



Psychology in the Schools

EDS 245; Fall 2010 Douglas Hall, Room 213
Wednesdays, 4:00 to 6:50 PM

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COURSE OBJECTIVES:

The purpose of this course is to provide an introduction to the field of school psychology and the many different roles school psychologists fill. At the end of this course students will:

1. be familiar with the organization of schools and the multi-cultural nature of school populations,
2. be aware of the contributions of school psychologists to schools,
3. be familiar with the knowledge base and skills needed to become competent a psychologist,
4. understand the psycho-educational assessment process and critical considerations in assessment.

READINGS:

Thomas, A., & Grimes, J. (Eds) (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists. Available for \$275.00 (list), \$175.00 (NASP member, through September 30, 2010), \$210.00 (bulk) from <http://www.nasponline.org/publications/booksproducts/bp5.aspx>. One copy is available in the instructor's office. **NOTE: This 6 volume set of books will be used within several other courses (including EDS 231 this semester).**

Other required readings are available online as **indicated on the attached course schedule.**

RECOMMENDED RESOURCES:

Aiken, L., & Groth-Marnat, G. (2006). *Psychological testing and assessment* (12th ed.). Boston: Allyn and Bacon.

Fagan, T & Wise, P. S. (2007). *School psychology: Past, present and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.

Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavior assessment: Principles, procedures, and future directions. *School Psychology Review*, 30, 156-172.

Huck, S. W. (2008). *Readings in statistics and research* (4th ed.). New York: Longman.

Jacob, S., & Hartshorne, T. S. (2006). *Ethics and law for school psychologists* (5th ed.). New York: Wiley.

Lyman, H. (1998). *Test scores and what they mean* (6th ed.). Boston: Allyn and Bacon

LECTURE HANDOUTS:

Weekly lecture handouts can be downloaded from the web at the following address:

<http://www.csus.edu/indiv/b/brocks>.

GRADES WILL BE BASED ON THE FOLLOWING:

| | |
|---------------------------|--|
| Hotsheet: | 20% |
| Comprehensive Final: | 40% (This exam will be based on assigned readings and lectures) |
| Class Participation: | 20% |
| Field observation papers: | 20% |
| Attendance: | Students absent for more than 2 classes cannot receive an "A" grade. Students absent for more than 3 classes cannot receive a passing grade. Attendance and active participation are very important components of this class. Each of you has had unique experiences and therefore has unique contributions and questions that will benefit the learning of all class members. |

SPECIAL NOTES:

1. NASP standards addressed in this class:
 - a. School Psychology program graduates will be competent is using data based decision-making and accountability in their professional practice.
 - b. School Psychology program graduates will understand schools as systems: their organization, climate, and methods for developing policy.
 - c. School Psychology program graduates will demonstrate knowledge of the history and foundations of their profession; of various service models; of relevant public policy development; and of ethical, professional and legal standards.
2. CCTC standards addressed in this class:
 - a. Standard 6: Professional Ethics and Legal Mandates
 - b. Standard 12: Professional Leadership Development
 - c. Standard 18: Educational Foundations
 - d. Standard 19: Legal, Ethical and Professional Foundations
 - e. Standard 22: Individual Evaluation and Assessment
 - f. Standard 20: Collaboration and Consultation
3. Please turn off all cell phones or, if you need to be available for any emergency phone calls, put it on silent mode.
4. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.
5. Assigned grades will be consistent with CSUS grading policy as described in the course catalog.
6. All late assignments will have a minimum of a one full letter grade deduction (i.e., an assignment that might other wise have been graded a “B” would receive a grade of “C”).
7. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instruction after class or during office hours early in the semester.
8. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umanual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
 - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - c) Not taking credit for academic work that is not their own.
 - d) Not knowingly encouraging or making possible cheating or plagiarism by others.Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how not to plagiarize.

