

Lewis and Clark College

Graduate School of Education and Counseling

SPSY 503 Introduction to School Psychology (3 semester credits)



Building Bridges and Making Connections Spring Semester 2016

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Office Hours: by appt.

Class Meetings

Class: Thursdays, 5:00-8:00 p.m., Rogers Hall 219

Catalogue Description

Overview of the history, systems, roles and functions of School Psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in School Psychology. Students observe the work of School Psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change. Class time will be divided between reporting on school-based activities and observations, discussing weekly readings, assignments and presentations, and the linkages between the activities and assignments.

Students will be placed in a local school district as a requirement of SPSY 590 where they will observe, assist and participate in a range of activities related to School Psychology practices in instruction and behavioral and academic interventions.

Required Readings

1) Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School Psychology for the 21st Century: Foundations and Practices*. New York: Guilford Press

2) Additional readings, as assigned, are available on-line

Non-discrimination Policy and Special Assistance

Lewis & Clark College adheres to a nondiscriminatory policy. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with me as soon as possible.

Course Goals and Objectives

1. Students will become aware of the broad domains of competence necessary for School Psychologists (described below). They will participate in readings, class presentations and discussions, pre-practicum experiences at local public schools, and written work.
2. Students will complete a minimum of 36 hours of observation and assistance in the public schools during the Spring semester. The purpose of the pre-practicum experience is for the student to observe the larger milieu of public schools to understand the broad spectrum of student services in schools with a particular emphasis on understanding classroom instruction and management.
3. Students will study and consider historical and contemporary issues facing School Psychologists through class readings, research, presentations and discussions.
4. Students will demonstrate knowledge of and adherence to legal and ethical principles governing educational and psychological practice (e.g., confidentiality, special education procedural requirements, etc.) as well as the Professional Standards of the program.

Class Assignments

Weekly Class Attendance and Participation (10 points)

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation each week are expected, will be assessed and feedback will be provided. Specifically, each student is expected to be ready to share about their pre-practicum setting (strengths and challenges, etc.) each week. Missing more than one class period during the semester may result in an incomplete or failing grade for the class. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please also notify me of any special learning considerations, in relation to the American Disabilities Act, that will need to be addressed. Any significant missed class time (60 or more minutes) will require a standard make-up assignment. The assignment is a 3 page paper in which you: 1) describe what you learned from interviewing two cohort members who attended the class you missed and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings. Make-up assignments are due the week following the missed class.

SPSY School Psychology Practicum Shadowing (10 points)

Pre-Practicum students are required to shadow a School Psychology Practicum student for the majority of a day during Spring semester. An opportunity for Pre-Practicum students to meet and pair up with a Practicum student will be made available at the January 29th Special Topics meeting. After the shadowing experience, Pre-Practicum students are then required to turn in a 2 page reflection paper that addresses the following questions: 1) What did you learn about the Practicum experience after shadowing and interviewing the Practicum student? 2) What questions remain regarding Practicum?

SPSY Pre-Practicum (15 points)

As part of the first-year, classroom-based Pre-Practicum experience, students are required to continue to volunteer within a public school setting for at least three hours a week during the Spring semester. The Pre-Practicum

experience will be evaluated by both the site (teacher) supervisor and the campus (faculty) supervisor using the *Pre-Practicum Professional Standards Evaluation* (see attached.) The following description and expectations of the Pre-Practicum experience were sent out to participating schools:

"All SPSY Pre-Practicum students begin our program with various and rich experience working with children in schools, clinics, camps, residential programs, etc. They have all completed the necessary background checks required to volunteer in schools. All SPSY students are engaged in a three-year graduate program that will result in them being licensed as school psychologists. The goals of the SPSY Pre-Practicum experience are two-fold: To help first-year school psychology students get better grounded in the educational and instructional processes in classroom settings while at the same time providing help and assistance to teachers and students through individual or small group instruction. As part of a required class, SPSY Pre-Practicum students will be supervised by Lewis and Clark program faculty. Classroom teachers working with a Pre-Practicum student will be asked to maintain helpful communication with the student, provide guidance for the tasks to be accomplished (see list below), and provide a brief, one-page, mid-term and final evaluation for the student. With the assistance and support of a classroom teacher, first year SPSY Pre-Practicum students will fulfill the following expectations":

