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PSYX 587.02: School Psychology Methods

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UNIVERSITY OF MONTANA

Department of Psychology

Spring Semester 2014

PSYC 587 - School Psychology Methods – Section 02

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This is a course for graduate students enrolled in the second year of the school psychology degree program. The school psychology methods (practicum) sequence is designed to develop your psycho-educational assessment, consultation, intervention planning and implementation skills, and outcome evaluation in contexts that will promote clarity of role definition. Students learn to be problem solvers as advocates for children, families, teachers, and schools. The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting. Onsite training will be specific to expectations for developing professional competency in the specific domains for school psychology practice as described in the Blueprint for Training-III, National Association of School Psychologists.

Second year students continue in a school-based practicum from the first semester with supervision provided by an experienced school psychologist. This provides a full school-year experience in one school setting with a school psychologist so that there is a full year perspective of professional flow in the schools and school climate. Students will engage in individual, group, and systems level assessments and consultation in conjunction with other coursework.

COURSE LEARNING OBJECTIVES: the student will:

1. Practice under supervision at school-based site as a school psychologist to develop your assessment, consultation, data-based decision making and intervention-related skills utilizing the Problem Solving Model (NASP Std. 2.1, 2.2, 2.3, 2.4, 2.7, 2.9).
2. Become increasingly familiar with school personnel and organizational characteristics and related community resources (NASP Std 2.6, 3.1).
3. Develop more deeply the personal, professional and ethical qualities appropriate to the roles of school psychologists (NASP Std 1.3, 2.10, 3.1).
4. Develop through further experience, a knowledge and skill in working within the richly diverse environment that schools, children and their families represent. (NASP Stds 1.2, 2.5, 2.8)
5. Further develop knowledge and skill in utilizing developmentally appropriate evidence-based best practice in assessment and intervention for exceptionalities and/or psychological disorders among children/youth (NASP Stds. 2.4, 2.5, 2.7).
6. Develop parent-school consultation skills, learn and apply cross-cultural consultation skills to facilitate parent support and involvement while being sensitive to cultural factors, and gain a deeper insight into the perspective of a parent of a child with exceptionalities. (NASP Stds. 2.2, 2.5, 2.8, 2.11).

Required Texts for Seminar Spring 2014

Lane, Kathleen L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston MA: Allyn & Bacon.

Brock, Nickerson, Reeves & Jimerson (2009). *School Crisis Prevention and Intervention: The PREPaRE Model*. Washington DC: National Association of School Psychologists (NASP).

SPSY Professional Texts:

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

Thomas, A. & Grimes J. (Eds.) (2008). *Best Practices in School Psychology – V*. Washington DC: National Association of School Psychologists (NASP).

Bear, G.G. & Minke, K.M. (Eds.) (2005). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).

Shinn, M.R., Walker, H.M. & Stoner, G. (Eds.) (2003). *Interventions for Academic and Behavior Problems II: Preventative and Remedial Approaches*. Washington DC: National Association of School Psychologists (NASP).

Additional Materials:

Helping Children at Home and School (handouts for teachers and parents): A binder and DVD are available in SPSY Library located in SB365.

CLASS MEETING FORMAT:

Each week in class we will: (1) discuss a case presented and facilitated by one of your colleagues from their practicum site, (2) discuss and engage in class activities or speakers on specific seminar topics, (3) discuss relevant topics to support further professional development in your practicum, and (4) discuss legal, ethical and professional guidelines that guide your practice.

PRACTICUM SEMINAR PARTICIPATION:

Attendance to seminar and to your practicum site is a *requirement* for your training as a school psychologist. If because of an emergency situation you cannot attend either class or your school-based practicum as scheduled, you must inform the instructor and your practicum site supervisor (if practicum is the issue) *beforehand*. In the event that you do miss a scheduled practicum, you will still be responsible for the time and material that is missed. There will be no exceptions.

