



## ***Psychology in the Schools***

EDS 245; Fall 2017

Wednesday, 1:00 to 3:50 PM

EUR 415

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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. Special attention is given to the basics of psychometrics to help lay the foundation for the School Psychology Program's assessment sequence of courses and practicums.

At the end of this course students will:

1. be familiar with the organization of schools.
2. have improved their cultural competence,
3. be aware of the contributions of school psychologists to schools,
4. be familiar with the knowledge base and skills needed to become a competent psychologist,
5. understand the psycho-educational assessment process, critical considerations in assessment, and the fundamentals of psychometrics.

### **READINGS:**

Harrison, P. L., & Thomas, A. (Eds.) (2014a). *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. (Eds.) (2014b). *Best practices in school psychology: Foundations*. Bethesda, MD: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. (Eds.) (2014c). *Best practices in school psychology: Student-level services*. Bethesda, MD: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. (Eds.) (2014d). *Best practices in school psychology: Systems-level services*. Bethesda, MD: National Association of School Psychologists.

Note that this required reading is available for \$499.00 (list), or \$375.00 (NASP member). NASP student membership is currently \$70.00 (<https://www.nasponline.org/membership-and-community/join-nasp>). You can order this directly from NASP at <https://www.nasponline.org/resources-and-publications/books-and-products>. One copy is available in the instructor's office. **This 4 volume set of books will be used within several other courses in the school psychology program .**

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

### **RECOMMENDED RESOURCES:**

Huck, S. W. (2011). *Readings in statistics and research* (6<sup>th</sup> ed.). New York, NY: Pearson.

Jacob, S., Decker, D. W., & Hartshorne, T. S. (2010). *Ethics and law for school psychologists* (6<sup>th</sup> ed.). New York, NY: Wiley.

### **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:**

1. Presentations ("Hotsheet"): 10%
2. Exams: 50% (Based on assigned readings and lectures, and emphasizes psychometrics, exam one 15% of grade exam s 35% of grade)
3. Class Participation: 20%
4. Field observation papers: 20%
5. Attendance: *Interactional learning cannot be duplicated outside the classroom. Students missing more than 2 classes cannot receive an A; students missing more than 3 classes cannot receive a passing grade. Students who miss more than 20 minutes of any class will be considered absent, even if able to attend the majority of the class period.*

## **SPECIAL NOTES:**

1. NASP 2010 Standards addressed in this class include:
  - II: Data-based decision making and accountability.
  - III: Consultation and collaboration
  - IV.1: Interventions and instructional support to develop academic skills.
  - IV.2: Interventions and mental health services to develop social and life skills.
  - V.1: School-wide practices to promote learning
  - V.2: Preventive and responsive services
  - VII: Diversity in development and learning
  - VIII.2: Legal, ethical, and professional practice
  
2. CCTC standards addressed in this class:
  - Standard 6: Professional Ethics and Legal Mandates
  - Standard 12: Professional Leadership Development
  - Standard 18: Educational Foundations
  - Standard 19: Legal, Ethical and Professional Foundations
  - Standard 22: Individual Evaluation and Assessment
  - 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 (you will be asked to turn off your Wi-Fi).
  
