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Psyx 587 – School Psychology Methods

Spring 2022

Course Information

Time: Wednesdays 1:30-3:20pm

Location: Skaggs Building, Room 265

Instructor Information

Instructor: Anisa N. Goforth, Ph.D., NCSP

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Office phone: 406-243-2917

Cell phone: 503-562-9379

Office hours: Tuesdays 2:00-3:00pm and by appointment

Teaching Assistant: Emily Brooke

Office: Skaggs 367

Email: emily.brooke@umontana.edu

Office hours: TBA/by appointment

Course Objectives

School Psychology Methods is designed to provide students with clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in some of the professional activities of a school psychologist. In the practicum, students will acquire knowledge and practice of (a) methods to assess academic problems within the school and classroom setting, (b) strategies for interpreting assessment data, (c) intervention strategies for addressing academic problems (d) methods for selecting and delivering interventions, (e) evaluating the effectiveness of interventions and modifying them as needed, (f) communicating results and recommendations in writing and orally.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. We will be using the class as a site to integrate your coursework and field experiences, to examine your development as a professional, and to discuss emerging issues of practice. You will receive direct and indirect supervision of your practicum experience in this class.

Students are expected to attend their practicum site for at least 6 hours during the spring semester for a total of 120 hours. This is considered the *minimum* number of hours and you are expected to continue your practicum, even if you have accumulated 120 hours prior to the end of the semester. A weekly written record is required to document your practicum hours. Professional dress and demeanor are expected in the practicum setting. Additional time in the site may be required to complete course expectations. It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students' progress or to unforeseen circumstances at the

practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible.

NASP Domains of Practice

Domain 1: Data-Based Decision Making

Domain 2: Consultation and Collaboration

Domain 3: Academic Interventions and Instructional Supports

Domain 5: School-Wide Practices to Promote Learning

Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-based Practice

Domain 10: Legal, Ethical, and Professional Practice

Objectives

- Students will understand the sociocultural factors and ecological variables during a comprehensive assessment.
- Students will engage in critical reflexivity through their professional practice.
- Students will learn how to conduct assessments for learning disabilities for special education.
- Students will learn how to administer, score, and interpret various measures of academic achievement.
- Students will learn how to integrate assessment data into a comprehensive psychoeducational report.
- Students will learn how to make specific and appropriate recommendations and/or referrals given the unique characteristics, culture, and factors related to the student.
- Students will use problem-solving methods to develop and implement empirically supported intervention procedures including psychoeducational interventions.
- Students will learn to evaluate and utilize research to inform and guide professional practice.
- Students will learn to select appropriate progress monitoring measure to evaluate intervention progress and outcomes.
- Students will learn to communicate and interpret intervention outcomes in both written and verbal forms in school interdisciplinary team members, the student, and the student's family.
- Students will learn to utilize special education laws and eligibility criteria for the purpose of assuring a free, appropriate public education.
- Students will understand and have the ability to practice within legal and ethical responsibilities related to the provision of school psychological services.

Course Policies and Procedures

Academic Honesty and Integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you behave makes an impression of you as a professional.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact ODE in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Attendance and Active Engagement

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform the instructor prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.

Religious Observance

Please notify me in advance if you will be absent from class for religious observances.

Incompletes, Make-Up Procedures, & Late Assignments

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. Assignments should be submitted to me on the due date. Late assignments reflect poorly on you as a professional, and 10% of points will be deducted per day.

Electronic Devices

Electronic devices (such as cell phones, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and Power Point; however, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Equity, Diversity, and Inclusion

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community.

Additionally, there is continued dialogue about the use of "person first" language, where people with disabilities and mental health disorders are just that: people who happen to have physical, sensory, emotional, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "disabled

child,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” It is important to note, however, that some people with disabilities prefer to be identified as such (e.g., “autistic”). Please emphasize the humanity and individuality of the person and if the person asks to be identified otherwise, respect and honor their request.

Required Texts

Jacob, S., Decker, D. & Hartshorne, T.S. (2016). *Ethics and Law for School Psychologists* (7th Ed.) Hoboken, N.J. John Wiley & Sons, Inc.

