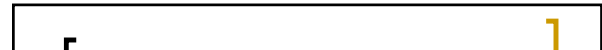


**EDS 245:
Psychology in the Schools**


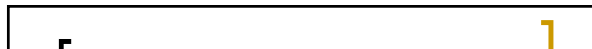
Course Overview & Introduction to Psychology in the Schools

Stephen E. Brock, Ph.D., NCSP
California State University, Sacramento
<http://www.csus.edu/indiv/b/brocks/>




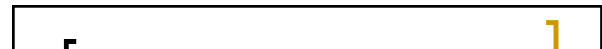
Syllabus and Course Schedule

- Course Objectives
- Readings
- Hotsheets (divide into groups)
- Observations (find a mentor)
- Reflection Papers
- Grading


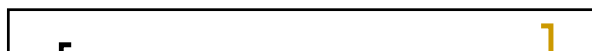
Historical Foundations

- Origins of practice 1890 to 1920
 - Mental tests
 - Societal forces
 - Child labor
 - Compulsory schooling
 - Lightner Witmer (father of school psychology)
 - Attend to children who resist ordinary efforts of the school room


Historical Foundations


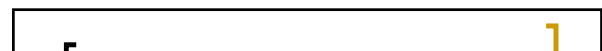
- Clinics and psycho-educational testing (1900-1930)
 - Purpose to differentiate among children
- First training programs for school psychologists in 1920-1930
- Emerging regulations in 1930-39
- Organizational identity (1940-49)
 - Journals, state associations

Historical Foundations


The First Conference
May 5 and 6, 1950
Hotel Stockton
85 participants from 55 School Systems, and 8 Colleges
4 page program
1 "presentation"
3 "discussions"
4 "workshops"



Historical Foundations

- California Association of School Psychologists (CASP)
 - <http://www.casponline.org>
 - Convention October 5-7, 2017, Garden Grove, CA
- National Association of School Psychologists (NASP)
 - <http://www.nasponline.org>
 - Convention February 13-17, 2018, Chicago, IL



Historical Foundations

- American Psychological Association (APA, Division 16)
 - <http://www.apa.org/about/division/div16.aspx>
 - Convention Aug 9-12, 2018, San Francisco, CA
- International School Psychology Association
 - <http://www.ispaweb.org/>
 - Convention July 25-28, 2018, Tokyo, Japan



Historical Foundations

- Post war growth tied to developments in education
- Accepted nationwide
- Societal trends at end of 1960's affected school psychology



Historical Foundations

- 1970 to 1990's expansion of role and special education
 - PL 94-142, IDEA
 - 1990's questioning of traditional role
- Current societal forces
 - At risk children
 - Changes in special education



Why Children Need School Psychologists

- Learning difficulties
- Behavior concerns
- Fears about war, violence, terrorism
- Problems at home or with peers
- Depression and other mental health issues
- Attention problems
- Poverty
- Diverse populations with diverse needs

From NASP (2003)



The School Psychologist's Job

- Qualifications and Definition
 - CDE
 - <http://www.cde.ca.gov/ls/cq/pr/psychech.asp>
 - NASP
 - <http://www.nasponline.org/about-school-psychology/who-are-school-psychologists>



Skills School Psychologists Need


- NASP Domains of Practice
 - <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>
- California Commission on Teacher Credentialing Standards (CCTC)
 - <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/jps.pdf.pdf>



The 10 Domains of Practice

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice


NASP (2010)



The NASP Practice Model

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Model for Services by School Psychologists

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST




The NASP Practice Model & CSUS

School Psychology Background Knowledge

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY	DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, & SCHOOLS	
	Student-Level Services	System-Level Services
Data-based Decision Making and Accountability <i>EDS 248, EDS 245, EDS 242A, EDS 244, EDS 247, EDS 240, EDS 246A</i>	Interventions and Instructional Support to Develop Academic Skills <i>EDS 248, EDS 245, EDS 246A</i>	School-Wide Practices to Promote Learning <i>EDS 245, EDS 246A, EDS 246B</i>
Consultation and Collaboration <i>EDS 246A, EDS 245, EDS 231, EDS 246A, EDS 240</i>	Interventions and Mental Health Services to Develop Social and Life Skills <i>EDC235, EDS 232, EDS 245, EDS 241</i>	Preventive and Responsive Services <i>EDS 246B</i>
FOUNDATIONS OF SERVICE DELIVERY		
Diversity in Development and Learning <i>EDC 210, EDS 248, EDS 240, EDS 249</i>	Research and Program Evaluation <i>EDS 240, EDS 249 or 541, EDS 235, EDS 540 or 542</i>	Legal, Ethical, and Professional Practices <i>EDS 201, EDS 245, EDS 244, EDS 240, EDS 244, EDS 441A, EDS 441B</i>

