

# PSY 675: School Psychology Practicum

## Grand Valley State University

### Fall 2017

**Instructor Information:**

Jennifer Mills James, Ph.D.  
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**Course Information:**

Location: 2314 Au Sable Hall  
Time: 6- 8:50 pm  
Days: Thursday  
CRN: 23207

**Office Hours:** Thursdays from 4:00 pm to 6:00 pm or by appointment. Individual meetings will be scheduled at the beginning of the school year and will provide additional supervision. Email is the best way to contact me. I will try my best to get back to you as soon as possible.

**Course Description (from catalog):**

The School Psychology Practicum Seminar course is intended to provide school psychological services in a school under the supervision of a licensed school psychologist. Students will be actively involved in assessment, consultation, prevention, and intervention. This practicum is designed to be a field-based orientation to the field of school psychology. Students will benefit from this experience as they acclimate to the culture of schools and the delivery of psychological services. Students will be assigned to a field-based supervisor. A weekly seminar is required.

**Required Text:**

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

Additional required readings will be placed on Blackboard

**Grading:**

Final grades are calculated by dividing your total number of points by total number of points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note: I do not offer extra credit on an individual basis.

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Assignment	Points
<u>First Semester</u>	
Goal Writing	20
Monthly Reflections (Oct, Nov, Dec)	30
Updated Philosophy	25
Special Education Evaluation 1	50
Academic Consultation Part 1	25
Behavior Consultation Part 2	25
Case Conceptualization Presentation	25
WISC Reflection	10
Seminar Participation	25
Mid Year Supervisor Evaluation	Pass/No Pass
Evaluation Reflection	20

Total Points	255 points
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<u>Second Semester</u>	
Monthly Reflections (Jan, Feb, Mar)	30
Self Reflection- End of Year	20
Special Education Evaluation 2	50
Academic Consultation Part 2	25
Behavior Consultation Part 2	25
Systems Level Project	50
Intervention Presentation	10
Seminar Participation	25
Team Taught Class	25
End of Year Supervisor Evaluation	Pass/No Pass
Self Reflection	20

Total Points	280 points
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## Practicum Expectations

### Days Required:

You will be assigned to a practicum site for *two full school days per week* for the district's school year. A total of 600 hours must be completed in practicum activities outside of the classroom. You are required to attend classes held on campus. A "school day" is the same as the field supervisor's school day. In addition to the 600 hours in the school setting, the practicum includes a 3-hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the field based supervisor.

### First Semester:

During the first semester, you will gain an understanding of the role of School Psychologist at your field placement. You will be familiarized with the structure, system, special education processes, etc. In addition, you will be required to participate in various activities related to individual case study evaluations that will build the skills needed to complete a school based psychological evaluations. You will begin your academic and behavior consultation cases and complete at least one complete special education evaluation with support from your supervisor.

You will be assigned to a small group and will discuss practicum related cases and problem solve during seminar. This will be time to get more support on your cases, conceptualize your projects, and get feedback. If you have a difficult case or need more supervision, the professor will be available for individual supervision meetings with you. You may count any small group and individual supervision hours towards your practicum hours.

### Second Semester:

Second semester of practicum will focus on continuing to develop skills in problem solving, consultation and intervention at the individual and systems level. You will have the opportunity to complete required assignments at your sites during the second semester. You may discuss these activities in class and seek consultation in class or small group/individual supervision time as appropriate. This class will be mainly discussion of different topics related to School Psychology and you are expected to be a full participant. The goal for this class is to be a support to you in gaining all of the skills necessary to be an independent intern next year.

## **Course Assignments**

All assignments will be submitted on Blackboard by accessing the “Assignments” tab. Assignments must be turned by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, late penalties will apply.