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 otherwise 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/umannual/AcademicHonestyPolicyandProcedures.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
8/30	1. The Mission, History, and Practice of School Psychology	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Foundations</i>. Thomas K. Fagan, Chapter 29, <b>Trends in the History of School Psychology in the United States</b>.</li> <li><i>Best Practices in School Psychology: Foundations</i>. Thomas Oakland &amp; Shane Jimerson, Chapter 30, <b>History and Current Status of International School Psychology</b>.</li> <li><i>Best Practices in School Psychology: Foundations</i>. Eric Rossen &amp; Nathaniel von der Embse, Chapter 37, <b>The Status of School Psychology Graduate Education in the United States</b>.</li> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Rhonda J. Armistead &amp; Diane L. Smallwood, Chapter 1, <b>The National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services</b>.</li> <li>NASP. (2010). <i>Model for comprehensive and integrated school psychological services</i>. Bethesda, MD: Author. Retrieved from <a href="http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf">http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf</a></li> </ol>	Obtain <i>Best Practices in School Psychology</i>
9/6	2. Consultation	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. William P. Erchul &amp; Hannah L.Young, Chapter 29, <b>Best Practices in School Consultation</b>.</li> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Robin S. Coddling, Lisa M. Hagermoser Sanetti, &amp; Florence D. Digennaro Reed, Chapter 34, <b>Best Practices in Facilitating Consultation and Collaboration with Teachers and Administrators</b>.</li> </ol>	
9/13	3. Team Consultation	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Sylvia Rosenfield, Chapter 33, <b>Best Practices in Instructional Consultation and Instructional Consultation Teams</b>.</li> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Matthew K. Burns, Rebecca Kanive, &amp; Abbey C. Karich, Chapter 37, <b>Best Practices in Implementing School-based Teams Within a Multitiered System of Support</b>.</li> </ol>	
9/20	4. Systems-Level Consultation	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Systems-Level Services</i>. Jose M. Castillo &amp; Michael J. Curtis, Chapter 1, <b>Best Practices in Systems-Level Change</b>.</li> <li><i>Best Practices in School Psychology: Systems-Level Services</i>. Howard M. Knoff, Chapter 2, <b>Best Practices in Strategic Planning, Organizational Development, and School Effectiveness</b>.</li> </ol>	Paper 1 due
9/27	5. Academic & Behavioral Interventions	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Student Level Services</i>. Rebecca S. Martinez, Chapter 1, <b>Best Practices in Instructional Strategies for Reading in General Education</b>.</li> <li><i>Best Practices in School Psychology: Student Level Services</i>. Laurice M. Joseph, Chapter 7, <b>Best Practices on Interventions for Students with Reading Problems</b>.</li> </ol>	
10/4	6. Mental Health Interventions	<ol style="list-style-type: none"> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Jonathan Sandoval, Chapter 32, <b>Best Practices in School-Based Mental Health/Consultee-Centered Consultation by School Psychologists</b>.</li> </ol>	Paper 2 due
10/11	7. No Class Meeting	Ropes Course, 9:00am to 3:30pm with Dr. Holland	
10/18	8. Mental Health Interventions (cont.)	<ol style="list-style-type: none"> <li>Brock, S. E., &amp; Jimerson, S. R. (in press). <b>School crisis consultation: An international framework</b>. In C. Hatzichristour &amp; S. Rosenfield (Eds.), <i>The international handbook of consultation in educational settings</i>. New York, NY: Taylor &amp; Francis. Retrieved from <a href="http://www.csus.edu/indiv/b/brocks/Courses/EDS%20245/student_materials.htm">http://www.csus.edu/indiv/b/brocks/Courses/EDS%20245/student_materials.htm</a></li> <li><i>Best Practices in School Psychology: Systems-Level Services</i>. Stephen E. Brock, Melissa A. L. Reeves, &amp; Amanda B. Nickerson, Chapter 15, <b>Best Practices in School Crisis Intervention</b>.</li> </ol>	Paper 3 due
10/25	9. Exam 1 & Student Presentations	<ol style="list-style-type: none"> <li>1:00-2:00pm, Exam 1 (covering first half of the course).</li> <li>2:15-3:30, Four student presentations</li> </ol>	
11/1	10. Psychometrics 1: Intro. to Psy. Testing	<ol style="list-style-type: none"> <li>Review results of Exam 1</li> <li><i>Best Practices in School Psychology: Data-Based and Collaborative Decision Making</i>. Kathy Pluymert, Chapter 2, <b>Problem-Solving Foundations for School Psychological Services</b></li> </ol>	Paper 4 due
11/8	11. Psychometrics 2: Descriptive Statistics	<ol style="list-style-type: none"> <li>Brock, S. E. (2007) <i>Descriptive statistics and psychological testing</i>. Retrieved from <a href="http://www.csus.edu/indiv/b/brocks/Courses/EDS%20245/student_materials.htm">http://www.csus.edu/indiv/b/brocks/Courses/EDS%20245/student_materials.htm</a> .</li> </ol>	
11/15	12. Psychometrics 3: Test Interpretation	<ol style="list-style-type: none"> <li>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).</li> </ol>	Paper 5 due
11/122	13. Psychometrics 4; Measures of Validity	<ol style="list-style-type: none"> <li>ERIC Development Team. (1999). <i>Traditional and modern concepts of validity</i>. <i>ERIC/AE Digest</i>. [Retrieved August 8, 2013, from <a href="http://www.ericdigests.org/2000-3/validity.htm">http://www.ericdigests.org/2000-3/validity.htm</a>].</li> <li>Messick, S. (1990). <i>Validity of test interpretation and use</i>. Princeton, NJ: Educational Testing Service. Retrieved from <a href="http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED395031">http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED395031</a></li> </ol>	
11/29	14. Exam 2	<ol style="list-style-type: none"> <li>Exam 2 (covering Psychometrics 1, 2, 3, and 4).</li> </ol>	
12/6	15. The Future of School Psychology	<ol style="list-style-type: none"> <li>Review Results of Exam 2</li> <li>Canter, A. (Ed.). (2007, June) School psychology tomorrow. <i>NASP Communiqué</i>, 35(8), 44-48. [Retrieved from <a href="http://www.nasponline.org/publications/periodicals/communique/issues/volume-37-issue-8/the-future-of-school-psychology-i-dreamed-a-dream">http://www.nasponline.org/publications/periodicals/communique/issues/volume-37-issue-8/the-future-of-school-psychology-i-dreamed-a-dream</a> , NOTE: you need to sign-in as a NASP member on <a href="http://www.nasponline.org">www.nasponline.org</a> to retrieve this document.]</li> </ol>	