Red = First Year Courses, Blue = Second Year Courses, Green = Internship Year Courses




The NASP Practice Model & CSUS

School Psychology Applied Skill Practice

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY	DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, & SCHOOLS	
	Student-Level Services	System-Level Services
Data-based Decision Making and Accountability <i>EDS 248, EDS 242B, EDS 243A, EDS 243B, EDS 439B, EDS 240, EDS 246A, EDS 441A, EDS 441B</i>	Interventions and Instructional Support to Develop Academic Skills <i>EDS 246A, EDS 435A, EDS 439B, EDS 441A, EDS 441B</i>	School-Wide Practices to Promote Learning <i>EDS 435A, EDS 439B, EDS 441A, EDS 441B</i>
Consultation and Collaboration <i>EDS 246A, EDS 240, EDS 439A, EDS 439B, EDS 441A, EDS 441B</i>	Interventions and Mental Health Services to Develop Social and Life Skills <i>EDS 440, EDS 240</i>	Preventive and Responsive Services <i>EDS 435A, EDS 439B, EDS 441A, EDS 441B</i>
FOUNDATIONS OF SERVICE DELIVERY		
Diversity in Development and Learning <i>EDS 439A, EDS 439B, EDS 441A, EDS 441B</i>	Research and Program Evaluation <i>EDS 439A, EDS 439B, EDS 441A, EDS 441B</i>	Legal, Ethical, and Professional Practices <i>EDS 439A, EDS 439B, EDS 441A, EDS 441B</i>

Red = First Year Courses, Blue = Second Year Courses, Green = Internship Year Courses




Assessment

School psychologists work with children, parents and staff to help determine a child's:

- Academic skills
- Learning aptitudes and styles
- Personality and emotional development
- Social skills and behavior issues
- Learning environments, school climate
- Special education eligibility


From NASP (2003)



Consultation

- Help teachers, parents, and administrators understand child development and learning
- Provide positive alternatives for helping children with learning and behavior problems
- Strengthen working relationships among educators, parents, and community services

From NASP (2003)



Prevention

- Implement programs to build positive connections between students and adults
- Identify potential learning difficulties early
- Design programs for children at risk
- Help adults to address problem behavior(s)
- Foster tolerance and appreciation of diversity
- Create safe, supportive learning environments

From NASP (2003)

Intervention

- Work face-to-face with children and families
- Develop individualized solutions for learning and adjustment
- Plan and implement crisis response
- Provide
 - Counseling
 - Social skills training
 - Behavior management solutions

From NASP (2003)

Education

Train teachers and parents in:

- Teaching and learning strategies
- Parenting techniques
- Classroom management techniques
- Working with exceptional students
- Strategies to address substance abuse and risky behaviors
- Crisis prevention and response

From NASP (2003)

Research & Program Development

- Recommend and implement evidence-based programs and strategies
- Generate new knowledge of learning and behavior
- Evaluate effectiveness of programs and interventions
- Contribute to school-wide reform and restructuring

From NASP (2003)

Mental Health Care

- Deliver school-linked mental health services
- Coordinate with community resources and health care providers
- Partner with parents and teachers to create healthy school environments

From NASP (2003)

Advocacy

School Psychologists Encourage/Sponsor


- Appropriate education placements
- Education reform
- Legislative involvement
- Community services and programs
- Funding for adequate resources

Adapted from NASP (2003)

What Do School Psychologists Do?

- **Assessment** (EDS 245, EDS 248, 242A & B, 244 & 243, 247 & 243, EDS 240)
- **Consultation** (EDS 245, EDS 248, 240, 246A & B)
- **Prevention** (EDS 245, EDS 246A & B)
- **Intervention** (EDS 245, EDC 210, EDS 231, 248, 241 & 440, 240, 246A & B)
- **Education** (EDS 245, EDS 2240, EDS 246A & B)
- **Research & program development** (EDS 250)
- **Mental health care** (EDS 245, EDC 210, EDS 231, EDS 241)
- **Advocacy** (all)


Adapted from NASP (2003)



Who Are Today's School Psychologists?

