The primary goal of this course is to familiarize future school psychologists with key theories and research in the areas of behavioral development (e.g., self-regulation, attention, social reciprocity), so that they can utilize this knowledge to promote student success through (1) direct behavioral/social skill interventions with students and (2) the provision of indirect support services regarding instructional practices, classroom management, and strategies for meeting the needs of diverse and struggling learners. This course will also expand upon the skills acquired in the first semester (Introduction to School Learning Problems, Part I) by introducing future school psychologists to traditional (i.e., discrepancy model) and contemporary (i.e., Response to Intervention) models of identifying students in need of intervention. Course readings, discussions, and assignments are intended to help develop essential skills that future school psychologists will draw upon to prevent and remediate learning and behavioral difficulties, as well as to foster school environments where students and teachers are engaged in highly interactive learning experiences.

Prerequisites (If any): Psychology 7819

Goals and Objectives: After successfully completing this course, it is expected that all future school psychologists will:

- Understand prominent theories and research on children’s behavioral development, as well as their application in the classroom.
- Be familiar with risk and protective factors associated with the development of problem behaviors that present in the learning environment
- Have developed skills and tools for informally assessing children’s cognitive, academic, and behavioral development, as well as the learning environment in which they are placed.
- Be familiar with the empirical knowledge base required to implement and oversee effective interventions to remediate academic and behavioral difficulties.

Course Topics:

I. RTI and Learning Disability Diagnosis
II. The Child in Context (Home, School, & Classroom Environments; Instructional Practices)

III. Non-LD Ed Code Diagnoses

III. Interventions (to reduce problem behaviors; for children with ADHD, ASD, internalizing disorders)

IV. Models of Service Delivery

**Text:** All course readings will be made available electronically or will be distributed at least one week prior to the class session in which they will be discussed. Additional readings may be added throughout the semester as needed or requested.