## STUDENT PRESENTATIONS: “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 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. The following rubric is used to grade this assignment:

Criteria	Points Possible
PPT. was well organized.	4
PPT. style was clear and effective.	4
PPT. content was relevant to school psychology.	2
Handout was well organized.	4
Handout provides practical/useful information.	4
Minimal copyedit errors.	1
Minimum of three appropriate references.	1
<b>TOTAL</b>	<b>20</b>

## 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 4 different observations. Below are the requirements for your visits.

1. Shadow a school psychologist (1 day, or 6 hours, before September 20<sup>th</sup>).
2. Observe a student success team (SST) and/or individual education planning (IEP) team (2 hours, before October 4<sup>th</sup>).
3. Observe an exemplary teacher’s classroom (2 hours, before October 18<sup>th</sup>).
4. Observe a resource specialist program (RSP) and/or special day class (2 hours, SDC; before November 1<sup>st</sup>).

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 20<sup>st</sup>: 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. October 4<sup>th</sup>: 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 11<sup>th</sup>: Exemplary Teacher Observation (2 hours)**

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

### **4. November 1<sup>st</sup>: 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?*

### **5. November 8<sup>th</sup>: Personal Reflection**

- ✓ *How might your own personal cultural background (e.g., culture you were raised in) have affected your prior observations? How might your culture have shaped/influenced/colored your observations?*

## PORTFOLIO

The School Psychology Portfolio is used as a **formative** evaluation tool throughout the candidate’s enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a **summative** evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form. **The Portfolio is aligned with NASP standards and the 10 NASP domains of school psychology graduate education and approximately as follows:**

NASP Domain/Standard	Applicable Items from Portfolio
<b>Domain 2.1</b> <i>Data-Based Decision-Making and Accountability</i> <b>Standard II</b> <i>Practices That Permeate all Aspects of Service Delivery: Data-Based Decision-Making and Accountability</i>	1. Developmental and Health History Questionnaire (element #2) 2. GATE Evaluation (element #5) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. FAA (element #10) 5. BIP (elements #11 & 20) 6. Academic Intervention Case Study (elements #12 & 21) 7. Assessment Resources Notebook (element #9) 8. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 9. Final Intern Evaluation (element #19)
<b>Domain 2.2</b> <i>Consultation and Collaboration</i> <b>Standard III</b> <i>Practices That Permeate all Aspects of Service Delivery: Consultation and Collaboration</i>	1. FAA (element #10) 2. BIP (elements #11 & 20) 3. Academic Intervention Case Study (elements #12 & 21) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
<b>Domain 2.3</b> <i>Interventions and Instructional Support to Develop Academic Skills</i> <b>Standard IV, Element 4.1</b> <i>Direct and Indirect Student Level Services: Interventions and Instructional Support to Develop Academic Skills</i>	1. Developmental and Health History Questionnaire (element #2) 2. CHC Handout (element #6) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. Academic Intervention Case Study (elements #12 & 21) 5. Disability Information pamphlet (element # 14) 6. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 7. Final Intern Evaluation (element #19)
<b>Domain 2.4</b> <i>Interventions and Mental Health Services to Develop Social and Life Skills</i> <b>Standard IV, Element 4.2</b> <i>Direct and Indirect Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills</i>	1. Abstract of group curriculum (element #4) 2. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 3. Final Intern Evaluation (element #19) 4. Crisis Intervention Script (element #16) 5. Suicide Intervention Script (element #17) 6. Community Resource Directory (element #23)
<b>Domain 2.5</b> <i>School-Wide Practices to Promote Learning</i> <b>Standard V, Element 5.1</b> <i>Direct and Indirect Services: Systems Level Services –Schools. School-Wide Practices to Promote Learning</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
<b>Domain 2.6</b> <i>Preventive and Responsive Services</i> <b>Standard V, Element 5.2</b> <i>Direct and Indirect Services: Systems Level Services –Schools. Preventive and Response Services</i>	1. Assessment Resources Notebook (element #9) 2. Crisis Intervention Script (element #16) 3. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 4. Suicide Intervention Script (element #17) 5. Final Intern Evaluation (element #19)
<b>Domain 2.7</b> <i>Family–School Collaboration Services</i> <b>Standard VI</b> <i>Direct and Indirect services: Systems Level Services-Family</i>	1. Disability Information Pamphlet (element 14) 2. Final Intern Evaluation (element #19) 3. Behavioral Intervention Case Study (elements #11 & 20)
<b>Domain 2.8</b> <i>Diversity in Development and Learning</i> <b>Standard VII</b> <i>Foundations of School Psychologists’ Service Delivery: Diversity</i>	1. Disability Information pamphlet (element # 14) 2. CHC Handout (element #6) 3. Academic Intervention Case Study (element #12 & 21) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
<b>Domain 2.9</b> <i>Research and Program Evaluation</i> <b>Standard VIII, Element 8.1</b> <i>Foundations of School Psychologists’ Service Delivery: Research and Program Evaluation</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
<b>Domain 2.10</b> <i>Legal, Ethical, and Professional Practice</i> <b>Standard VIII, Element 8.2</b> <i>Foundations of School Psychologists’ Service Delivery: Legal, Ethical, and Professional Practice</i>	1. Resume (element #1a, b, c, d, e) 2. Abstract of Group Curriculum (element # 4) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)