## **Ongoing Assignments**

### **Activity Hours Log**

#### ***Due December 14 & April 26***

You will be required to keep a lot of your activities and the amount of time you spend on each activity. The spreadsheet is available on Blackboard. This will be extremely valuable information to you as you seek an internship and are asked. At the end of the semester, you will be asked to complete the form logging total hours in practicum. Here is a list of things that count towards your practicum hours:

- Time at your practicum site
- Any activities for practicum (evaluation writing, cast studies, reflections, class assignments, etc.)
- Practicum Seminar Hours
- Individual supervision with practicum supervisor and university supervisor (Dr. James)
- Small group supervision
- Professional Development in district (If your district sends you to off-site PD for your practicum with your supervisor, you may count that as well)
- Time on Master’s Project if in the school setting

What does NOT count toward hours:

- Conferences such as MASP, NASP, ABA, etc.
- Work for other classes

If you have any questions about whether or not something counts towards hours, please see me.

### **Case Log**

#### ***Due December 14 & April 26***

Document any of the known factors here including: grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation. You should have the most information about individual student cases such as special education evaluations or consultation projects. You may only be able to document grade level for larger systems projects. The log will be available to you through Blackboard. You will need to submit this for class and the portfolio.

### **Monthly Reflection Log (5 logs @ 10 points each)**

This assignment requires you to write a 1-2 page reflection monthly (October, November, January, February, and March). You will write about your reflections of your practicum experiences including what is going well, what is not going well, areas of improvement, and progress toward your annual goals. This purpose of these logs is for you to be continually thinking about your growth and readiness for internship year.

### **WISC Reflection (10 points)- Due December 7**

You will be paired with a first year student during the first semester to act as the “student” as they practice administering the WISC-V. After the WISC administration, you will write up feedback on how the student performed. Also, you will reflect on how it felt to be the student during this administration.

### **CASE PROJECTS (50 points each)**

You will be required to complete five “cases” during the academic year. All projects will also be submitted as part of your second year rubric. It is recommended that you plan your year accordingly to ensure you complete and turn in all cases by the end of second semester. **You MUST complete one special education evaluation by the end of the first semester.** You must also begin your academic and behavior consultation cases by the end of the first semester.

You will be presenting on one of your cases to the class at the end of first semester and another one at the end of second semester. Description of possible case projects:

#### ***1) Academic and Behavior Consultation:***

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation)

Report documenting your involvement in a behavior consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from a behavioral intervention implemented (by yourself or by others based on your consultation).

#### ***2) Systems-Level Project:***

Project of your choosing that might include:

- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

#### ***3) Psycho-educational Evaluations (two evaluations required):***

As a part of your practicum experience, you will be expected to be involved in special education evaluations. Initially, you may be asked to complete portions of evaluations being done by your supervisor. By the end of the year, you will need to demonstrate the ability to independently evaluate students from referral to completion and write psycho-educational reports under supervision. You will be required to turn in two complete

evaluation reports by the end of the year. One of the evaluation reports will be part of your second year practicum portfolio. Students are encouraged to cover at least one evaluation on a student with academic deficits and one evaluation on a student with behavioral needs.

*Academic Report:*

One report must incorporate academic assessments. It is preferred that this is an Specific Learning Disability evaluation, but it could also be a report evaluating if a student is eligible under Other Health Impairment or Cognitive Impairment.

*Behavior Report:*

The other report should focus on behavioral difficulties, including classroom observations, behavior rating scales, and clinical interviews. It is likely you will have to coordinate with a School Social Worker on this evaluation. This could be an evaluation for a student with an Emotional Impairment, ASD, or Other Health Impairment that impacts the student's behavior.

It is understood that evaluations from year to year can be unpredictable and you may not be able to find both academic and behavior evaluations in the time you are at practicum. If you are having difficulty coming up with two different types of evaluations, please discuss this with me. The main objective is that you are exposed to a variety of evaluations in order to be independent by your internship.

**IMPORTANT: Complete the evaluations in a timely manner and send to Dr. James to read prior to submitting to your field-based supervisor!**

**Supervisor Evaluation (Pass/No Pass)- Reflection = 20 points**

***Due December 14 & April 26***

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum experience. This evaluation will describe the supervisor's opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should conference with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor to discuss your progress. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

*Professional Behavior and Competence:*

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of "2" or below on Professional Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to accept an internship offer until you demonstrate all professional behaviors at a level of "3" or "4."