PROGRAM PRACTICA PLACEMENT SEQUENCE

Third and Fourth Semesters – 180 hours *per semester*

- A. Child Study Team comprehensive evaluations; initial and re-evaluations.
- B. IEP intervention planning meetings.
- C. Consultation with classroom teachers (general and special)
- D. Consultation with parents; conjoint consultation between parents and teachers/school.
- E. Observations in structured and unstructured settings (e.g. playground, break time).
- F. Intervention for students in: (1) general education and (2) special education
- G. Program and/or intervention outcome evaluation.
- H. Participation/collaboration with school teams.
- I. Attendance to professional development opportunities as made available to you by your school practicum supervisor.

SCHOOL PSYCHOLOGY PRACTICA SETTINGS

Each student works in a public school settings that offers diversity and appropriate training opportunities.

- Pre-approved elementary, middle and high schools, or private school settings.
- Program evaluation; extent of implementation of school-wide positive behavioral support programs in collaboration with local schools.

Clinic setting:

- Referrals to Dept. of Psychology Clinic (CPC) on the UM campus for LD Assessment at the college level will occur periodically and each second-year student will be assigned a case by the instructor as they become available and as is appropriate.

ON SITE SUPERVISORS

On-site supervisors are experienced, certified school psychologists employed by schools or persons with at least a similar level of training appropriate to other agencies. Supervisors are selected/approved by the UM School Psychology Program. Supervision plans, expectations, procedures and policies are clarified with each supervisor. Supervisors are selected and retained on the basis of their ability to provide quality supervision and to act as appropriate mentors for students. These highly qualified school psychologist supervisors understand their key role in your professional development.

Your instructor will visit your practicum site at least twice per semester. Once placed at a practicum site, please provide your practicum work schedule for the semester to the instructor.

COURSE REQUIREMENTS

1. You will attend and actively participate in weekly practicum seminar. Readings are provided for your preparation for seminar discussions and activities. Topics/activities this semester include:
 - A. Development of a Parent Guide to School Psychology that is to be posted on the State Office of Public Instruction website. Deadline for draft: February 20, 2014
 - B. Guest Speakers invited to seminar to provide further skill/knowledge. Please be prepared to ask pertinent questions. This is the time and place and person to ask!
 - C. Topic Focus 1: Essential components of intervention: social validity, treatment fidelity, and generalization & maintenance. You will develop ways to use these concepts in evaluation and intervention planning.
 - D. Topic Focus 2: Crisis Intervention in the Schools. Readings, activities, discussions will develop your awareness of a multitude of potential crisis situations you may experience in practice and will give you the essential skills necessary to address these
2. You will present a case you are working on with your school site supervisor. This case can be one that has been completed or one that is in process. The presentation should be in a problem solving format (to be discussed in seminar). You will facilitate a discussion about the case with your colleagues. Case presentations will demonstrate developmentally appropriate skills, clarity and depth of thought, and ethical/legal, cultural sensitivity.
3. You will carry out case evaluations, intervention and consultation responsibilities assigned by and defined by your on-site supervisor and according to experiential expectations set by the UM School Psychology Program. You will lead at least one CST/ER team meeting at your practicum site this semester, under the supervision of your onsite supervisor.
4. You will complete a **Professional Portfolio** as evidence of your growth over the year in taking on the school psychologist's professional role. See the Practicum Professional Portfolio Required Contents document attached to the syllabus.

5. You will complete practicum hourly logs to document your training experience. You will obtain your on-site supervisor's signature to each, and **submit these to your instructor at the end of each month**. The logs will be returned to you for inclusion in your professional portfolio. The purpose of the log is to inform site and university supervisors about areas in which you are or are not getting experience. This feedback serves as a planning tool for the next month.
6. You will reflect and write brief notes about your experience at your practicum site each month, related to specific areas that are outlined on the Monthly Reflections on Practicum Experience guideline. Your reflections will be used by the university practicum supervisor as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar. **Submit these to your instructor at the end of each month** (with logs).
7. Near the end of the semester, you will use the Practicum Student Performance Evaluation form to obtain evaluative feedback from your on-site supervisor and discuss that information with your university-based supervisor. Your site supervisor will discuss the evaluation with you then will submit to the university supervisor. The evaluation will be used as evidence of your progress in the program. A copy will be provided to you for discussion with your supervisor and to retain in your professional portfolio.
8. Near the end of the semester, you will use the Practicum Student Consumer of Services Performance Evaluation form, to obtain evaluative feedback from a consumer of your services during the semester. This person may be a general or special education teacher, a principal, a parent(s), etc., and should be someone who has had the most experience with you in your role as a school psychologist in-training during the semester. Submit the evaluation to your practicum supervisor for review as noted on Course Agenda. The consumer evaluation will be used as evidence of your progress in the program. A copy will be provided to you for discussion with your supervisor and to retain in your professional portfolio.

EVALUATION OF YOUR WORK

1. Your case presentation will be evaluated by the university instructor for case conceptualization structure, developmentally appropriate skills, clarity and depth of thought, and ethical/legal, cultural sensitivity. Your ability to facilitate a meaningful discussion that results in greater clarification, depth of understanding, and further development will also be evaluated. The case presentation evaluation will provide evidence of your professional development and progress in the program.
2. Test protocols, surveys, observation documents and written reports will be constructively evaluated by your on-site practicum supervisor. *You may submit copies of case reports to your faculty supervisor for review and feedback.* For instances where written reports in schools have been replaced by a computerized "reporting format", students must still write and submit a psycho-educational report for cases to be part of your Professional Portfolio.
3. Case evaluations, consultation and intervention development will be discussed and evaluated with your on-site and university practicum supervisor during one-on-one supervision meetings.
4. Your Child Study Team (CST; now ER) presentation skills will be developed and evaluated by your on-site supervisor. You will be responsible for leading at least one ER team meeting this semester.
5. Your awareness and use of school and community resources and organizational qualities will be evaluated in class discussions, in your written reports, and by your on-site supervisor.
6. Personal, professional and ethical qualities will be discussed in seminar through case presentations and individually nurtured and evaluated by your on-site and university supervisor.
7. Your skills as a school psychologist-in-development will be evaluated and discussed with you by your on-site supervisor using the Student Performance Evaluation Form. Comparison of the semester evaluations will permit you and us to evaluate your progress in developing a full complement of professional competencies.

8. Monthly written professional reflections will be evaluated for your progress in developing the skills of a school psychologist.
9. You will conduct a minimum of one intervention *each* (a) academic and (b) social/behavioral direct consultation using best practices in intervention. You will use “Problem Solving” case conceptualization and may elect to do either a single case or a small group intervention study. Your work will be graded using the Problem Solving Case Study Grading Rubric
10. The written intervention reports are due in your Professional Portfolio at the end of the spring semester. Your Professional Portfolio will be evaluated for sufficient skills in place for an internship placement. The final Practicum Portfolio is due at the end of the fourth semester.

Course Grade

Half (100 points; 50%) of your course grade will be derived from your practicum site supervisor’s evaluation and your final Professional Portfolio.

Half (100 points; 50%) of your course grade will be derived from your active engagement and participation in seminar readings, discussions, and activities as follows:

	<u>Points</u>
1. Case Study presentation and discussion	25
2. OPI Parent Guide development activity	10
3. Essential Components of Intervention – development of measures specific to your practicum.	15
4. Active engagement in course discussions and interaction with guest speakers.	15
5. Crisis Prevention/Intervention Activities	15
6. Individual supervision meetings (schedule and meet)	20
Ttl	100

Practicum forms and formats listed below are available on the course Moodle website:

- (1) Practicum Monthly Logs
- (2) Practicum Summary Log
- (3) Monthly Practicum Reflections
- (4) Practicum Student Performance Evaluation - Ed.S. (NASP training domains)
- (5) Practicum Student Performance Evaluation – Ph.D. (APA training domains)
- (6) Practicum Student Consumer of Services Performance Evaluation
- (7) Practicum Professional Portfolio Required Contents
- (8) Problem Solving Case Study Grading Rubric

Spring 2014 Semester Schedule

Week #	Date	Discussion / Topic	Assignment Due
1	1/28	Introduction and Overview; Requirements OPI Parent Guide Project Getting ready for comps, interviews and internship - CVs	Schedule: (a) Case Presentation (b) First Supervision with me (c) 2 questions for Parent Guide
2	2/4	Preparing to apply for Internships and Interviews – what do we need to know/do? <u>Guest Speaker:</u> Dr. Linda Maass – what do administrators look for in a new SPSY?	Review “Interview Questions” and develop your own questions about internships and interviews PARENT GUIDE draft of 2 Q/answers
3	2/11	<u>Guest Speaker:</u> Frank Podobnik, OPI State SPED Director; SPED Laws and Compliance Issues	January Practicum LOGS & Reflections due CV/Resume drafts due
4	2/18	NASP Conference – Washington DC Case Presentation #1 Designing, Implementing & Monitoring Intervention	FINAL DRAFT Parent Guide DUE L&BF Ch 1, 2 ,3
5	2/25	<u>Guest Speaker:</u> Julie Parker, SPSY, MASP President, SPSY Union Representative – working for an education cooperative vs school district.	
6	3/4	<u>Case Presentation #2</u> Social Validity, Treatment Integrity, Generalization and Maintenance Crisis Basic Assumptions Rationale, Goals, and Objectives	L&BF Ch 4, 5, 6 Brock Ch 1, 2 (read for foundation for next week)
7	3/11	<u>Case Presentation #3</u> PREPaRE Prevention and Preparedness School Crisis Teams General Planning Issues Specific Planning Issues	February Practicum LOGS & Reflections due DUE: SV, TI, GM forms Brock Ch 3, 4, 5
8	3/18	<u>Case Presentation #4</u> PREPaRE Prevention and Preparedness Exercising School Crisis Plans Preventing and Preparing for Psychological Trauma	Brock 6, 7
9	3/25	<u>Guest Speaker:</u> Dr. Mark Johnson Crisis in our schools – experiences with crisis and crisis plans. PREPaRE Reaffirm Physical Health, Safety, and Security Reaffirm Physical Health Ensure Perceptions of Safety and Security	Brock 8, 9
10	4/1	SPRING BREAK – no class	
11	4/8	<u>Case Presentation #5</u> PREPaRE Evaluating Psychological Trauma Foundations of Evaluating Psychological Trauma A Model for the Practice of Psychological Triage	DUE: March Practicum LOGS & Reflections Ed.S. Comprehensive Exams this week Brock 10, 11
12	4/15	<u>Case Presentation #6</u> PREPaRE Crisis Response & Intervention Reestablish Social Support Systems Psychological Education	Brock 12, 13
13	4/22	<u>Case Presentation #7</u> PREPaRE Crisis Response & Intervention Classroom-Based Crisis Intervention	Brock 14
14	4/29	<u>Case Presentation #8</u> PREPaRE Crisis Response & Intervention Individual Crisis Intervention Psychotherapeutic Interventions	Brock 15, 16

15	5/6	<u>Case Presentation #9</u> PREPaRE Examining Effectiveness Examining the Effectiveness of Crisis Prevention, Preparedness, Response, and Recovery PREPaRE Caring for the Caregiver and Discussion Caring for the Caregiver Concluding Comments	Brock 17, 18, 19
16	5/13	End of Semester – No class meeting – all portfolios due by 5 PM 5/13 for grading.	DUE: Practicum Professional Portfolios April/May Practicum LOGS & Reflections due (in portfolios) Practicum Portfolios

Note: I am in the process of arranging for an opportunity for us to participate in a training led by Brad Giffin and colleagues – physical assault/crisis in schools. Representatives of the Sheriffs Office, Police Department, and FBI have put together a day training about how to address physical assaults.