## PORTFOLIO OUTLINE

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS School Psychology Program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume
2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
  - a. Consultation
  - b. Intervention
  - c. Assessment
  - d. Counseling
  - e. Resources
  - f. Research
  - g. Law and Ethics
3. A list of your course work and/or a copy of your transcripts
4. Certificates/credentials/honors
5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.

## PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- \_\_\_\_\_ 1a. Resume (which will be updated each semester)
- \_\_\_\_\_ 2. Developmental/Health History Questionnaire (from EDS 248)
- \_\_\_\_\_ 3. Hotsheet (from EDS 245)
- \_\_\_\_\_ 4. Abstract of group curriculum (from EDS 231)
- \_\_\_\_\_ \_\_\_\_\_

Semester Two: Spring semester, first year (EDS 242A instructor)

- \_\_\_\_\_ 1b. Updated Resume
- \_\_\_\_\_ 5. GATE evaluation (from EDS 242B)
- \_\_\_\_\_ 6. CHC Handout (from EDS 242A)
- \_\_\_\_\_ 7. Client Case Study (from EDS 241)

Semester Three: Fall semester, second year (EDS 439A instructor)

- \_\_\_\_\_ 1c. Updated Resume
- \_\_\_\_\_ 8. Psychoeducational evaluation (from EDS 243A)
- \_\_\_\_\_ 9. Assessment Resources Notebook (from EDS 244)
- \_\_\_\_\_ 10. FAA (from EDS 240)
- \_\_\_\_\_ 11. BIP (from EDS 240)
- \_\_\_\_\_ 12. Academic Intervention Case Study (from EDS 246A)
- \_\_\_\_\_ 13. Early Fieldwork in School Psychology Evaluation Form (from EDS 439A)
- \_\_\_\_\_ \_\_\_\_\_

Semester Four: Spring semester, second year (EDS 439B instructor)

- \_\_\_\_\_ 1d. Updated Resume
- \_\_\_\_\_ 14. Disability information pamphlet (from EDS 247)
- \_\_\_\_\_ 15. Psychoeducational evaluation (from EDS 243B)
- \_\_\_\_\_ 16. Crisis Intervention script (from EDS 246B)
- \_\_\_\_\_ 17. Suicide Intervention script (from EDS 246B)
- \_\_\_\_\_ 18. Early Fieldwork Evaluation Form (from EDS 439B)
- \_\_\_\_\_ \_\_\_\_\_

Semesters Five & Six: Internship, third year (EDS 441B instructor and or Internship Coordinator)

- \_\_\_\_\_ 1e. Updated Resume
- \_\_\_\_\_ 19. School Psychology Internship Evaluation Form
- \_\_\_\_\_ 20. Behavioral Intervention Case Study
- \_\_\_\_\_ 21. Academic Intervention Case Study
- \_\_\_\_\_ 22. Psychoeducational evaluation
- \_\_\_\_\_ 23. Community Resources Directory
- \_\_\_\_\_ \_\_\_\_\_ Selected materials (determined by supervisor & intern)