- Majority are female (76.6%, up from 41% in 1969) and Caucasian (90.7%, down from 96% in 1980).
- Mean age of 47.4 (up from 38.8 in 1980).
- Employed in public schools (83.7).
- Training Level: Masters, 25.06%; Specialist, 45.76%; Doctoral, 24.17%.
- Majority (47.9%) have contracts lasting 170 to 190 days per year. A minority have contracts of 200 or more days (38.7%)
- Mean per diem salary is \$356.49 per day.
- The current student to psychologist ratio is 1383:1 (down from 1482:1 in 2005).


Castillo et al., (2011)



Who Are Today's School Psychologists?

- 56.2% receive administrative supervision.
- 75% participate in developing 504 plans
- Mean # of initial evals: 27.3 (down from 39.9 in 1999)
- Mean # of re-evals: 33.3 (down from 37 in 1999)
 - 47% of work time is evaluations
- Consultations (mean #): individual, 39.3; group, 14.7; organizational/system, 8
- Mean # of students counseled: 10.4
- Mean # of In-service programs conducted: 3


Castillo et al., (2011)



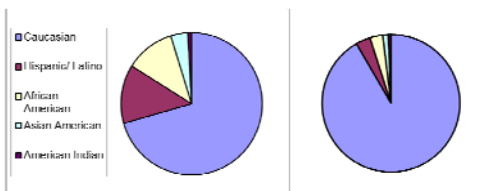
Ethnicity of School Psychologists

Ethnicity	%
White/Caucasian	90.7
Hispanic/Latino	13.4
Black/African-American	3
Asian-American/Pacific Islander	1.3
American Indian/Alaskan Native	0.6
Other	1

Source: 2003 NASP membership survey (69% response rate)




Ethnicity Comparison




U.S. Population
School Psychologists

From NASP (2003)



Rules of School Psychology

1. Focus on student needs.
 - Student needs dictate interventions, not simply what's convenient for adults.
2. There is no such thing as bad data.
 - There are bad data interpretations.
3. Use tests don't let them use you.
 - School psychologists make psycho-educational recommendations, tests don't.
4. Everything is data.
 - There are many ways to understand a student and develop recommendations.
5. Never draw a conclusion from a single data source.
 - Look for multiple sources of agreement before coming to any conclusion.



Rules of School Psychology

6. Look for information that will guide interventions.
 - o *Meaningful data provides guidance that leads to student success.*
7. There is no such thing as an "un-testable" child.
 - o *There are students for whom standardized tests are psychometrically invalid.*
8. You will need to ask difficult questions and deliver bad news.
 - o *This will make you uncomfortable, but you need to GET OVER IT!!!!*
9. You need to earn the right to share an expert opinion.
 - o *Just because you are a "school psychologist" doesn't mean you will be listened to.*
10. Always strive to give away psychology.
 - o *Psycho-educational strategies are not a covert and should be understood by all.*



Rules of School Psychology

11. Be attentive to what students do well.
 - o *Assertively identify student strengths and use this information to guide interventions.*
12. Always tell students what to do.
 - o *Avoid simply telling students what not to do.*
13. Never think you have all the answers.
 - o *Always ask good questions and be a life-long learner.*
14. Be a critical consumer of psycho-educational tools & interventions.
 - o *Use empirically supported tools/interventions, but remain open to new approaches.*



CSUS School Psychology

Becoming a school psychologist at CSUS.

Student Handbook

School Psychology Program Student Handbook



Graduate and Professional Studies in Education
College of Education
California State University, Sacramento
August 2017



CSUS Program Goals

- Continually develop professional skills through reflective practice, critical thinking and mindfulness of current research.
- Understand the structure of schools and other agencies that serve students with special needs.
- Are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students.



CSUS Program Goals

- Conceptualize student needs from a developmental and ecological perspective.
- Are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff.
- Utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions.



CSUS Program Goals

- Engage in ongoing evaluation of programs and services with an awareness of organizational change strategies.
- Utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution.
- Implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral.



CSUS Program Goals

- Develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.
- Collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- Conduct themselves in a manner consistent with ethical and legal standards of the profession.



