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PSYX 587.02: School Psychology Methods

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PSYX 587: School Psychology Methods- Section 02

Spring 2015

Course Location and Time

Skaggs 303

Thursday 12:40 pm – 2:30 pm

Instructor Information

Instructor: Jacqueline A. Brown, Ph.D., NCSP

Office: Skaggs 204

Email: Jacqueline.Brown@umontana.edu

Phone: 406-243-6883

Office hours: By appointment (send me an email to set up)

Course Description

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 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 assessment and consultation in conjunction with other coursework.

Learning Outcomes

Throughout this course, you 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 Standard 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 Standard 2.6, 3.1).
3. Develop more deeply the personal, professional and ethical qualities appropriate to the roles of school psychologists (NASP Standard 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 Standards 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 Standards 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 Standards 2.2, 2.5, 2.8, 2.11).
7. Develop critical knowledge in crisis prevention and intervention to ensure that you are equipped to help prevent and respond to school-based crises (NASP Standard 2.6).

Required Textbooks

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

*Thomas, A. & Harrison, P. (Eds.). (2014). *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

*If you don't already own a personal copy from first semester, you can borrow these books from the school psychology lab.

Additional Readings

The following readings will be required and provided to you in PDF format through Moodle. There may be additional readings assigned during the semester, but you will be provided with them in advance.

Cheney, D., Flower, A., & Templeton, T. (2008). Response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *The Journal of Special Education*, 42, 108-126. doi: 10.1177/0022466907313349.

Gresham, F. M. (2005). Response to intervention: An alternative means of identifying students as emotionally disturbed. [*Education and Treatment of Children*](#), 28, 328-344.

Hart, S. R. (2012). Student Suicide: Suicide Postvention. In S. E. Brock & S. R. Jimerson (Eds.), *Best Practices in School Crisis Prevention and Intervention* (2nd ed., pp. 525-547). Bethesda, MD: National Association of School Psychologists.

Holland, M. L. (2012). Identifying psychopathological crisis reactions. In S. E. Brock & S. R. Jimerson (Eds.), *Best Practices in School Crisis Prevention and Intervention* (2nd ed., pp. 613-629). Bethesda, MD: National Association of School Psychologists.

Jimerson, S. R., Brown, J. A., Saeki, E., & Watanabe, Y., Kobayashi, T., & Hatzichristou, C. (2012). Natural disasters. In S. E. Brock & S. R. Jimerson (Eds.), *Best Practices in School Crisis Prevention and Intervention* (2nd ed., pp. 573-595). Bethesda, MD: National Association of School Psychologists.

Selected Chapters (2, 3, & 5) from:

Martin, N. (2005). *A guide to collaboration for IEP teams*. Baltimore, MD: Paul H. Brookes Publishing Co, Inc.

Miller, D. N. (2012). Preventing Student Suicide. In S. E. Brock & S. R. Jimerson (Eds.), *Best Practices in School Crisis Prevention and Intervention* (2nd ed., pp. 203-221). Bethesda, MD: National Association of School Psychologists.

Class Meeting Format

Throughout the course 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 on specific seminar topics, with a focus on crisis prevention and intervention, (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

You will be involved in a variety of tasks, including:

- 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 setting 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. Participation and Attendance (20 Points):

You are required to attend and actively participate in weekly practicum seminar and your practicum field site. Readings are provided for your preparation for seminar discussions and activities. Topics/activities this semester include:

- a. Topic Focus 1: Essential components of intervention: social validity, treatment fidelity, progress monitoring, and generalization & maintenance. You will develop ways to use these concepts in evaluation and intervention planning.
- b. Topic Focus 2: Crisis Intervention in the Schools. Readings, activities, and discussions will develop your awareness of a multitude of potential crisis situations you may experience in practice and will give you the essential knowledge necessary to address these situations.

2. Practicum Goals, Self-Assessment/Reflections, and Professional Development (40 Points)

At the beginning of the semester, you will document your specific learning goals and specific ways in which they will be achieved (professional development plan). You will discuss these goals with your university instructor during an individual supervision meeting.

Furthermore, 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. The university practicum supervisor will use these reflections 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 (February, March, & April).**

You will complete a practicum hourly log to document your training experience. You will obtain your on-site supervisor's signature and submit your log to your instructor at the **end of the semester**. Please provide your instructor with **two copies** of your log, as one of these copies will need to be included in your portfolio.

3. Case Presentation (30 Points)

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. 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. The university instructor will evaluate your case study for case conceptualization, developmentally appropriate skills, clarity and depth of thought, and ethical/legal and 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.

4. Intervention Report (50 Points)

You will conduct a minimum of one intervention *each* (a) academic and (b) social/behavioral direct consultation using best practices in intervention (single case or small group interventions). You will write-up a detailed report based on a single case for one of your interventions using the NCSP "Problem Solving" case conceptualization, which is **posted on Moodle**. Your work will be graded using the NCSP Case Study Grading Rubric. This written intervention report should also be included in your Professional Portfolio at the end of the semester. **Note:** Please use Times New Roman, 12-point font and APA format when appropriate. The report should be written using concise language with no grammatical or spelling errors.

5. Assessment Report (50 Points)

You will conduct a comprehensive assessment (initial or re-evaluation) of a student referred for special education and write a full psychoeducational assessment report (blinded & de-identified). Your report will integrate information collected about the student's cognitive, academic, and social-emotional difficulties. It is important that you use professional writing in your report with minimal jargon, so that caregivers, teachers, and other professionals can easily understand it. **You will submit a rough draft of your report at least one week prior to the due date.**

As previously introduced to you in other courses, the typical report (Sattler, 2001) includes the following sections. For the purposes of this assignment and NCSP expectations, you are also expected to include the IEP goals at the end of your report.

- a) Identifying Information
- b) Assessment Instruments
- c) Reason for Referral

- d) Background Information
- e) Observations during the Assessment
- f) Assessment Results and Clinical Impressions
- g) Recommendations
- h) Summary
- i) Signature

6. Crisis Three Tiered Intervention Sheet (20 Points)

You will each prepare a three tiered intervention sheet briefly outlining interventions that can be used to support students at all levels in response to a specific type of crisis of your choice (e.g., school shooting, suicide, bullying, natural disaster, etc.). An example of what your sheet may look like is posted on Moodle, although I encourage you to be as creative as possible. You will then share your sheet with the other students so that you each have a collection of interventions to address specific crises.

7. Professional Portfolio (50 Points)

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. Your assessment and intervention reports need to be included in your Professional Portfolio. The 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 semester.

8. Clinical Evaluation (50 Points)

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.

Furthermore, similar to your first semester, you will be evaluated on the following criteria:

- Maintaining a professional demeanor and appearance
- Attendance and promptness at your practicum site
- Meeting deadlines and responsibilities
- Communicating effectively with your field and university supervisor.
- Collaborating and interacting effectively with caregivers, teachers, and other relevant professionals.
- Maintaining confidentiality of files and testing materials and protecting the confidentiality of those receiving services
- Participation in and openness to supervision

Near the end of the semester, you will use two forms to obtain evaluative feedback on your performance. One is the Practicum Student Performance Evaluation form, where you will 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 and submit it 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.

A second form is 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 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. Please ensure that you use the proper form, as there are two separate forms for Education Specialist and Doctoral students. 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.

9. Other Specific Responsibilities

- a) SET Evaluation: You will assess and evaluate the critical features of RTI/MBI implementation in two Missoula schools using the School-Wide Evaluation Tool (SET). You will be divided into two groups, with each group being responsible for conducting a SET in one school (C.S. Porter Middle School or Cold Springs School). Once assigned to a school, it will be your responsibility to contact the school and arrange a time to conduct the SET. Your evaluation must be completed before April 1st.
- b) 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.

Course Grades

The points and percentages of the final grade for each assignment are as follows:

Points

<u>Activity</u>	<u>Points</u>
Participation and Attendance	20
Goals/Self-Reflection/Development	40
Case Study Presentation/Discussion	30
Intervention Report	50
Assessment Report	50
Three Tiered Intervention Sheet	20
Professional Portfolio	50
Clinical Evaluation	50
<u>Total</u>	<u>310</u>

Course grading

Grades are determined based on straight percentages and are as follows:

<u>Percentage</u>	<u>Grade</u>
94 – 100	A
90 – 93	A-

Percentage	Grade
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Course Guidelines and Policies

Student Conduct Code

Students entering the field of school psychology are held to a high standard of academic and professional honesty and integrity. As a school psychologist in training, you represent the university and the field. It is therefore important to dress professionally and behave in a way that reflects your knowledge and expertise.

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. The UM administration states: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.” All students need to be familiar with the Student Conduct Code. *Please take care to acknowledge your sources, including the Internet, using APA Style.*

Attendance

Regular attendance and active engagement is required for all scheduled classes and practicum responsibilities. Students are responsible for information covered in lectures, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional communication with colleagues and provide effective services to clients, (c) obtain information from lectures and presentations, (d) participate in activities, and (e) submit required assignments.

Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. In the case of illness or absence (including religious observances), please send me an email and make arrangements before missing the class. For extended absences due to medical issues, documentation must be provided. Failure to do so may result in penalty. Absence for conferences is not automatically excused. You must be in good standing in the class and make arrangements for assignments before you leave.

Electronic Devices

All electronic devices other than computers must be turned off and put away before class. The use of computers during class to take notes or use electronic articles and PowerPoint presentations is allowed. However, students may not use any form of social media on their

computer while in class or use computers for other personal reasons unrelated to the class content. I will speak to you if I feel your use of computers is interfering with your learning or is a distraction to other students. Inappropriate use of computers will result in a reduction in your participation grade in this course.

Respect for Diversity and Appropriate Language

I am committed to fostering a class environment in which all people will be treated and will be expected to treat others respectfully. People with disabilities or other elements of diversity are first and foremost individual people who should be treated with respect. Language used in assignments and class discussions should be respectful and professional at all times. Please use ***“people first”*** language in speaking and writing about people with disabilities or other elements of diversity. For example, please avoid phrases such as “the handicapped,” “LD kid,” “autistic child” or other statements that emphasize the disability or other elements of diversity first, rather than the individual. Pejorative terms and threatening or harassing language have no place in a respectful professional discussion or in your assignments.

Disability Modifications

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

Assignment expectations

Students are expected to submit assignments at or before the assigned due date (no later than the end of class). Prior notification is required for excused or late assignments. Unexcused assignments submitted after the due date will be penalized by a reduction of ***five points per calendar day*** late. It is the student’s responsibility to ask questions when information required in the assignments or discussed in class is unclear. There will be no make-up or extra-credit assignments.

The instructor reserves the right to modify or substitute coursework, including readings and assignments, during the course to enhance learning. These changes will not result in a substantially increased workload or decreased opportunities to earn points, but will instead likely benefit students.

Course Schedule

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

Week	Date	Topics and Assignment Due	Required Readings
1	January 29	Introduction and Overview; Requirements Internship Interview Check-In and Questions Schedule: a) Case Presentations b) First Individual Supervisions (bring goals and portfolios) c) Assign groups for SET	None
2	February 5	IEPs- Planning and Coordinating Meetings Individual Supervision Meetings DUE: Practicum Goals and Professional Development Plan	Martin (2005)* Chapter 2, 3, & 5
3	February 12	Designing, Implementing & Monitoring Interventions	BP-VI (2014) Systems-Level Services Chapter 3 (p. 43-55)
4	February 19	NO CLASS- National Association of School Psychologists (NASP) Annual Convention	
5	February 26	Social Validity, Treatment Integrity, Generalization and Maintenance	Gresham (2005) Cheney, Flower, & Templeton (2008) BP-VI (2014) Foundations Chapter 27 (p. 355-369)
6	March 5	Crisis Basic Assumptions PREPaRE Prevention and Preparedness <ul style="list-style-type: none"> Crisis Teams and Planning Issues DUE: February Monthly Reflection	Brock et al. (2009) Chapter 1, 2, 3, 4, & 5
7	March 12	PREPaRE Prevention and Preparedness <ul style="list-style-type: none"> School Crisis Plans, Psychological Trauma, and Physical Health and Safety 	Brock et al. (2009) Chapter 6, 7, 8, & 9
8	March 19	PREPaRE Evaluating Psychological Trauma <ul style="list-style-type: none"> Psychological Trauma and Triage 	Brock et al. (2009) Chapter 10 & 11 Holland (2012)*

Week	Date	Topics and Assignment Due	Required Readings
9	March 26	PREPaRE Crisis Response & Intervention <ul style="list-style-type: none"> Social Support and Psychological Education DUE: Assessment Report Note: SET must be completed by April 1st	Brock et al. (2009) Chapter 12 & 13 Jimerson et al. (2012)*
10	April 2	NO CLASS- Spring Break	None Assigned
11	April 9	PREPaRE Crisis Response & Intervention <ul style="list-style-type: none"> Individual, Group, and Therapeutic Interventions DUE: March Monthly Reflection	Ed.S. Comprehensive Exams this Week Brock et al. (2009) Chapter 14, 15, & 16
12	April 16	PREPaRE Examining Effectiveness and Caring for the Caregiver GUEST SPEAKER: Ashley Marallo, Missoula Youth Crisis Diversion Project Coordinator DUE: Crisis Three Tiered Intervention Sheet	Brock et al. (2009) Chapter 17 & 18
13	April 23	Special Crisis Topic: Suicide Prevention DUE: Intervention Report	Miller (2012)*
14	April 30	Special Crisis Topic: Suicide Intervention and Postvention DUE: April Monthly Reflection DUE: Consumer of Services Performance and Practicum Student Evaluations	BP-VI (2014) Systems-Level Services Chapter 19 (p. 273-288) Hart (2012)*
15	May 7	Case Presentations & Practicum Wrap-Up DUE: Professional Portfolios & Practicum Log	None

BP-VI= Best Practices in School Psychology VI

*Indicates readings posted on Moodle