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PSYX 587.01: School Psychology Methods

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PSYX 587 – School Psychology Methods

Section 01 – Fall 2018

Course Time and Location

Wednesday 12:00 – 1:50pm, Skaggs 303

Instructor Information

University Supervisor: Anisa N. Goforth, Ph.D., NCSP

Office: Skaggs 367

Email: anisa.goforth@umontana.edu

Office Phone: 406-243-2917

Cell Phone: 503-562-9379

Office Hours: by appointment

Course Background

School Psychology Methods is designed to provide students with authentic 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 the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists. Given that this course includes both first and second year students, the topic or content of the course changes each year. One year will cover general multicultural topics and the other year will cover working with Native American students and their families. This year, we will be covering content related to cultural competence with children from diverse cultural and linguistic backgrounds.

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. Using a systems approach, the seminar will examine the practice of school psychology in relation to other parts of the ecosystem such as the school, classroom, university, community, and family contexts. In your professional development as school psychologists, it is essential to understand how the profession is grounded in historical, cultural, ethical, and legal contexts of practice. We will consider how school psychologists promote the learning and development of children, educators, and families from a variety of perspectives. The course will also provide opportunities for students to examine professional practice firsthand by participating in a practicum in the school setting. The practicum will complement the seminar by enabling students to observe and work with children in authentic learning settings.

The first year practicum is very much an opportunity to learn about the school psychology profession. You will learn to be problem solvers as well as advocates for children, families, teachers, and schools. The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting using best practice methods applied in an ethical and legal manner. You are expected to

be novices in the areas of professional practice targeted in the coursework. The practicum is intended to be a safe, positive environment in which students move at their own pace under the supervision of the field supervisor and course instructor. The activities and course assignments are coordinated so that students have the opportunity to complete course assignments in the practicum site. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the supervisor and instructors.

You are required to obtain 60 hours of practicum during this semester. You will participate as a school psychology practicum student in a general education setting, in a pre-school setting, or an alternative placement as the discretion of the instructor.

Course Learning Objectives

1. You will obtain the knowledge of the broader school system, including general education and special education settings
2. You will develop knowledge of school-wide practices to promote learning, understand school and systems structure and organization, universal screening, and policies and practices to support effective discipline
3. You will become increasingly familiar with school personnel and organizational characteristics and related community resources
4. You will develop personal, professional and ethical qualities appropriate to the roles of school psychologists
5. You will develop further experience, knowledge, and skill in working within the richly diverse environment that schools, children and their families represent
6. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based practice in assessment and intervention for exceptionalities and/or psychological disorders among children
7. You will develop knowledge of interventions and instructional support to develop student's academic skills
8. You will develop knowledge of interventions and mental health services to develop students' social and life skills

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's [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 dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that highlights your knowledge and expertise.

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.

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 me 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 and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, 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 PowerPoints. 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 will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Multiculturalism

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 hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

"People First" Language

Students are expected to use appropriate, "people first" language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or

intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” 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.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Required 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.

Best Practices in School Psychology: Student level services (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).
Chapters: 14, 16

Best Practices in School Psychology: Foundations (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).
Chapters: 1,10

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of cultures*. New York: Farrar, Straus, & Giroux.

Joyce-Beaulieu, D. & Rossen, E. (2016). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing.

Jones, J. M. (2009). *The psychology of multiculturalism in the schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and Law for School Psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons.

Required Articles

Blanks, A. B., & Smith, J. D. (2009). Multiculturalism, religion, and disability: Implications for special education practitioners. *Part of a special issue: Best Practices for Practitioners*, 44, 295-303.

Bronfenbrenner, U. (2005). Ecological systems theory. In Author (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 106-167). Philadelphia, PA: Sage Publications.

Bryant-Davis, T., Ellis, M. U., Burke-Maynard, E., Moon, N., Counts, P. A., & Anderson, G. (2012). Religiosity, spirituality, and trauma recovery in the lives of children and adolescents. *Professional Psychology: Research and Practice*, 43, 306-314. doi: <http://dx.doi.org/10.1037/a0029282>

Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice*, 34, 430-434. doi:

- Campbell, C., Richie, S. D., & Hargrove, D. S. (2003). Poverty and rural mental health. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary guide*. Washington, D.C.: American Psychological Association.
- Edwards, L. M., & Sullivan, A. L. (2014). School psychology in rural contexts: Ethical, professional, and legal issues. *Journal of Applied School Psychology, 30*, 254-277. doi: 10.1080/15377903.2014.924455
- Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology, 30*, 208-218. doi: 10.1080/01973530802375003
- Goforth, A. N., Yosai, E. R., Brown, J. A., & Shindorf, Z. R. (2016). A Multi-method Inquiry of the Practice and Context of Rural School Psychology. *Contemporary School Psychology, 1-13*. doi: 10.1007/s40688-016-0110-1
- Helms, J. (1995). An update of Helms' White and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage Publications.
- Helms, J. E. (1992) *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life*. Topeka, KN: Content Communications.
- Nordal, K. C., Copans, S. A., & Stamm, B. H. (2003). Children and adolescents in rural and frontier areas. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary perspective*. Washington, D.C.: American Psychological Association.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom, 10-12*.
- Markstrom, C. A., Stamm, B. H., Stamm, H. E., Berthold, S. M., & Wolf, P. R. (2003). Ethnicity and rural status in behavioral health care. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary perspective*. Washington, D.C.: American Psychological Association.
- Orr, A., Baum, J., Brown, J., Gill, E., Kahn, E., & Salem, A. (nd). Schools in transition: A guide for supporting transgender students in K-12 schools.
- Pearson, Q. M. (2004). Getting the Most Out of Clinical Supervision: Strategies for Mental Health. *Journal of Mental Health Counseling, 26*, 361-373.
- Pham, A. V. (2014). Navigating social networking and social media in school psychology: Ethical and professional considerations in training programs. *Psychology in the Schools, 51*, 767-778. doi: 10.1002/pits.21774
- Shriberg, D., Song, S. L., Miranda, A. H., & Radliff, K. M. (2013). Introduction. In D. Shriberg, S. L. Song, A. H. Miranda & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations*

and tools for practice. New York, NY: Routledge.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons.

Sue, S. (2006). Cultural competency: From philosophy to research and practice. *Journal of Community Psychology*, 34, 237-245.

Sullivan, A. L. (2013). Understanding and addressing inequities in special education. In D. Shriberg, S. Y. Song, A. H. Miranda & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice*. New York, NY: Routledge.

Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review*, 37, 160-173.

Recommended Texts for Your Practicum Experience

Bear, G.G. & Minke, K.M. (Eds.) (2006). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).

Burns, M.K., Riley-Tillman, C.T., & Rathvon, Natalie (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 3rd edition. New York: Guilford.

Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Washington DC: National Association of School Psychologists (NASP).

Plotts, C., & Lasser, J. (2013). *School psychologist as counselor*. Washington DC: National Association of School Psychologists (NASP).

Course Requirements

1. Practicum Goals, Self-Assessment, Professional Development Plan, & Reflections (40 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 *Reflections on Practicum Experience* 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 on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio (next semester).

2. Critical Questions (30 points). Each week, you will read the assigned readings and provide three critical questions related to the topic of the week. To obtain full credit (6 points each), the questions should reflect critical thinking about theory and practice as it relates to the topic. These questions can be used to prompt discussion during the class period.
3. Observation of Developmental Milestones (100 points). An important component of school psychological practice is understanding the development of children. You will observe children in a pre-school setting and complete a written report of those children's developmental milestones. Please see Appendix for more information.
4. Ecological Appraisal of an Elementary School (150 points). You and your colleagues will complete an ecological appraisal of the elementary school in which you are completing your practicum. You will either work with colleagues that are placed in your school, or do a comparison between multiple schools. Please see Appendix for more information.
5. Introspection Paper (50 points). Each student will complete a 5-6 page (typed, double spaced) introspection about topics discussed in our course. The purpose is to examine *your own identity and culture* in the context of being a school psychologist working with diverse populations. See Appendix for more information.
6. Clinical Evaluation (100 points). Your practicum supervisor will complete an evaluation of your school psychological skills. The following criteria will be used in clinical evaluations:
 - Maintaining a professional demeanor and appearance in the field site
 - Attendance and promptness in the field site
 - Meeting deadlines and responsibilities in the field site
 - Effective communication with field supervisors
 - Effective interactions with teachers, children, parents and other school staff
 - Maintaining confidentiality of all testing materials and files
 - Protecting the confidentiality of individuals involved in testing and other professional activities
 - Participation in and openness to receiving supervision

Course Grading

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Practicum Goals, Self-Assessment, & Reflections	40
Critical Questions	30
Observation of Developmental Milestone	100
Ecological Appraisal of Elementary School	150
Introspection Paper	50
Clinical Evaluation	100
Total:	470

Percentage	Grade
94 - 100	A
90 - 93	A-
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

Fall 2018 Seminar Schedule

Topics for discussion each week TBD through evaluation and as appropriate

Week	Date	Discussion Topics	Readings	First Year Assignment	Second Year Assignment
1	8/29	Introduction to Practicum Review Professional Behavior & Characteristics Ecological Model	Pearson (2004) Bronfenbrenner (2005)	-Read Joyce-Beaulieu & Rossen (2016) Ch. 1-3 -Practicum assignment check-in	-Read Joyce-Beaulieu & Rossen (2016) Ch. 6-8 -Practicum assignment check-in
2	9/5	Cultural Humility, Cultural Competence	Novins & Bess (2011) BP Ch. 1: Miranda (2015) Jones (2011) Ch 1 & 2 ^{[L][SEP]} Sue (2001) ^{[L][SEP]}	-Practicum Goals, Self-Assessment & Professional Development Plan Due -Critical Questions due in Moodle	-Practicum Goals, Self-Assessment & Professional Development Plan Due -Critical Questions due in Moodle
3	9/12	Clinical Training: Positive Behavior Intervention Supports with Diverse Children	-TBD		-Individual Supervision with Dr. Goforth
4	9/19	Cultural Competence: White Privilege and Identity	Helms (1995) ^{[L][SEP]} Jones (2011) Ch 4 ^{[L][SEP]} McIntosh (1990) ^{[L][SEP]} Project Implicit (on Moodle)	-Critical Questions due in Moodle	-Critical Questions due in Moodle
5	9/26	Cultural Competence: School Psychological Practice in Rural Communities	Nordal, Copans, & Stamm (2003) ^{[L][SEP]} Markstrom, et al (2003) Goforth, Yosai, Brown, & Shindorf (2016) BP Ch 11--Beebe-Frankenberger & Goforth (2014)	-Week of Individual Supervision with Dr. Goforth -Critical Questions due in Moodle	-Critical Questions due in Moodle
6	10/3	Cultural Competence:	Sue (2010)	-Critical Questions due in	--Critical Questions due in

Week	Date	Discussion Topics	Readings	First Year Assignment	Second Year Assignment
		Discrimination, Microaggressions & Stereotypes	Fryberg, et al (2008)	Moodle	Moodle
7	10/10	Ethics & Law in Practice	Fadiman (2012) All chapters Jacobs, Decker, & Lugg ch. 1-2	-Observation 1 at Jefferson -Critical Questions due in Moodle	-Week of Individual supervision with Dr. Goforth -Critical Questions due in Moodle
8	10/17	Clinical Training: Ethical Problem Solving	Campbell & Gordon (2003) Pham (2014)	-Review your social media profiles as parent & teacher	-Review your social media profiles as parent & teacher
9	10/24	Cultural Competence: Gender & Sexuality	Orr et al (nd) Sweater, et al (2008) Genderbread Activity (on Moodle) I am Jazz: Confronting Hate (on Moodle)	-Critical Questions due in Moodle	-Critical Questions due in Moodle
10	10/31	Social Justice & School Psychology	Shriberg, et al (2013) Sullivan (2013)	-Introspection Paper due -Critical questions due to Moodle	-Introspection Paper due -Critical questions due to Moodle
11	11/7	Ethical Decision-making Presentations: Second Years		-Observation 2 at Jefferson -Ecological Appraisal Paper due	
12	11/21	Thanksgiving Break—NO CLASS			
13	11/28	Case Reviews: First Years Ethical Decision-making Presentations: Second Years		-Observation of Developmental Milestones due	

Week	Date	Discussion Topics	Readings	First Year Assignment	Second Year Assignment
14	12/5	Case Presentations: Second Years		-Practicum Reflection & Self-Assessment Due -Clinical Evaluations due	-Direct Intervention Case Report due -Psychological Report: Special Education Re-evaluation -Draft of Professional Portfolio due -Practicum Reflection & Self-Assessment Due
15	12/12	Case Presentations: Second Years		-Individual Supervision with Dr. Goforth	Individual Supervision with Dr. Goforth

Appendix A

Professional Goals

The University of Montana
School Psychology Program
Professional Goals for Practicum Experience

Semester/Year: _____

Student Name: _____

Practicum site: _____

Practicum supervisor: _____

Please reflect upon your current skills, knowledge and competencies. Consider your previous background and experiences with children, assessment, intervention and the educational process. 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, 2013, I will administer one child assessment under supervision.
- By December 5, 2013, 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).

Part 1: Reflection on Strengths and Weaknesses

Part 2: Professional Goals

1. Goal for Assessments
2. Goals for Intervention
3. Goals for Professional Collaboration or Consultation
4. Goals for Legal, Ethical, and Professional Performance
5. Goals for Promotion and Awareness of Diversity

Appendix B

Reflection on Practicum Experience

The University of Montana
School Psychology Program
Reflections on Practicum Experience

Semester/Year: _____

Student Name: _____

Practicum site: _____

Practicum supervisor: _____

Please reflect about your experience at your practicum site in relation to the following areas. Consider how your previous experiences and background affect your current experience as a school psychologist-in-training. You may not have direct experience with some of these areas, so comment on your observations (e.g., your supervisor administering a measure, intervention) or what you would like to learn in that particular area. This is a reflection exercise—do not simply list activities in which you have participated. Reflect on your skills, knowledge, and awareness related to the following areas.

1. School systems and the educational process.
2. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, alternative assessments (e.g., CBM).
3. Direct intervention services. This may include any academic or social-emotional interventions that you have provided or observed others conducting.
4. Consultation (e.g., with teachers, parents, students, administrators)
5. Parent-School Relationships
6. Diverse populations:
7. Professional development. Reflect upon your areas of growth in the past semester and how this will influence your role as a school psychologist.
8. What training or professional goals would you like to address in the next semester? What would you like more information about?

Appendix C

Observation of Developmental Milestones

As school psychologists, we work with a variety of children. Each child develops differently and we need to understand the best ways to meet the needs of each child, particularly for children in early childhood education or pre-school settings.

Observation

You will observe at least one child who is participating in a pre-school setting. You will observe the child twice for 2 hours each during the semester—once in early September and again in late November/early December. You should make sure that you observe the child in the classroom setting (inside) as well as during recess or playtime (outside). When you schedule with the participating teacher, please be sure to find times that are convenient for him or her.

During the observation, you will write copious notes about the child. You may want to take a close look at the Developmental Milestones resource located on Moodle to assist in your observations. Specifically, you will make observations about the child's:

- Physical development (fine and gross motor skills)
- Social-emotional development
- Cognitive development
- Communication and language development

Report

After completing the observations, you will write a report describing the child's developmental skills. Be sure to describe how their development has changed (or not) after four months. What areas are a strength for the child and what areas are a weakness? Furthermore, compare and contrast the child to other children in the classroom. Are there areas that are substantially different? If so, describe those areas and what specifically differs for each child.

The paper should be 7-9 pages, double spaced, 1-inch margin. Please use APA formatting and references from outside texts are encouraged but not required. Use a pseudonym for all children and do not include any other identifying information. Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

Appendix D

Ecological Appraisal of an Elementary School

According to Bronfenbrenner's social ecological theory, children are inseparable from their particular social system. When children are experiencing challenges in school, we need to look beyond the child him or herself and examine the systems or levels that may be affecting or enhancing the child's ability to be successful in school.

To understand the child, therefore, we need to understand the system. The purpose of this paper is to conduct an ecological appraisal of the school at the student-, classroom-, school-, district-levels, and city-levels. You will work with your colleagues who are working at your practicum site to examine the various systems. Specifically, you will examine:

- Microsystem: face-to-face bidirectional relationships with specific everyday environments (e.g., school, neighborhood, home, peers)
- Mesosystem: systems that occur when microsystems interact (e.g., linkages between home and school, home and work, family and the peer group)
- Exosystem: systems that affect microsystems and indirectly affect the child (e.g., overall educational system, mass media, government)
- Macrosystem: dominant beliefs and ideologies of the culture in which children live (e.g., democracy, religion)

To complete this project, you and your colleagues will need to do a great deal of research through interviewing school personnel, gathering information from school board meetings, websites, as well as observations. If your colleague is in the same school, but a different classroom, be sure to discuss similarities and differences across classrooms. If your colleague is at a different school, be sure to discuss similarities and differences across schools or school districts. Information that you will gather may include the characteristics of the population served by the school, the nature of services provided, how schools cooperate with community agencies, the expectations/rules of the school, and how families are involved in their children's educational programs.

The paper should be 10-15 pages, double spaced, 1-inch margin. Please use APA formatting and references from outside texts are encouraged but not required. Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

Appendix E:

Introspection Paper

This paper is designed to prompt you to think about multicultural topics relevant to your own identities. This semester, we will be discussing about development, context, prevention and treatment of children from Native communities. The purpose of this paper is to continue your reflection about your background, culture, and values that may shape or affect your ability to provide services to Native youth. You may write about anything you want, as long as you connect what you have learned in the course with your own cultural identity and background.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

I recognize that you could take a lifetime to write this paper and that 5 to 6 pages may not seem sufficient. Nonetheless, be succinct and observe the page limits. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.