Program Structure

- PPS School Psychology Credential requires:
 - Coursework
 - Practica (EDS 242b [4 units], 243 [6 units] and 439 [4 units]; 450 hours)
 - Praxis Exam (160 or higher)
 - Internship (EDS 441, 30 units, 1200 hours)
- M.A. requires:
 - Coursework
 - Educational Research (EDS 250, 3 units)
 - Praxis Exam (160 or higher) + Case Study Exam (EDS 249, 3 units, exam rated 8 out of 10) – or – Project (EDS 541)



Program Structure

- Education Specialist Degree (Ed.S.)
 - All M.A. Coursework
 - All PPS Credential Coursework
 - Education Specialist Seminar (EDS 239, 3 units)
 - Culminating Experience (EDS 540 or 542, 3 to 6 units)



Credentials/Licenses/Certification

- School Psychology Intern Credential
 - For practice as an intern psychologist in schools
 - Administered by California Commission on Teacher Credentialing (CCTC)
- PPS School Psychology credential
 - For practice in schools as a school psychologist
 - Administered by CCTC



Credentials/Licenses/Certification


- Licensed Educational Psychologist
- Licensed Professional Clinical Counselor
 - Administered by Board of Behavioral Science Examiners
 - Private practice in California
- Nationally Certified School Psychologist
 - Administered by NASP
 - Complete a NASP approved program (CSUS was re-approved in Fall 2011)
 - Pass the Praxis exam (160)



What You Do to Get What You Need & When You Need It

- First Semester
 - Certificate of Clearance
- Second Semester
 - Advancement to Candidacy for Masters
 - Course Equivalenciesform for M.A.
 - [Graduation Writing Assessment Requirement \(GWAR\)](#)
 - Fully classified (complete all prerequisites)


(Student Handbook, p. 46)



What You Do to Get What You Need When You Need It

- Third Semester
 - Reservation for EDS 249
 - Application for Graduation, M.A.
 - Advancement to Candidacy, Ed.S.
- Fourth Semester
 - Reservation for EDS 239, Ed.S. Seminar
 - Case Study Masters Exam
 - Praxis <http://www.ets.org/praxis/nasp>
 - Internship Credential


(Student Handbook, p. 46)



What You Do to Get What You Need When You Need It


- Fifth Semester
 - Reservation for EDS 542
 - Ed.S. Seminar (EDS 239)
 - Application for Graduation, Ed.S.
 - All required forms for internship available at <http://www.csus.edu/indiv/b/brocks/>
- Sixth Semester
 - Ed.S. Thesis/Project
 - PPS credential application
 - Course Equivalency form different from Advancement to Candidacy
 - Application for graduation

(Student Handbook, p. 46)



Agreement & Contract

- [Confidentiality Agreement](#)
- [Conduct Contract](#)
 - See also [Appendix C](#) of the University Catalog



Questions?



DATE	TOPIC	READING	ASSIGNMENT
9/30	1. The Mission, History, and Practice of School Psychology	1. <i>Best Practices in School Psychology: Foundations</i> , Thomas K. Fagan, Chapter 29, <i>Trends in the History of School Psychology in the United States</i> . 2. <i>Best Practices in School Psychology: Foundations</i> , Thomas Oakland & Hans-Joachim, Chapter 30, <i>Mission and Current Status of International School Psychology</i> . 3. <i>Best Practices in School Psychology: Foundations</i> , Eric Kazian & Nathaniel von der Emben, Chapter 37, <i>The Status of School Psychology: Graduate Education in the United States</i> . 4. <i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i> Rhonda J. Amundson & Diana L. Smallwood, Chapter 1, <i>The National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services</i> . 5. <i>NASP (2010). Model for comprehensive and integrated school psychological services</i> . Bethesda, MD: Author. Retrieved from http://www.nasps.org/reading/03/030910017_PracticeModel.pdf	Obtain Best Practices in School Psychology
9/6	2. Consultation	1. <i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i> William P. Erchul & Hannah L. Young, Chapter 29, <i>Best Practices in School Consultation</i> . 2. <i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i> Robert S. Cookling, Lisa M. Hagemaster-Sims, & Steven D. Dymowski-Kauf, Chapter 31, <i>Best Practices in Facilitating Consultation and Collaboration with Teachers and Administrators</i> .	
9/13	3. Team Consultation	1. <i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i> Sylvia Kammfeld, Chapter 31, <i>Best Practices in Instructional Consultation and Instructional Consultation Teams</i> . 2. <i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i> Matthew K. Burns, Rebecca Kazian, & Albert C. Kazian, Chapter 37, <i>Best Practices in Implementing School-Based Teams Within a Multitiered System of Support</i> .	