COURSE SCHEDULE

| DATE | TOPIC | READING | ASSIGNMENT |
|-------------|---|---|-------------------|
| 9/1 | 1. The Mission, History, and Practice of School Psychology | Appendices III-IV, In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology: V</i> (Vol. 1, pp. xli-lliii). Ysseldyke, J. et al. (2008). The Blueprint for Training and Practices as the basis for best practices. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 1, pp. 37-69). Fagan, T. K. (2008). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 6, pp. 2069-2086). | |
| 9/8 | 2. Individual Consultation | McGivern J. E. et al. (2008). Best practices in establishing effective helping relationships. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1613-1631). Rosenfield, S. (2008). Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1645-1659). | |
| 9/15 | 3. Group Consultation | Burns, M. K. et al. (200). Best practices in implementing effective problem-solving teams. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1633-1644). | |
| 9/22 | 4. School Organization, Culture, and Systems-Level Consultation | McGlinchey, M. T., & Goodman, S. (2008). Best practices in implementing school reform. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 983-994). Curtis, M. J. et al. (2008). Best practices in system-level change. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 887-901). Brock, S. E. (2000). Development of a school district crisis intervention policy. <i>The California School Psychologist</i> , 5, 53-64. [Retrieved June 14,, 2009, from www.education.ucsb.edu/school-psychology/CSPJournal/PDF/CSP_2000_(volume_5).pdf] | Paper 1 due |
| 9/29 | 5. Behavioral Interventions | Watson, T. S., & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1661-1672). | Paper 2 due |
| 10/6 | 6. Educational Interventions (e.g., pre-referral, sp. ed.) | Burns, M. K. et al. (2008). Best practices in delivery of intensive academic interventions. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 4, pp. 1151-1162). Joseph, L. M. (2008). Best practices on interventions for students with reading problems. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 4, pp. 1163-1180). | Paper 3 due |
| 10/13 | 7. Mental Health Interventions | Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 3, pp. 781-797). Lieberman et al. (2008). Best practices in suicide intervention. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 2, pp. 295-317). | Paper 4 due |
| 10/20 | 8. Hot Sheets | No Assigned Reading. | |
| 10/27 | 9. Psychometrics 1: Intro. to Psy. Testing | Lichtenstein, R. (2008). Best practices in identification of learning disabilities. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 5, pp. 1661-1672). | Paper 5 due |
| 11/3 | 10. Psychometrics 2: Descriptive Statistics | Brock, S. E. (2007) Descriptive statistics and psychological testing. [Retrieved June 14, 2009, from www.csus.edu/indiv/b/brocks]. | Paper 6 due |
| 11/10 | 11. Psychometrics 3: Test Interpretation | Lyman, H. (1998). <i>Test scores and what they mean</i> . Boston, MA: Allyn and Bacon. (Chapter 8, Derived Scores; NOTE: this is a recommended reading). | |
| 11/17 | 12. Psychometrics 4; Measures of Validity | ERIC Development Team. (1999). <i>Traditional and modern concepts of validity</i> . <i>ERIC/AE Digest</i> . [Retrieved June 14, 2009, from http://www.ericdigests.org/2000-3/validity.htm]. Messick, S. (1990). <i>Validity of test interpretation and use</i> . Princeton, NJ: Educational Testing Service [Retrieved June, 2009, from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED395031] | |
| 11/24 | 13. Ethical/legal regulations, foundations, and standards | Appendices I-II, In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 1, pp. xxi-xxxi). Jacob, S. (2008). Best practices in developing ethical school psychological practice. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 6, pp. 1921-1932). | |
| 12/1 | 14. Response to Intervention (RtI) Guest Lecture: Dr. Cathi Christo | Tilly, W. E. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (Vol. 1, pp. 17-35). Christo, C. (n.d.). <i>Critical characteristics of a three tiered model applied to reading interventions</i> . Retrieved June 14, 2009, from http://www.caspsurveys.org/NEW/pdfs/rti0003.pdf | |
| 12/8 | 15. The Future of School Psychology | Canter, A. (Ed.). (2007, June) School psychology tomorrow. <i>NASP Communiqué</i> , 35*8), 44-48. [Retrieved September 3, 2007, from http://www.nasponline.org/publications/cq/mocq358futuresp.aspx , NOTE: you need to sign-in as a NASP member on www.nasponline.org to retrieve this document.] | |
| 12/15 | | COMPREHENSIVE FINAL EXAM (covering all lecture and assigned readings, but emphasizing psychological testing). | |

HOTSHEETS - ISSUES IN SCHOOL PSYCHOLOGY:

In groups of three you will prepare a “**Hotsheet**” on a current topic relevant to the field of school psychology. You will also be responsible for a brief presentation to the class on your topic. The presentation (including questions and discussion) should last no more than 20 minutes. Use at least three sources in preparing your Hotsheet. Some possible topics are:

- Standards and accountability in schools
- Social skills development
- Retention and promotion
- Harassment issues (gender, sexual preference, ethnicity)
- Behavioral issues
- Alternative approaches to assessment or service delivery
- Reauthorization of IDEA
- Study skills development
- School engagement

Your topic choice is not limited to the above; however, please be sure that I have a clear understanding of your topic and have given it my approval.

FIELD OBSERVATIONS:

During the first half of the course you will need to identify a school psychologist who will help you make the school-based observations listed below. You will make a minimum of 5 different observations. Below are the requirements for your visits.

1. Shadow a school psychologist (before September 22nd).
2. Observe a student success team (SST) and/or individual education planning (IEP) team (before September 29th).
3. Observe an exemplary teacher’s classroom (before October 6th).
4. Observe a resource specialist (RSP) class (before October 27th).
5. Observe a special day class (SDC) (before October 27th).

You will be required to write a brief (2 page, double-spaced) reflection paper regarding each observation. Questions to guide your writing are provided below. Though brief, your paper should be well written (i.e., proper grammar, spelling, etc.) and typed. Points will be deducted for grammar and spelling errors. Papers will be due, on the dates noted in the schedule. On your papers, please note the location, dates, and times of your observation, as well as the name (and email address) of the school psychologist you are working with.

QUESTIONS FOR OBSERVATIONS AND PERSONAL REFLECTION PAPERS:

1. September 22nd: Shadowing a school psychologist (6 hours)

- ✓ *What did the school psychologist need to know to perform the activities you observed?*
- ✓ *What other knowledge/skill might have been helpful?*

2. September 29th: SST and/or IEP observation(s) (2 hours)

Respond to **ONE** of the following questions:

- ✓ *Who was not there that you think should have been and why?*
- ✓ *Who directed the conversation and what strategies did this person use?*
- ✓ *Describe the parent(s)' role and what you think the parent(s) might have felt or been thinking.*
- ✓ *What information could have made this process more useful/meaningful?*
- ✓ *Describe one or two really effective strategies used by team members.*

3. October 6th: Exemplary Teacher Observation (2 hours)

- ✓ *Why do you think this teacher is considered "exemplary"?*
- ✓ *What theory or knowledge base supports your conclusions?*

4. October 13th: From your previous observations, respond to **ONE** of these questions

- ✓ *What examples of classical or operant conditioning did you observe? **OR***
- ✓ *How might you use the principles of operant conditioning in this situation/setting?*

5. October 27th: RSP/SDC classroom observation (2 hours)

- ✓ *What did you see as the greatest barriers to learning for these students? **AND/OR***
- ✓ *What effective strategies did the teacher/aide use to engage students in learning?*

6. November 3rd: Personal Reflection

- ✓ *How might your own cultural background have affected your prior observations?*