N/A	No opportunity to observe
1	Does Not Meet Expectations
2	Partially Meets Expectations; demonstrates professional behavior inconsistently
3	Meets Expectations; demonstrates professional behavior with a few exceptions
4	Exceeds Expectations; demonstrates professional behavior with consistency

### *Practice Skills*

Students in second year practicum are expected to earn ratings from 2-3 in practice skills, though some ratings may be higher or lower. Students in the Novice range will need more practice in those specific skills through practicum. *A remediation plan will be developed to ensure you get the experiences necessary to perform in the satisfactory range.*

N/A	No opportunity to observe: skills in this area have not been observed frequently enough to accurately judge student's progress
1	Novice: Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program
2	Satisfactory: Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary
3	Emerging Professional: Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary
4	Independent Level of Functioning: Student is functioning independently in this area

*Mid Year Evaluation:* Pass/No Pass. Ratings below 2 in professional behaviors or practice skill areas will result in an individualized remediation plan for second semester. Your progress will then be monitored on a monthly basis and include regular follow-up meetings with the university supervisor.

*Submission of End of year evaluation:* Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered "No Pass" if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass practicum in order to be approved for internship.

### *Reflection on evaluation and how to improve performance: 20 points*

By the end of the year, the goal is for you to earn a 4 in all areas of Professional Behavior and Competency and a 3 or higher in almost all practice skill areas to "Meet Expectations." Due to the subjective nature of evaluations, scoring will be based on submitting a reflection on your scores. After receiving your completed evaluation, write a 2-3 page reflection on your ratings, whether or not you agree, and how to improve.

### **Practicum Seminar Participation (25 point per semester)**

You will be assigned participation points for attending class each week and participating. Throughout the semester we will be discussing issues from the field and you will be expected to share about your practicum experience each week. Areas of strength and concern will be addressed promptly. Furthermore, the university supervisor will review your reports and personal reflections for evidence of professional competence.

## **First Semester Projects**

### **Practicum Year Goals (20 points)**

#### ***Due September 21***

Write a 1-2-page paper on your personal goals for your practicum year as you develop as a professional school psychologist. Determine three goals for yourself and explain why you chose the goals and how you plan to meet your goals. Please make sure you address your growth in knowledge and skills based on the ten NASP domains:

(<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). This will be done at the start of the year and you are expected to share your goals with your supervisor in order to create a plan to meet your goals. Below is an example of goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2017, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2017, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2018, I will attend at minimum three district training workshops.		

### **Philosophy and Vision of School Psychology Paper: (25 points)**

#### ***Due November 9***

For this assignment, you will update your Philosophy of School Psychology based on your experiences over the past year. Write a 3-5-page paper on their philosophy of school psychology and your vision of our field's future. You should demonstrate critical thinking on the knowledge that they have acquired throughout the semester; i.e., integrate class lectures, discussions, and readings. This paper will be submitted as a part of your annual review portfolio, and will continue to be updated and revised during the program.

### **Case Conceptualization Presentations (25 points each)**

#### ***Date TBD***

You will be doing a case conceptualization presentation on a special education evaluation this fall. You do not have to have turned in your case study to present on it. You will present on the information and data you have at that time. Your presentation should be 10-20 minutes long and presented as if you are presenting assessment results to a team of teachers, staff and parents. The presentation should include all parts of the assessment and include graphs and tables of scores. Based on your problem identification and analysis, the class will work together to "determine eligibility" and recommendations for the student.

### **Special Education Evaluation #1 (50 points)**

#### ***Due December 14***

You will need to complete one special education evaluation during the first semester. Remember to complete the report in a timely manner in order to give it to the professor to review prior to turning it into your field-based supervisor. It is expected that you will be getting more support from your supervisor for your first integrated report.

## **Academic and Behavioral Consultation Projects Part 1 (25 points each)**

### ***Due December 14***

In order to structure your year and aid time management, you are expected to complete Steps 1-4 of your academic and behavioral consultation cases (See assignment description for details). You may choose to utilize your PSY 624 project for the first part of your behavior consultation case. If you choose to utilize your EDS Language Arts Project for your Academic Consultation case, consult with the professor to ensure it will meet the project requirements.