Best Practices in School Psychology: Data-based and collaborative decision making (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

21. Mazza *Best Practices in Clinical Interviewing Parents, Teachers, & Students*
28. Walrath, Willis, & Dumont *Best Practices in Writing Assessment Reports*

Best Practices in School Psychology: Student level services (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

1. Martinez *Best Practices in Instructional Strategies for Reading in General Education*
4. Shapiro & Guard *Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement*
7. Joseph *Best Practices on Interventions for Students with Reading Problems*
8. Daly, O’Connor, & Young *Best Practices in Oral Reading Fluency Interventions*
20. Murphy *Best Practices in Solution-focused, Student-Driven Interviews*

Best Practices in School Psychology: Foundations (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

13. Proctor & Meyers *Best Practices in Primary Prevention in Diverse Schools and Communities*
6. Carvalho, Dennison, & Estrella *Best Practices in Assessment of English Language Learners*
5. Ortiz *Best Practices in Nondiscriminatory Assessment*
7. Vanderwood & Socie *Best Practices in Assessing and Improving English Language Learners’ Literacy Performance*
10. Mule, Briggs, & Song *Best Practices in Working with Children from Economically Disadvantaged Backgrounds*
32. Jacob *Best Practices in Ethical School Psychological Practice*
33. Klose & Lasser *Best Practices in Ethical School Psychological Practice*
35. Pfohl & Jarmuz-Smith *Best Practices in Using Technology*

Other Course Readings

Brenner, E. (2003). Consumer-focused psychological assessment. *Professional Psychology-Research and Practice*, 34, 240-247. doi: 10.1037/0735-7028.34.3.240

Burns, M. K., Jacob, S., & Wagner, A. R. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46, 263-279. doi: 10.1016/j.jsp.2007.06.001

- Clemens, N.H., Shapiro, E.S., Seibert, A.L. (2012) Conducting systematic direct classroom observations to define and assess school-related problems. In Brown-Chidsey, R., & Andren, K. J. (Eds.) *Assessment for intervention, second edition: A problem-solving approach*. Guilford Publications.
- Kamphaus, R. W., & Frick, P. J. (2005). Report writing *Clinical assessment of child and adolescent personality and behavior*. New York: Springer.
- Hass, M. R., & Abdou, A. S. (2019). Culturally responsive interviewing practices. *Contemporary School Psychology*, 23(1), 47-56. <https://doi.org/10.1007/s40688-018-0204-z>
- McConaughy, S.H. (2005). Parent Interviews. In McConaughy (Ed.), *Clinical Interviews for Children and Adolescents*. New York: The Guilford Press.
- McConaughy, S.H. (2005). Teacher Interviews. In McConaughy (Ed.), *Clinical Interviews for Children and Adolescents*. New York: The Guilford Press.
- Rhodes, R. L. (2005). The interview process: Practical guidelines. In R. L. Rhodes, S. H. Ochoa & S. O. Ortiz (Eds.), *Assessing culturally and linguistically diverse students: A practical guide*. New York: The Guilford Press.
- Tharinger, D. J., Finn, S. E., Hersh, B., Wilkinson, A., Christopher, G. B., & Tran, A. (2008). Assessment feedback with parents and preadolescent children: A collaborative approach. *Professional Psychology: Research and Practice*, 39(6), 600-609. doi: <http://dx.doi.org/10.1037/0735-7028.39.6.600>

Course Requirements

Your performance in the field will be evaluated conjointly by your field supervisor, the teaching assistant (TA) and the instructor of the course.

1. Professional Goals & Reflections (10 points)

At the beginning of the semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your practicum. These goals and plan will be discussed at the first individual conference. We will refer to these objectives throughout the semester to assist in the supervision of your experience.

You will reflect about your experience at your practicum site at the middle and end of the semester. You will reflect on your experiences with assessment, intervention and consultation as outlined on the *Professional Goals & Reflections* guideline (see Appendix). Your reflections will be used by your university-based supervisors as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your site-based and/or university-based supervisor's signature. Please use the [Time to Track](#) system. The logs will be returned to you for inclusion in your professional portfolio (next year).

2. Curriculum-based Evaluation Case Report (100 Points) & Presentation (30 points)

At your practicum site, you will complete a curriculum-based evaluation (CBE) for a student identified as being in need of additional academic support (ideally related to reading deficits). Students will secure a child/adolescent (ages 6-17) via parent consent for the purpose of administering assessments. This will involve identifying a target area of need, conducting a problem analysis, setting an appropriate goal, selecting a potentially highly effective intervention, implementing the intervention, monitoring progress, and evaluating the effects of the intervention. The plan must incorporate best practices in school-based intervention by including an appropriate goal, address issues of social validity, treatment integrity, and generalization and maintenance, a plan for progress monitoring, and outcome evaluation plan. Further information will be provided on how to complete this assignment and a rubric is provided in the appendix.

