/stats/kidlikeadults.html>

Kirsch, I., Braun, H., Yamamoto, K., & Sum, A. (2007). *America’s perfect storm*. Princeton, NJ: Educational Testing Service.

Masten, A.S. (2001, March) Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238.

Reschly, A.L. & Christenson, S.L. (2006). Promoting Successful School Completion. In Minke & Bear (Eds.), *Children’s Needs III*.

Resnick et al. (1997). Protecting adolescents from harm: Findings from the national longitudinal study on adolescent health. *Journal of the American Medical Association*, 278(10), 823-832.

Resnick, M.D. (ND). *Adrift in America*. Available on-line at:

<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/isolated/resnick.html>

**Additional Resources:**

Benson, P.L. (1997). *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass Publishers.

Committee on the Prevention of Reading Difficulties in Young Children (1998). *Preventing Reading Difficulties in Youth Children*. C.E. Snow, S. Burns, and P. Griffin (Eds.). Washington, D.C.: National Academy Press.

Conoley, J.C. & Goldstein, A.P. (Eds). (2004). *School violence intervention: A practical handbook* (2<sup>nd</sup> Ed.) New York: Guilford Press.

Duncan, G.J. & Brooks-Gunn, J. (Eds). (1997). *Consequences of Growing Up Poor*. New York: Russell Sage Foundation.

Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco: Jossey-Bass Publishers.

National Research Council and Institute of Medicine (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Committee on Integrating the Science of Early Childhood Development. J.P. Shonkoff and D.A. Phillips (Eds.) Board on Children, Youth, and Families, Commission on Behavioral and Social Science and Education. Washington, D.C.: National Academy Press