



Psychology in the Schools

EDS 245; Fall 2012 Brighton Hall, Room 109
Tuesdays, 1:00 to 3:50 PM

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COURSE OBJECTIVES:

The purpose of this course is to provide an introduction to the field of school psychology and the many different roles school psychologists fill. At the end of this course students will:

1. be familiar with the organization of schools and the multi-cultural nature of school populations,
2. be aware of the contributions of school psychologists to schools,
3. be familiar with the knowledge base and skills needed to become competent a psychologist,
4. understand the psycho-educational assessment process and critical considerations in assessment.

READINGS:

Thomas, A., & Grimes, J. (Eds) (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists. Available for \$275.00 (list), or \$220.00 (NASP member) from <http://www.nasponline.org/publications/booksproducts/bp5.aspx>. One copy is available in the instructor's office.

NOTE: This 6 volume set of books will be used within several other courses (including EDS 231 this semester).

Other required readings are available online as **indicated on the attached course schedule**.

RECOMMENDED RESOURCES:

Aiken, L., & Groth-Marnat, G. (2006). *Psychological testing and assessment* (12th ed.). Boston: Allyn and Bacon.

Fagan, T & Wise, P. S. (2007). *School psychology: Past, present and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.

Huck, S. W. (2008). *Readings in statistics and research* (4th ed.). New York: Longman.

Jacob, S., & Hartshorne, T. S. (2006). *Ethics and law for school psychologists* (5th ed.). New York: Wiley.

Lyman, H. (1998). *Test scores and what they mean* (6th ed.). Boston: Allyn and Bacon

LECTURE HANDOUTS:

Weekly lecture handouts can be downloaded from the web at the following address:

<http://www.csus.edu/indiv/b/brocks>.

GRADES WILL BE BASED ON THE FOLLOWING:

Hotsheet:	20%
Comprehensive Final:	40% (This exam will be based on assigned readings and lectures)
Class Participation:	20%
Field observation papers:	20%

Attendance: Students absent for more than 2 classes cannot receive an "A" grade. Students absent for more than 3 classes cannot receive a passing grade. Attendance and active participation are very important components of this class. Each of you has had unique experiences and therefore has unique contributions and questions that will benefit the learning of all class members.

SPECIAL NOTES:

1. NASP standards addressed in this class:
 - a. School Psychology program graduates will be competent in using data based decision-making and accountability in their professional practice.
 - b. School Psychology program graduates will understand schools as systems: their organization, climate, and methods for developing policy.
 - c. School Psychology program graduates will demonstrate knowledge of the history and foundations of their profession; of various service models; of relevant public policy development; and of ethical, professional and legal standards.
2. CCTC standards addressed in this class:
 - a. Standard 6: Professional Ethics and Legal Mandates
 - b. Standard 12: Professional Leadership Development
 - c. Standard 18: Educational Foundations
 - d. Standard 19: Legal, Ethical and Professional Foundations
 - e. Standard 22: Individual Evaluation and Assessment
 - f. Standard 20: Collaboration and Consultation
3. Please turn off all cell phones or, if you need to be available for any emergency phone calls, put it on silent mode.
4. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.
5. Assigned grades will be consistent with CSUS grading policy as described in the course catalog.
6. All late assignments will have a minimum of a one full letter grade deduction (i.e., an assignment that might otherwise have been graded a "B" would receive a grade of "C").
7. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
8. Academic Honesty Policy: Go to <http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
 - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - c) Not taking credit for academic work that is not their own.
 - d) Not knowingly encouraging or making possible cheating or plagiarism by others.Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how not to plagiarize.