I expect that you will meet individually by appointment with me and/or the course teaching assistant/peer supervisor to clarify or gain more insight into the activities as needed. Activities to be completed at your practicum site will be pre-approved by your practicum site supervisors in conjunction with the university practicum supervisor.

3. Analysis of School Psychological Practice (30 points).

The purpose of this assignment is for students to learn about the differences and similarities of school psychological practice across schools and grades. Students will shadow one school psychologist and will write a 5- to 8-page paper describing the school psychologist’s roles and responsibilities across NASP’s 10 domains. More information is available in Appendix D.

4. Comprehensive Psychoeducational Report (60 points)

You will be required to write one comprehensive psychoeducational report. The purpose of this task is to prepare you to write like a psychologist. You will be given a case with background information, classroom observations, cognitive abilities and academic achievement test results and other information. You will integrate that information obtained from the academic achievement test with the other data. More information is provided in Appendix E.

5. Clinical Evaluation (30 points)

You will use the Practicum Student Performance Evaluation Form-Supervisor to obtain evaluative feedback from the university-based supervisor. A copy will be provided to you for discussion and to retain in your professional portfolio.

You will use the Practicum Student Performance Evaluation Form—Consumer of Services, to obtain evaluative feedback from a consumer of your services during the semester. This person should be the primary general education teacher or reading specialist coordinator that worked with you during the academic interventions.

Activity	Points
Practicum Goals, Self-Assessment & Professional Plan	10
Curriculum-based Evaluation Case Report	100
Curriculum-based Evaluation Case Presentation	30
Comprehensive Psychological Evaluation	60
Analysis of School Psychological Practice	30

Activity	Points
Clinical Evaluation	30
TOTAL	260

Other Course Activities

Activity Log

Documenting your practicum experience is important in planning your professional development as well as for applying for professional credentials. You should regularly keep a log of your hours (including supervision hours), activities, cases, workshops, client characteristics (e.g., age, disability, referral type), assessment tools used, and interventions conducted. Please use the [Time to Track](#) system.

Supervision Time

I will be your university-based supervisor. I am a licensed psychologist in the State of Montana (#1482), credentialed school psychologist in the State of Montana, and Nationally Certified School Psychologist. I will be meeting with you as part of the seminar to provide supervision as well as individual supervision throughout the semester. The teaching assistant will also be a peer supervisor on your cases, under my supervision. The TA will be learning about the process of supervision, doing additional readings on supervision, and will be providing you with feedback on your cases. I encourage you to seek the TA's assistance throughout the semester.

Course Schedule

The course schedule is subject to minor adjustments, as determined by the instructor.

Date	Topics	Readings	Assignments
Jan 19	Course Orientation/Syllabus Review Introduction to clinical expectations	Successfully Navigating School-based Training Experience Goforth & Pham (in press) Chapter: Defining Cultural Responsiveness	
Jan 26	Classroom observation skills File reviews & background information	Clemens, Shapiro, & Seibert (2012)	Professional Goals & Reflections due
Feb 2	Culturally Responsive Interviewing	Rhodes (2005) BP Mazza BP Murphy McConaughy (2005)- Parent Interviews & Teacher Interviews Hass & Abdou (2019)	
Feb 9	Ethical issues in schools	Jacob, Decker, & Hartshorne (2016) Ch 3 & 4 BP Jacob BP Klose & Lasser BP Pfohl & Jarmuz-Smith Burns, Jacob, & Wagner (2008)	Individual supervision with Dr. Goforth
Feb 16	Case Reviews		
Feb 23	Assessment of Children from Culturally & Linguistically Diverse Backgrounds	BP Ortiz BP Carvalho, Dennison & Estrella BP Vanderwood & Socie BP Mule, Briggs & Song	Part 1 of CBE case due to Dr. Goforth
March 2	Assessment of Children from Culturally & Linguistically Diverse Backgrounds	Goforth & Pham (in press) Chapter: Assessing Acculturation, Literacy, and Language of Diverse Students The Testing Psychologist Podcast : Dynamic Assessment with Second Language Learners w/ Dr. Esther Geva	Individual Supervision with TA/Peer Supervisor

Date	Topics	Readings	Assignments
March 9	Culturally Responsive Approaches for Writing Psychological and Psychoeducational Reports	Kamphaus Ch 17 BP Walrath, Willis & Dumont Brenner (2003)	
March 16	Case Review		Psychological Report draft due to TA
March 23	No Class: Spring Break		
March 30	Culturally Responsive Approaches to Integration and Interpretation of Assessment Data	Goforth & Pham (in press) Chapter: Integrating culturally responsive approaches to traditional assessment	Part 2 of CBE case due
April 6	Case Reviews		
April 13	Recommendations & Assessment Feedback	Tharinger, et al (2008) The Testing Psychologist Podcast : How to Conduct a Knockout Feedback Session w/Dr. Karen Postal	Psychological Report due to Dr. Goforth
April 20	Recommendations & Assessment Feedback Cont'd	The Testing Psychologist Podcast : Parent Perspectives on the Assessment Process, Part 2 w/ Dr. Caroline Buzanko	Final version of CBE due
April 27	Curriculum-based Evaluation Presentations		Analysis of School Psych Practice Paper due
May 4	Curriculum-based Evaluation Presentations		<ul style="list-style-type: none"> • Professional Goals & Reflections due • Practicum Logs due • Supervisor Evaluations due

Appendix A

Professional Goals & Reflections

Please reflect upon your current skills, knowledge and competencies based on the NASP 10 Domains. Then, develop and write concrete, observable, and measurable goals for your professional development this semester under each of these categories (you can have multiple goals under each category). You will review your goals with your university- and field-based supervisors.

Sample Goals:

- By December 5, 2015, I will administer one child assessment under the supervision of Mary Finnegan.
- By December 5, 2015, I will speak to at least one parent about the needs of their child with a disability and will use appropriate non-verbal and verbal communication (e.g., speak clearly, make eye contact).

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,

implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Appendix B

Curriculum-based Evaluation

Case Report: Academic Interventions and Instructional Supports

A curriculum-based evaluation is a decision-making framework for considering the assumed causes of the problem, validating the hypotheses, and linking results to teaching recommendations. For this assignment, you will complete a full, in-depth curriculum-based evaluation at your practicum site.

You will meet with your field-based supervisor to discuss possible students (age 6-17) who have been identified as being in need of additional academic support. You will obtain parent consent as well as teacher assent for the purpose of administering assessments. You will identify a target area of need, conduct a problem analysis, set appropriate goal(s), select a potentially highly effective intervention, implement the intervention, monitor progress, and evaluating the effects of the intervention. The plan must incorporate best practices in school-based intervention by including an appropriate goal, address issues of social validity, fidelity (treatment integrity) and generalization and maintenance, a plan for progress monitoring, and outcome evaluation plan.

Report (100 points)

You will provide a written report of your CBE case. The report must be typed using Times New Roman, 12-font. When appropriate, APA-style formatting is required. I expect that the report be written using clear, concise language with no grammatical or spelling errors. Please submit the report in a 3-ring binder and include previous versions as you submit each part. The report will be graded using the Case Report Rubric for Direct Intervention and/or Instructional Support to Develop Academic Skills. The required sections that *must* be included in the report are below.

1. Referral Problem
 - a. Assessment Procedures (e.g., RIOT)
2. Cumulative Folder Review
3. Interviews
 - a. Teacher
 - b. Parent
 - c. Student
4. Curriculum Description
 - a. Description of general education (i.e., Tier I) curriculum, including evidence-base for curriculum
 - b. If applicable, description of special education curriculum
5. Observation of Student Behavior
 - a. Clear, operational definition of behavior
 - b. Systematic observation of behavior compared to same-age, same-sex peer (e.g., momentary time sampling)
 - c. Summary of behavior in context of classroom environment

6. Curriculum-Based Assessment
 - a. Problem Definition
 - i. Clear, operational definition
 - b. Current functioning and instructional level
 - c. Consideration of individual & cultural factors

7. Intervention Plan
 - a. Goal
 - i. Specific and operationalized
 - ii. Provide justification for goal (e.g., realistic vs ambitious goals)
 - b. Intervention Description
 - i. Summarize research-base for intervention
 - ii. Provide justification for choosing the intervention
 - iii. Describe implementation steps
 - iv. Describe any modifications made to the intervention and provide justification

8. Progress-Monitoring
 - a. Description of progress-monitoring procedures
 - b. Clear presentation of data (tables and/or graphs)

9. Intervention Evaluation
 - a. Describe intervention fidelity and modifications
 - b. Provide evidence of intervention effectiveness (ROI, percent change, and visual analysis)
 - c. Summarize intervention effectiveness

10. Recommendations
 - a. Provide list of recommendations
 - i. Written in a “teacher-friendly” language
 - ii. One page step-by-step description that teachers could use in future

11. Reflection on CBE (2-3 pages)

The curriculum-based evaluation report will be completed in 3 parts. Please look on the syllabus for the specific deadlines for each part.