## **Second Semester Projects**

## **Academic and Behavior Consultation Projects Part 2 (25 points each)**

### ***Due by April 19***

You will turn in your complete academic and behavior consultation projects this semester. You will be adding to what you submitted during the first semester. Include the intervention, progress monitoring graphs, fidelity, summary and recommendations.

## **Special Education Evaluation #2 (50 points)**

### ***Due by April 19***

It is likely that you will be conducting a number of evaluations during second semester to prepare you for independence as a School Psychologist. Choose one of the evaluations to submit, ensuring the necessary components are included.

## **Systems Level Project (50 points)**

### ***Due by April 19***

In order to effectively facilitate systems-level change, school psychologists need to call upon three areas of expertise: An understanding of human behavior from a social systems perspective; An ability to use collaborative planning and problem-solving procedures; A familiarity with principles for organizational change. You will choose a project based on best fit with your practicum site. Some examples of possible projects include:

- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)- this is beyond leading an individual intervention.
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

## **Intervention Lesson (10 points)**

### ***Date TBD***

By second semester, you should have either started, or designed your interventions for your behavior and academic consultation projects. For this assignment, you are going to use your presentation skills to “teach” one of the interventions. Give a brief summary of the intervention and the research behind it. Then go through a sample lesson as the teacher/interventionists. The class will act as your students. This will likely take 10-20 minutes and will be scheduled at the start of second semester.



### **Team Taught Class (25 points)**

#### ***Date TBD***

You will work in teams of 2 to develop a team taught class on an assigned NASP domain area. Once you are assigned the domain area, your team will choose a “hot topic” within the domain to lead a professional development style talk to the class. Each Team must develop and lead a 60-minute presentation/discussion of the issue examined. Each team member is responsible for determining which issues presented in their assigned chapter to highlight/focus on during their presentation. Team members will be graded separately for their overall contribution to the research and classroom led presentation. Each team member is expected to actively participate in the presentation and team led discussion session. Classmates and the professor will evaluate the quality of the information presented using a rubric. Each team will prepare a 1-hour presentation on their topic, followed by 15-20 minutes of a team led structured discussion related to their topic. Teams will need to get their topic approved by the professor in January.

### **Self-Reflection Paper (20 points)**

#### ***Due April 26***

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains (<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.

Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

## **Course Policies**

**Attendance:** Seminar attendance is essential for earning a satisfactory grade in this class. If you do need to miss a class period, please let me know ahead of time. Class participation points require class attendance and frequent participation. Since this is a discussion-based class, your attendance is crucial. Problem solving in class will be essential for a successful practicum year.

**Preparation for class:** I expect that all students will be fully prepared for this seminar. This is defined as reading the assigned text *prior* to the lecture and identifying any questions for clarification. I expect all students to participate fully in class discussions. For this to occur, it is essential that you are prepared to fully participate/benefit from these activities.

**Electronic Devices:** All electronic devices (cell phones, ipods, etc.) are to be **turned off** and **put away** during seminar. Please refrain from text messaging, emailing, surfing the web, etc. during seminar. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a “no laptop policy”.

**Canceled Classes:** If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

**Assignment Submissions:** Assignments must be turned in at the beginning of class on the due date. If an assignment is not turned in at the beginning of class, late penalties will apply.

## **University Policies**

### **Accommodations for Students with Disabilities:**

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

### **Academic Integrity:**

Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

### **Plagiarism:**

As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

### **Fire Procedures:**

Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>.

## Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

FIRST SEMESTER				
Week	Date	Topic	Readings	Assignments Due
1	August 31	<i>NASP Domain 2.10</i>  Introduction to Practicum Year Syllabus and Placement discussions Mandated Reporting Etiquette	Best Practices Foundations 47 (Leung & Jackson)  Michigan Mandated Reporting Resource guide	
2	September 7	<i>NASP Domain 2.10</i>  State Rules and Regulations (IDEIA and NCLB); MARSE Rules; Evaluation Process  Self Care Planning	Review Michigan State Rules and Regulations  Best Practices Foundations Chapter 31 (McBride, Willis, Dumont)	
3	September 14	<i>NASP Domain 2.1</i>  Utilizing Assessment Data to Inform Decisions. Goal Setting and Best Practice in Report Writing & IEP Goal Writing	Review Best Practices Student Level Services Chapter 4  Best Practices Foundations Chapter 26	<b><i>Turn in signed copy of supervisor contract</i></b>
4	September 21	<i>NASP Domain 2.2 &amp; 2.7</i>  Home School Collaboration: Prevention through Engagement  Conducting Literature Reviews: Presented by Gayle Schaub, GVSU library	A Cord of Three Strands Chapters 1-2  <b>MEET IN THE LIBRARY</b>  NASP Position on Home School Collaboration	<b><i>Practicum Year Goals Due</i></b>
5	September 28	<i>NASP Domain 2.2 &amp; 2.7</i> Effective Communication Skills: Presenting Results, Research, etc. to Staff and Families  Presentation by the GVSU Speech Lab- Carl Brown, Ph.D.	Glazer, A (2014). Communication matters: Effective oral communication of evaluation results. <i>NASP Communique</i> , 42(6).	

6	October 5	<p><i>NASP Domains 2.7 &amp; 2.10</i></p> <p>Collaboration in IEP Meetings, Mediation, and Due Process.</p> <p><i>Guest Speaker from Michigan Special Education Mediation Program</i></p>	<p>Mueller &amp; Carranza article posted on Bb</p> <p>Review State of Michigan Problem Solving Process, Timeline, and Complaint documents on Bb</p>	
7	October 12	<p><i>NASP Domain 2.5 &amp; 2.6</i></p> <p>Implementing MTSS District Wide- Where to begin?</p> <p>Guest Speaker: Jason Glerum, MTSS Coordinator and School Psychologist</p>	<p>Freeman, J., Sugai, G., Simonsen, B., Everett, S. (2016). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56 (1), 29-37.</p> <p>Sugai, G., Simonsen, B., Freeman, J., La Salle, T. (2016). Capacity development and multi-tiered systems of support: Guiding Principles. <i>Australasian Journal of Special Education</i>, 40 (2), 80-98.</p>	
8	October 19	<p><i>NASP Domain 2.6</i></p> <p>Responding to Grief &amp; Crisis in the Schools</p> <p>Case Conceptualization Presentations</p>	<p>Best Practice Systems Level Chapter 21 by Poland, Samuel-Barrett, and Waguespack</p> <p>Additional resources from NASP on responding to Grief on Bb</p>	
9	October 26	<p>Internships- Discuss placement plan; Practice Interviews for interviews and jobs; review CVs (examples)</p> <p>Guest Speakers: Current Interns</p> <p>Case Conceptualization Presentations</p>	<p>Articles on Bb:</p> <ul style="list-style-type: none"> <li>-Tips for Finding an Internship</li> <li>-Successful interviewing</li> <li>-Preparing your CV</li> </ul>	<b><i>Monthly Reflection Due</i></b>
10	November 2	<p><i>NASP Domain 2.8</i></p> <p>Civil Discourse Symposium: Immigrants and Refugees- Celebrating our Diversity</p>	<p>Eberhard Center</p> <p>You will reflect on this symposium- due 11/23</p>	
11	November 9	<p><i>NASP Domain 2.8</i></p> <p>MASP Conference Understanding Equity, Racial Bias, Gender Diversity, ELL Evaluations, etc.</p>	<p>Ann Arbor Marriott Ypsilanti</p>	<b><i>Updated Philosophy Due</i></b>