COURSE SCHEDULE

DATE	TOPIC	READING	ASSIGNMENT
8/28	1. The Mission, History, and Practice of School Psychology	Appendices III-IV, In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology: V</i> (Vol. 1, pp. xli-lliii). Ysseldyke, J. et al. (2008). The Blueprint for Training and Practices as the basis for best practices. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 1, pp. 37-69). Fagan, T. K. (2008). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 6, pp. 2069-2086).	
9/4	2. Individual Consultation	McGivern J. E. et al. (2008). Best practices in establishing effective helping relationships. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1613-1631). Rosenfield, S. (2008). Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1645-1659).	
9/11	3. Group Consultation	Burns, M. K. et al. (2008). Best practices in implementing effective problem-solving teams. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1633-1644).	
9/18	4. School Organization, Culture, and Systems-Level Consultation	McGlinchey, M. T., & Goodman, S. (2008). Best practices in implementing school reform. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 983-994). Curtis, M. J. et al. (2008). Best practices in system-level change. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 887-901).	Paper 1 due
9/25	5. Behavioral Interventions	Watson, T. S., & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1661-1672).	Paper 2 due
10/2	6. Educational Interventions (e.g., pre-referral, sp. ed.)	Burns, M. K. et al. (2008). Best practices in delivery of intensive academic interventions. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 4, pp. 1151-1162). Joseph, L. M. (2008). Best practices on interventions for students with reading problems. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 4, pp. 1163-1180).	Paper 3 due
10/9	7. Mental Health Interventions	Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 781-797).	Paper 4 due
10/16	8. Mental Health Interventions (cont.)	Lieberman et al. (2008). Best practices in suicide intervention. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 2, pp. 295-317).	
10/23	9. Hot Sheets	No Assigned Reading.	
10/30	10. Psychometrics 1: Intro. to Psy. Testing	Lichtenstein, R. (2008). Best practices in identification of learning disabilities. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 2, pp. 295-318).	Paper 5 due
11/6	11. Psychometrics 2: Descriptive Statistics	Brock, S. E. (2007) Descriptive statistics and psychological testing. [Retrieved June 14, 2009, from http://www.csus.edu/indiv/b/brocks/Courses/EDS%20245/student_materials.htm].	
11/13	12. Psychometrics 3: Test Interpretation	Lyman, H. (1998). <i>Test scores and what they mean</i> . Boston, MA: Allyn and Bacon. (Chapter 8, Derived Scores; NOTE: this is a recommended reading).	
11/20	13. Psychometrics 4; Measures of Validity	ERIC Development Team. (1999). <i>Traditional and modern concepts of validity</i> . ERIC/AE Digest. [Retrieved June 14, 2009, from http://www.ericdigests.org/2000-3/validity.htm]. Messick, S. (1990). <i>Validity of test interpretation and use</i> . Princeton, NJ: Educational Testing Service [Retrieved June, 2009, from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED395031]	
11/27	14. Ethical/legal regulations, foundations, and standards	Appendices I-II, In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 1, pp. xxi-xxxi). Jacob, S. (2008). Best practices in developing ethical school psychological practice. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 6, pp. 1921-1932).	
12/4	15. The Future of School Psychology	Canter, A. (Ed.). (2007, June) School psychology tomorrow. <i>NASP Communiqué</i> , 35*8), 44-48. [Retrieved September 3, 2007, from http://www.nasponline.org/publications/cq/mocq358futuresp.aspx , NOTE: you need to sign-in as a NASP member on www.nasponline.org to retrieve this document.]	
12/11		COMPREHENSIVE FINAL EXAM (covering all lecture and assigned readings, but emphasizing psychological testing).	

HOTSHEETS - ISSUES IN SCHOOL PSYCHOLOGY:

In groups of three you will prepare a “**Hotsheet**” on a current topic relevant to the field of school psychology. You will also be responsible for a brief presentation to the class on your topic. The presentation (including questions and discussion) should last no more than 20 minutes. Use at least three sources in preparing your Hotsheet. Some possible topics are:

- Standards and accountability in schools
- Social skills development
- Retention and promotion
- Harassment issues (gender, sexual preference, ethnicity)
- Behavioral issues
- Alternative approaches to assessment or service delivery
- Reauthorization of IDEA
- Study skills development
- School engagement

Your topic choice is not limited to the above; however, please be sure that I have a clear understanding of your topic and have given it my approval.

FIELD OBSERVATIONS:

During the first half of the course you will need to identify a school psychologist who will help you make the school-based observations listed below. You will make a minimum of 5 different observations. Below are the requirements for your visits.

1. Shadow a school psychologist (before September 22nd).
2. Observe a student success team (SST) and/or individual education planning (IEP) team (before September 29th).
3. Observe an exemplary teacher’s classroom (before October 6th).
4. Observe a resource specialist (RSP) class (before October 27th).
5. Observe a special day class (SDC) (before October 27th).

You will be required to write a brief (2 page, double-spaced) reflection paper regarding each observation. Questions to guide your writing are provided below. Though brief, your paper should be well written (i.e., proper grammar, spelling, etc.) and typed. Points will be deducted for grammar and spelling errors. Papers will be due, on the dates noted in the schedule. On your papers, please note the location, dates, and times of your observation, as well as the name (and email address) of the school psychologist you are working with.

QUESTIONS FOR OBSERVATIONS AND PERSONAL REFLECTION PAPERS:

1. September 18th: Shadowing a school psychologist (6 hours)

- ✓ *What did the school psychologist need to know to perform the activities you observed?*
- ✓ *What other knowledge/skill might have been helpful?*

2. September 25th: SST and/or IEP observation(s) (2 hours)

Respond to **ONE** of the following questions:

- ✓ *Who was not there that you think should have been and why?*
- ✓ *Who directed the conversation and what strategies did this person use?*
- ✓ *Describe the parent(s)' role and what you think the parent(s) might have felt or been thinking.*
- ✓ *What information could have made this process more useful/meaningful?*
- ✓ *Describe one or two really effective strategies used by team members.*

3. October 2nd: Exemplary Teacher Observation (2 hours)

- ✓ *Why do you think this teacher is considered "exemplary"?*
- ✓ *What theory or knowledge base supports your conclusions?*

4. October 9th: RSP/SDC classroom observation (2 hours)

- ✓ *What did you see as the greatest barriers to learning for these students? **AND/OR***
- ✓ *What effective strategies did the teacher/aide use to engage students in learning?*

5. October 30th: Personal Reflection

- ✓ *How might your own cultural background have affected your prior observations?*

Portfolio

The School Psychology Portfolio is used as a formative evaluation tool throughout the candidate's enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a summative evaluation.

Alignment with NASP Standards: The Portfolio is aligned with 7 the 11 NASP domains approximately as follows:

NASP STANDARD	Applicable Items from Portfolio
2.1 Data-Based Decision-Making and Accountability	<ol style="list-style-type: none"> 1. Developmental and Health History Questionnaire 2. GATE Evaluation 3. Psychoeducational Evaluation 4. FAA and BIP 5. Academic Intervention Case Study 6. Assessment Resources Notebook 7. Early Fieldwork Evaluation 8. Intern Evaluation
2.2 Consultation and Collaboration:	<ol style="list-style-type: none"> 1. FAA and BIP 2. Academic Intervention Case Study 3. Early Fieldwork Evaluation 4. Intern Evaluation
2.3 Effective Instruction and Development of Cognitive/Academic Skills	<ol style="list-style-type: none"> 1. Developmental and Health History Questionnaire 2. Psychoeducational Evaluation 3. Academic Intervention Case Study 4. Early Fieldwork Evaluation 5. Intern Evaluation
2.4 Socialization and Development of Life Skills:	<ol style="list-style-type: none"> 1. Early Fieldwork Evaluation 2. Intern Evaluation
2.5 Student Diversity in Development and Learning:	<ol style="list-style-type: none"> 1. Disability Information pamphlet 2. Early Fieldwork Evaluation 3. Intern Evaluation
2.6 School and Systems Organization, Policy Development, and Climate	<ol style="list-style-type: none"> 1. Early Fieldwork Evaluation 2. Intern Evaluation
2.7 Prevention, Crisis Intervention, and Mental Health	<ol style="list-style-type: none"> 1. Crisis Intervention Script 2. Suicide Intervention Script 3. Early Fieldwork Evaluation 4. Intern Evaluation
2.8 Home/School Community Collaboration	<ol style="list-style-type: none"> 1. Early Fieldwork Evaluation 2. Intern Evaluation
2.9 Research and Program Evaluation:	<ol style="list-style-type: none"> 1. Early Fieldwork Evaluation 2. Intern Evaluation
2.10 School Psychology Practice and Development	<ol style="list-style-type: none"> 1. Resume 2. Hotsheet 3. Early Fieldwork Evaluation 4. Intern Evaluation
2.11 Information Technology:	<ol style="list-style-type: none"> 1. Early Fieldwork Evaluation 2. Intern Evaluation

PORTFOLIO

The School Psychology Portfolio is used as a formative evaluation tool throughout the candidate's enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a summative evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form.

OUTLINE

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS school psychology program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume
2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
 - a. Consultation
 - b. Intervention
 - c. Assessment
 - d. Counseling
 - e. Resources
 - f. Research
 - g. Law and Ethics
3. A list of your course work and/or a copy of your transcripts
4. Certificates/credentials/honors
5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.

PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: _____

Advisor: _____

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- _____ Resume (which will be updated each semester)
- _____ Developmental/Health History Questionnaire (from EDS 248)
- _____ Hotsheet (from EDS 245)
- _____ Abstract of group curriculum (from EDS 231)
- _____ _____

Semester Two: Spring semester, first year (EDS 242A instructor)

- _____ Updated Resume
- _____ GATE evaluation (from EDS 242B)
- _____ _____ (from EDS 242A/B)
- _____ _____

Semester Three: Fall semester, second year (EDS 439 instructor)

- _____ Updated Resume
- _____ Psychoeducational evaluation (from EDS 243 first semester)
- _____ Assessment Resources Notebook (from EDS 244)
- _____ FAA and BIP (from EDS 240)
- _____ Academic Intervention Case Study (from EDS 246A)
- _____ Early Fieldwork in School Psychology Evaluation Form (from EDS 439)
- _____ _____

Semester Four: Spring semester, second year (EDS 439 instructor)

- _____ Updated Resume
- _____ Disability information pamphlet (from EDS 247)
- _____ Psychoeducational evaluation (from EDS 243 second semester)
- _____ Crisis Intervention and Suicide Intervention scripts (from EDS 246b)
- _____ School Psychology Early Fieldwork Evaluation Form (from EDS 439)
- _____ _____

Semesters Five & Six: Internship, third year (EDS 441 instructor and or Program Coordinator)

- _____ Updated Resume
- _____ School Psychology Internship Evaluation Form
- _____ Behavioral Intervention Case Study
- _____ Academic Intervention Case Study
- _____ Psychoeducational evaluation
- _____ _____ Selected materials (as determined by supervisor and intern)