Part 1

- Referral Problem
- Cumulative folder review
- Interviews (teacher, parent & student)
- Curriculum description
- Observation of student behavior

Part 2

- Revisions of Part 1
- Curriculum-based Assessment
- Intervention Plan

- Progress-monitoring

Part 3

- Revisions of Parts 1 & 2
- Intervention evaluation
- Recommendations
- Overall reflection

Presentation

In addition to the written report of the curriculum-based evaluation, you will present your case to your colleagues. The presentation should be 10 minutes with 5 minutes for Q&A. Your presentation should follow the structure of the written-report.

You will be evaluated on:

- Summary of problem analysis and problem definition
- Description of intervention and intervention effectiveness (including showing ROI and %change)
- Clarity of progress monitoring graphs
- Clarity and organization of presentation
- Ability to stay within time-limits

Appendix C

Analysis of School Psychological Practice

School psychologists' roles and responsibilities vary across districts, schools, and grades. The purpose of this assignment is for students to learn about the differences and similarities of school psychological practice across schools and grades.

For this assignment, you will shadow at least one school psychologist during the semester as he/she/they go about their day. I will provide information about how to contact the school psychologists and schedule the job shadow. Ideally, you will shadow the school psychologist for an entire school day; however, I recognize that your course and practicum schedule, as well as the school psychologists' schedule, may not allow for that opportunity. Thus, I will be flexible in how you arrange this shadowing opportunity (e.g., a few hours, half day, etc.). If you are only able to shadow the school psychologist for a short time, you may follow-up with him/her/them with a phone call.

You will provide a written report of your experience and should include three sections:

Section 1. Summarize the major roles and functions of the school psychologist and the populations he/she/they serve.

Section 2. Explain the extent to which that school psychologists' position aligns with the NASP 10 Domains of Practice. Further, specifically discuss the school psychologist's roles in academic interventions and assessment, if any.

Section 3. Reflect on the roles and functions of school psychologists and what you can imagine/envision for your future career.

The paper must be typed using Times New Roman, 12-font and be between 4-8 pages. When appropriate, APA-style formatting is required. I expect that the paper be written using clear, concise language with no grammatical or spelling errors.

Appendix E

Comprehensive Psychoeducational Report

The purpose of a psychoeducational report is to provide a concise, yet comprehensive summary of a child's cognitive abilities, academic skills, and social and emotional issues. There are a variety of purposes for a psychoeducational report, including providing an accurate assessment for a referral source (e.g., parent), developing hypotheses and linking to appropriate interventions, providing a baseline for the examinee, and as a legal document (e.g., IEP).

The typical report includes (Sattler, 2001):

1. Identifying information
2. Assessment instruments
3. Reason for referral
4. Background information
5. Observations during the assessment
6. Assessment results and clinical impressions
7. Recommendations
8. Summary
9. Signature

While there is a general standard structure for psychological reports, there is no "correct" way. Indeed, you will notice that each psychologist has his or her own way to writing. For this assignment, you will use the structure that I use in my practice, which may appear different from other psychologist's reports. I believe that it is important that you are exposed to a variety of styles so that when you are an independent school psychologist, you can develop your own professional voice.

In my view, psychological reports are designed to communicate results of an assessment in a way that a non-psychologist should be able to read and understand what is written. The report is about *the child and not about the test*. There should be minimal psychological jargon (and if there is, it should be fully explained in lay-person language) and minimal numbers (e.g., no standard scores except in tables in appendix). A question you should continually ask yourself is: "Would my grandmother understand this report?" If you are describing a particular domain, such as working memory, you need to adequately describe this domain so that any person could understand what it is.

You will be given a case with background information, classroom observations, cognitive abilities and academic achievement test results. You will examine the data and write a comprehensive psychoeducational report based on these data. You will be graded on:

1. Overall quality of writing
2. Overall clarity and organization of report
3. Ability to synthesize and integrate a variety of data
4. Ability to convey psychological domains (e.g., IQ, academic skills, etc.) in lay-person language
5. Appropriate summary, diagnosis/special education eligibility with a clear rationale
6. Appropriate and specific home and school-based recommendations and accommodation