12	November 16	<p><i>NASP Domain 2.3, 2.4, 2.6</i></p> <p>Interventions: Implementation Science</p> <p>Case Conceptualization</p>	<p>Forman, S. G., et al. (2013). Implementation science and school psychology. <i>School Psychology Quarterly</i>, 28(2), 77-100</p> <p>Explore:  <a href="https://sites.google.com/view/nicvanoss/teachers/implementation-science">https://sites.google.com/view/nicvanoss/teachers/implementation-science</a> </p>	
	November 23	<b>Thanksgiving- No Class</b>		<p><b><i>Monthly Reflection Due including Reflection on Civil Discourse Symposium</i></b></p>
13	November 30	<p><i>NASP Domain 2.1 and 2.2</i></p> <p>Conducting Best Practice ASD Evaluations: Guest Speaker Kelly Dunlap?</p> <p>Case Conceptualization</p>	<p>START ASD Evaluation Manual (Posted on Bb)</p> <p>Best Practice Data Based Chapters 26 &amp; 27 on ASD identification</p>	
14	December 7	<p><i>NASP Domain 2.6</i></p> <p>Seclusion and Restraint Laws/Crisis Teams</p> <p>Case Conceptualization</p>	<p>Michigan Seclusion and Restraint Policy (Posted on Bb)</p> <p>Best Practices Student Level Chapter 26</p>	<p><b><i>WISC Administration Reflection Due</i></b></p>
	December 14	No Class: Turn in all assignments and evaluations on Blackboard		<p><b><i>Supervisor Evaluation &amp; Reflection Due</i></b></p> <p><b><i>First Semester Logged Hours and Case Log Due</i></b></p> <p><b><i>Case Projects Due:</i></b></p> <ul style="list-style-type: none"> <li><b><i>-Special Ed Evaluation</i></b></li> <li><b><i>-Steps 1-4 of Academic &amp; Behavior Consultation</i></b></li> </ul>

\*Second Semester Readings will be posted on Blackboard

SECOND SEMESTER				
Week	Date	Topic	Readings	Assignments Due
1	January 11	Overview of second semester Refresher; Discuss portfolio/due dates  Assessing Culturally and Linguistically Diverse Students	TBA: Samuel Ortiz CLD Matrix	
2	January 18	Secondary Trauma Guest Speaker		
3	January 25	Intervention Lessons Round One (4 students)		<b>Monthly Reflection Due</b>
4	February 1	Intervention Lesson Round Two (5 students)		
5	February 8	Intervention Lesson Round Three (4 students)		
6	February 15	<b>NASP Conference- No Class</b>	<b>See you in Chicago</b>	<b>Updated Philosophy Due</b>
7	February 22	Team Taught Class <i>Domain 2.1: Data Based Decision Making</i>		
8	March 1	Team Taught Class <i>Domain 2.3: Collaboration &amp; Consultation</i>		<b>Updated CV Due</b>
	March 8	<b>Class Online (GVSU Spring Break)</b> <b>Topic TBA</b>		
9	March 15	Team Taught Class <i>Domain 2.4: Mental Health Services</i>		
10	March 22	Team Taught Class <i>Domain 2.5: School-Wide Practices</i>		<b>Monthly Reflection Due</b>
11	March 29	Team Taught Class <i>Domain 2.6: Preventative Services</i>		
12	April 5	<b>SPRING BREAK</b>	NO CLASS	NO CLASS
13	April 12	Team Taught Class <i>Domain 2.8: Diversity</i>		
14	April 19	Wrap Up Day		<b>All Case Studies must be turned in by this date</b>
15	April 26	No Class- Master's Presentations  Turn your hours, case log, and evaluation in at your Master's Presentation		<b>Due: Logged Hours, Supervisor Evaluation and Self-Reflection Due</b>

## NASP DOMAINS

	NASP Knowledge Domain	NASP Skill Domain
2.1 Data-Based Decision Making and Accountability	School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2 Consultation and Collaboration	School psychologists have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation and evaluation of services and programs
2.3 Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning and mental health
2.5 School-Wide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others
2.6 Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	School psychologists, in collaboration with others, demonstrate skills to promote skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery.
2.7 Family-School Collaboration Services	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools	School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children
2.8 Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity and development and learning and advocacy for social justice are foundations for all aspects of service delivery
2.9 Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group and/or systems levels

2.10 Legal, Ethical, and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists	School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills



