

## School Psychology 502 – Fall 2016

### INTRODUCTION TO SCHOOL PSYCHOLOGY I

<b>Instructor:</b>	Kathryn Jaspers, Ph.D., NCSP
<b>Class Day and Time:</b>	Thursday 9:00 am – 12:15 pm
<b>Class Location:</b>	York Graduate Center, Room 101
<b>Office Location:</b>	Rogers 426
<b>Office Hours:</b>	Tuesday 4-5:30pm; Thursday 12 – 2pm by appointment
<b>Phone:</b>	503-768-6119
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**Prerequisites:** None

**Restrictions:** Admission to School Psychology Program

**Credits:** 3 semester hours

**Required Text:** Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

(This is a 4-volume text that will be used in several courses throughout the program)

Additional course materials will be distributed in class or posted online.

**Course 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 and assignments and presentations, and the linkages between the activities and assignments. Students will be placed in a local school district where they will observe, assist, and participate in a range of activities related to School Psychology practices in instruction and behavioral and academic interventions.

#### **Course 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 Fall semester. The purpose of the pre-practicum experience is for students to observe public schools to understand the broad spectrum of student services in schools with a particular emphasis on understanding classroom instruction and management and preventative multi-tiered systems of support (such as RTI).
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.

#### **Assignments:**

1. **Join NASP and OSPA.** Due by second class. Bring documentation to class (printed receipt, etc).
2. **Field-Based Experience (Pre-Practicum).** As part of a first-year, classroom-based experience, students are required to volunteer within a public school setting for at least three hours a week. Below is the description and expectations of the Pre-Practicum experience that was 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 LCSP 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. With the assistance and support of a classroom teacher, first year LCSP Pre-Practicum students will engage in, learn from, and contribute to the following activities:

1. Volunteer within the classroom for at least 3 hours per week through June
2. Understand, observe and contribute to classroom based and school-wide RTI practices
3. Provide individual or small groups instruction in curricular areas such as reading and math
4. Assist in behavioral interventions or classroom management processes as needed
5. Become familiar with school/district curriculum and assessment processes for math and reading
6. Observe classroom instructional processes and practices
7. Assist in instructional classroom-based activities and less with tasks such as copying or stapling

Students will be rated by their site supervisors at the middle and end of the semester using a Professional Standards rubric (to be distributed during the second week of class)

3. **Weekly Reading Reflections.** Each student will write a weekly reflection of the reading assignment for that class period, to be submitted at the beginning of class. Reflections are to be 1.5 to 2 pages, double spaced, Times New Roman 12 pt font, 1 inch margins. Reading reflections should include (1) summary of reading, (2) discussion of material that is new or interesting, and (3) questions, confusions, or topics you would like to know more about. Reading Reflections must be turned in in-person; one must be present to receive credit.
4. **Weekly Pre-Practicum Reflections.** Each student will write a weekly reflection of that week's pre-practicum experience, to be submitted at the beginning of class. Pre-Practicum Reflections are to be .75 to 1 pages, double spaced, Times New Roman 12 pt font, 1 inch margins. Reflections must be turned in in-person; one must be present to receive credit. Pre-Practicum Reflections should include (1) activities and (2) observations.
  - a. Activities:
    - i. This week in the classroom I have been:
    - ii. I notice I have strengths in:
    - iii. I notice I am challenged by:
  - b. Observations:
    - i. Strengths of this teacher include:
    - ii. Challenges this teacher faces include:
    - iii. In coming weeks, I hope to:
  - c. Hours: per week and running total
5. **Comprehensive Paper.** Over the course of the fall and spring semesters (SPSY 502 & SPSY 503), each student will write a comprehensive paper on a selected topic within school psychology. During the fall semester, each student will select a topic, review literature regarding this topic, complete an annotated bibliography, and present to the class. The paper will be completed in the spring semester during SPSY 503. Topics will be selected from a list during the second class period. Students who would prefer a different topic may meet with me during office hours to present the topic. Writing completed for any other previous coursework, at L&C or elsewhere, cannot be presented as part of this paper (in other words, pick a new topic). Your presentation will define the topic, present some recent research-based information regarding this topic, and link the topic to NASP domains. Dates for Presentations: Begin on 11/10 and continue through 12/8.
6. **Final Essay** – Each student will write a brief essay during the final class period regarding what you have learned about the field of school psychology during the course of the semester.

**Attendance/Participation:** Attendance and participation in this class is required. Students should attend each class, show up on time, be prepared, and participate in class discussion. Missing more than one class period during the term 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.

**Grading:** A total of 400 points will be available in this class:

25 points for Assignment 1

40 points for Assignment 2 (completed rubric; 20 points for mid-term and 20 points for end-of-semester)

110 points for Assignment 3

100 points for Assignment 4

100 points for Assignment 5 (75 pts Annotated Bib, 25 points presentation)

25 points for Assignment 6

Grades will be assigned based on the following scale (numbers represent %):

A: 94-100 A-: 90-93 B+: 87-89 B: 83-86 B-: 80-82

Any percent <80 would result in a C and would require this class to be taken again as no C can count toward your degree in this program.

**Professional Conduct and Academic Integrity Policy:** All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the Dean of Students. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

**Disabilities:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

**Incomplete:** Incomplete (INC) grades may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

**Changes:** The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

**Communication:** The instructor may communicate with students via email or via moodle regarding changes in class or assignments. Please check your email regularly.

**Extra Credit:** No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

**Cell Phones and Laptops:** Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets (e.g., iPad) are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

**Writing Center:** The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details:

[https://college.lclark.edu/academics/support/writing\\_center/](https://college.lclark.edu/academics/support/writing_center/) .

DATE	Topic, <b>Reading</b> , <i>Domain</i>
09/08	<p>2.10: <i>Legal, Ethical, Professional Practice</i>  Review syllabus; discuss course activities and expectations; discuss district placements  Introduction to the Field of School Psychology; NASP Domains; Definitions; Characteristics of School Psychologists; Credentialing Requirements; Professionalism</p>
09/15	<p>2.8: <i>Diversity in Development and Learning</i>  2.10: <i>Legal, Ethical, Professional Practice</i>  Historical Context of School Psychology; Differentiating School Psychology from Related Professions; Roles and Functions of School Psychologists  <b>Assigned Reading: BP Foundations Chapter 29: Trends in the History of School Psychology...</b>  <b>Assigned Reading: BP Data-Based Chapter 4</b>  Due: NASP and OSPA membership documentation</p>
09/22	<p>2.8: <i>Diversity in Development and Learning</i>  2.10: <i>Legal, Ethical, Professional Practice</i>  Special Education rules and regulations; School Psychologists as Problem Solvers; MTSS in School Psychology  <b>Assigned Reading: BP Data-Based Chapters 2 &amp; 3</b>  <b>Assigned Reading – IDEA 300.300 to 300.311 (Also, bring electronic copy of OARS for Special Education)</b>  Due: Teacher consent letter, start of Pre-practicum reflections</p>
09/29	<p>2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i>  Overview; Reading  <b>BP Student-Level Chapters 7 &amp; 8</b></p>
10/06	<p>2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i>  Reading (cont); math  <b>National Reading Panel (2000); Early Numeracy Article</b></p>
10/13	<p>2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i>  Math  <b>BP Data-Based Chapters 14 &amp; 15</b></p>
10/20	<p>2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i>  Writing/Spelling; Dyslexia/Dysgraphia  <b>BP Data-Based Chapter 12; second reading TBD</b></p>
10/27	<p>2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i>  Effective Instructional Components, Skills Hierarchy; Academic Engaged Time; Curriculum-Based Measurement  <b>Haring &amp; Eaton Chapter</b></p>
11/03	<p>No class – individual meetings  Due: mid-semester professional standards rubric</p>
11/10	<p>2.4 <i>Interventions and Instructional Support to Develop Social and Life Skills</i>  Presentations (4)  Social skills; Executive Skills; Behavior Change  <b>BP Student-Level Chapters 19, 15</b></p>
11/17	<p>2.4 <i>Interventions and Instructional Support to Develop Social and Life Skills</i>  Presentations (4)  Life Skills, Transition  <b>BP Student-Level Chapter 28, Chapter 8</b></p>
11/24	Holiday
12/01	<p>2.5 <i>School-Wide Practices to Promote Learning</i>  Response-to-Intervention (Academic)  Presentations (5)  <b>Why Behind RTI; OSEP Letter; Ethical and Legal RTI</b></p>
12/08	<p>2.5 <i>School-Wide Practices to Promote Learning</i>  Positive Behavior Intervention and Supports  Presentations (5)  <b>PBIS.org: for Beginners, in the Classroom, Tier 1 supports, Tier 2 supports, Tier 3 supports</b>  Due: Annotated Bibliography</p>
12/15	<p>Complete course eval, final essay, individual meetings  Due: end-of-semester professional standards rubric; final essay</p>

**Additional Documents:**

**NASP Standards, Professional Standards Rubric, Comprehensive Paper guideline, Paper topics, Letter to District, Teacher Consent Letter, Presentation Rubric**

**Daily Class Schedule**

Site updates/discussion	30-60 min
Student Presentations (if applicable)	60-75 min
Professor-led discussion/lecture	60-120 minutes



## Comprehensive Paper Topics – Fall 2016

Basic Reading Skills Development and Interventions  
Reading Fluency Development and Interventions  
Reading Comprehension Development and Interventions  
Math Computation/Calculation Development and Interventions  
Math Problem Solving/Reasoning Development and Interventions  
Writing Development and Interventions  
Spelling Development and Interventions

Interventions targeting Work Completion (in class) and/or On-task Behavior  
Interventions targeting Homework and/or Self-Management  
Interventions targeting decrease in aggressive/disruptive behavior  
Social Skills Groups  
Counseling children with Anxiety and/or Depression in schools  
Counseling children to increase self-regulation skills and/or Executive Functioning  
Check In/Check Out (Check and Connect)  
School-Wide Positive Behavior Supports (with focus on Tier 1 and Tier 2)  
Peer Tutoring as a Classroom Intervention

Consulting with Teachers  
Consulting with Parents

Assessment - Autism  
Assessment - Emotional Disturbance  
Assessment - Specific Learning Disability – Patterns of Strengths and Weaknesses  
Assessment - Specific Learning Disability – Response to Intervention  
Assessment - ADHD  
Assessment – Intellectual Disability  
Curriculum-Based Measurement and Progress Monitoring

## NASP Domains of School Psychology Training and Practice in the SPSY Program

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 the fall term, while the remaining Domains are the focus of the spring term.)

### 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