- 1) Volunteer within the classroom for at least 3 hours per week through April
- 2) Provide individual or small groups instruction in curricular areas such as reading and math
- 3) Assist in behavioral interventions or classroom management processes
- 4) Become familiar with school/district curriculum for math and reading
- 5) Assist in other settings within the school setting such as recess or lunch settings
- 6) Observe school and instructional processes and practices
- 7) Assist in instructional classroom-based activities and less with tasks such as copying or stapling

Class Papers (15 points each)

Students are expected to turn in three papers during the semester on the following topics:

SPSY 503 Paper 1: Knowledge and Questions of School Psychology Practice

The focus of this paper addresses what you learned about the profession in 502 & what is still to be learned

SPSY 503 Paper 2: Data-Based Decision Making in School Psychology Practice

The focus of this paper addresses a particular method of assessment/data collection.

Ex.: WISC, PBIS, CBM, RTI, PSW, WIAT, BASC, Conner's, Autism & Neuropsychological assessments, etc.

SPSY 503 Paper 3: Wrap Around Supports in School Psychology

The focus of this paper addresses a particular metro agency or support organization for children & families

Students are expected to have each paper proof-read by a classmate. Papers will be graded in relation to the following rubric:

- 1) Student uses clear and effective spelling, punctuation, and grammar in communicating ideas. Paper is 3 pages long, 12 point font, typed, stapled, printed on two sides, with line spacing of 1.5. Student uses APA format for all within text citations. Student sends the paper to all cohort members by 5 pm the day before the class presentation. **3 points.**
- 2) Student uses clear and effective written construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. **3 points.**
- 3) Student includes the following three, well-articulated sections for each paper:
 - 3a) Opening: In the right hand corner of the first page of the paper, include your name and the title of the paper. In the opening paragraph describe what you intend to discuss in the paper and why. **2 points.**
 - 3b) Body: In a series of paragraphs, include both conceptually framing information and specific descriptive examples (from your Pre-Practicum site, when possible) that address the content and topic of the paper. **5 points.**

3c) Closing: Summarize what you have covered in this paper by describing what you have learned as a person and as a professional. Identify the classmate who proof-read your paper and what you learned in the proof-reading process. **2 points.**

Class Presentations (10 points each)

During the Spring semester each student will make two presentations to the class. Presentation format will be a brief synopsis of Paper 2 (Data-Based Decision Making) and Paper 3 (Wrap Around Supports). Presentations will be graded in relation to the following rubric: **(2 points per item):**

- 1) Student demonstrates the ability to concisely present complex information (approx. 5 min.) without oversimplification
- 2) Student presents both conceptually framing information as well as specific, descriptive examples
- 3) Student demonstrates helpful and congruent communication, both verbally and nonverbally
- 4) Student presents in a professional and respectful manner with relation to content, issues of diversity, and the audience
- 5) Student demonstrates a grasp of the material, reflective of an appropriate amount of research and reading

Pre-Practicum Qualifying Exam: NASP Domains (Pass/No Pass)

Each first year candidate must pass a Qualifying Examination prior to moving on to practicum work. To successfully complete the SPSY 503 Qualifying Exam, each candidate will be asked to provide two or three comprehensive examples of school-based practice exemplifying each of the 10 NASP domains. To accomplish this, candidates will use their Pre-Practicum experience, as well as class discussions and readings. SPSY faculty grades the SPSY Qualifying Exam and finds a mean score for the entire exam. Those students with a comprehensive mean score of 2.0 or higher will be allowed to move on to Practicum.

Each candidate will be given 2.5 hours to take the exam. No notes or books will be used during the examination. The exam will be given in the Graduate Computer Lab. (See Qualifying Examination Rubric)

CLASS GRADING SUMMARY

ASSIGNMENT	POINTS
SPSY 503 Professional Standards Evaluation (503 faculty supervisor)	
SPSY 503: Professional Standards Rubric. (mid-term)	5
SPSY 503: Professional Standards Rubric (final)	5
SPSY 503 Professional Standards Evaluation (503 site teacher supervisor)	
SPSY 503: Professional Standards Rubric (final)	5
SPSY 503 Class Papers	
SPSY 503 Paper 1: Knowledge & Questions of School Psychology Practice	15
SPSY 503 Paper 2: Data-Based Decision Making in School Psychology Practice	15
SPSY 503 Paper 3: Wrap Around Supports in School Psychology	15
SPSY 503: Shadowing Experience Reflection Write-up	10
SPSY 503 Class Presentations and Participation	
SPSY 503 Paper 2: Data-Based Decision Making in School Psychology Practice	10
SPSY 503 Paper 3: Wrap Around Supports in School Psychology	10
SPSY 503 Weekly Class Participation	10
SPSY 503 Pre-Practicum Qualifying Examination	
SPSY 503: Pre-Practicum Qualifying Examination Rubric	Pass/No Pass

WEEKLY CLASS STRUCTURE

SITE UPDATES:

- "What have you seen a teacher do well/be challenged by this week?" (approx. 30 minutes)
- "I noticed I have strengths in _____; I am challenged by _____."

STUDENT DISCUSSIONS, PRESENTATIONS & FEEDBACK	(approx. 1 hour)
BREAK	(approx. 15 minutes)
PROFESSOR DISCUSSION ON READINGS & SPECIAL TOPICS	(approx. 1 hour)
WRAP-UP/LOOKING AHEAD	(approx. 15 minutes)
<u>NASP Domains of School Psychology Training and Practice in the SPSY Program</u>	

The School Psychology Program at Lewis and Clark College first received full approval by the National Association of School Psychologists in 2003. The SPSY program highlights the importance of the NASP Domains of School Psychology Training and Practice in our program by making them central to our program goals, objectives and, as we demonstrate in the following section, in our Program Evaluation Plan. The 10 NASP domains detailed below are not mutually exclusive and are instead fully differentiated and integrated into the SPSY graduate level curricula, practica, internship, and program evaluation plan. (Domains with an asterisk are the focus of Spring semester. The remaining Domains were the focus of Fall semester and will be integrated into the curricula of Spring semester.)

***2.1 Data-Based Decision Making and Accountability**

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

***2.2 Consultation and Collaboration**

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

2.3 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 curricula and instructional strategies.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

2.5 School-Wide Practices to Promote Learning

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

***2.6 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

***2.7 Family-School Collaboration Services**

School Psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

2.8 Diversity in Development and Learning

School Psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

***2.9 Research and Program Evaluation**

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

2.10 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.

Pre-Practicum Professional Standards Evaluation LC-SPSY First Year CCE: KA 7.1 Professional Standards Rubric

This evaluation assesses LC-SPSY First Year Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. LC-SPSY Supervisors are asked to circle one of the following ratings next to each Standard based on candidate performance, also including comments and goals for professional development below.

Rating Scale:

N—No Opportunity to observe 0—Does not meet criteria 1—Meets criteria minimally/Area for growth
2—Meets criteria appropriately for program/practice level 3—Meets criteria exceptionally/Area of strength

1	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
9	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc).	N	0	1	2	3
1	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
1	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
1	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3

1	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
1	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
1	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
1	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

Comments and Goals for Future Development:

Readings, Special Topics & Presentations

Class 1: January 14th	Overview of Course Syllabus Site updates
Class 2: January 21st (Paper 1 Due)	2.1 Data-Based Decision Making & Accountability Merrell: Chapters 1 & 2 (review); Chapters 7 & 8 (focus) 3 Nasponline readings on Domain 2.1 Special Topics: Hanson: Why Do We TEST?
Class 3: January 28th	2.2 Consultation & Collaboration Merrell: Chapter 6 (review); Chapter 11 (focus) 3 Nasponline readings on Domain 2.2 Special Topics: Hanson: Exceptionality & Family/School Issues
Class 4: February 4th	2.6 Preventive & Responsive Services Merrell: Chapters 9 & 10 (focus) 3 Nasponline readings on Domain 2.6 Student Presentations (4)
Class 5: February 11th	2.7 Family-School Collaboration Services Merrell: Chapter 3 (review) 3 Nasponline Readings on Domain 2.7 Student Presentations (4)
Class 6: February 18th	2.9 Research and Program Evaluation Merrell: Chapter 12 (focus) 3 Nasponline Readings on Domain 2.9 Student Presentations (4) Special Topics: Linda Woolley: A Principal's Perspective
Class 7: February 25th	Individual Supervision Meetings (No Class Meeting)
Class 8: March 3rd	Review Domains-Group Focus 3 Nasponline Review Readings on Domains 2.1-2.5 Student Presentations (4) Special Topics: Cohort Exam Discussion-Focus Domains 2.1-2.5
Class 9: March 10th	Review Domains-Group Focus 3 Nasponline Review Readings on Domains 2.6-2.10 Student Presentations (4) Special Topics: Cohort Exam Discussion-Focus Domains 2.6-2.10
Class 10: March 17th	NASP Domains in Practice Q & A Presentation Catch-Up Special Topics: Cohort Exam Discussion with Barbara Sheperdson

MARCH 24th

SPRING BREAK - NO CLASS

Class 11: March 31st

Exam - Class held in Computer Lab

Class 12: April 7th

Becoming & Working as a School Psychologist
Merrell: Chapters 4 & 5 (review)
Student Presentations (5)

Class 13: April 14th
(Site eval. Due)

Moving the Field of School Psychology Forward
Merrell: Chapter 13
Student Presentations (5)
Class Evaluations

Class 14: April 28th

Individual Supervision Meetings (No Class Meeting)

SPSY First Year CCE: KA 7.2 Qualifying Examination Rubric

Description: Each first year candidate must pass a Qualifying Examination prior to moving on to practicum work. To successfully complete the *SPSY Qualifying Exam*, each candidate is asked to provide two or three comprehensive examples of school-based practice exemplifying each NASP domain. To accomplish this, candidates will be leaning heavily on Pre-Practicum experience, as well as class discussions and readings. SPSY faculty grades the *SPSY Qualifying Exam* and finds a comprehensive mean score for the entire examination. Those candidates with a mean score of 2.0 or higher are allowed to move on to Practicum.

Assessment Tool: Each candidate comes to the Graduate Computer Lab and is given two and a half hours to complete the following Qualifying Examination tool.

<p>Directions: Please type two or three comprehensive examples of school-based practice addressing each domain. Scoring: Scoring is based on the rubric below.</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 5: School-Wide Practices to Promote Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>

Domain 1: Data-Based Decision Making and Accountability

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 2: Consultation and Collaboration

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

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

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 5: School-Wide Practices to Promote Learning

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and	Provides two clear and complete	Provides three clear and complete

complete examples of the domain which address a sufficient number of the domain's major aspects	examples of the domain, addressing a sufficient number of the domain's major aspects	examples of the domain, addressing all of the domain's major aspects
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Domain 6: Preventive and Responsive Services

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 7: Family-School Collaboration Services

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 8: Diversity in Development and Learning

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 9: Research and Program Evaluation

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Domain 10: Legal, Ethical, and Professional Practice

Insufficient = 1	Sufficient = 2	Exemplary = 3
Does not provide two clear and complete examples of the domain which address a sufficient number of the domain's major aspects	Provides two clear and complete examples of the domain, addressing a sufficient number of the domain's major aspects	Provides three clear and complete examples of the domain, addressing all of the domain's major aspects

Qualifying Exam Mean Comprehensive Score: _____

Three goals for Practicum Year:

- 1)
- 2)
- 3)

Candidate Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

