

PSY 675: School Psychology Practicum

Grand Valley State University

2020-2021

Instructor Information:

Jennifer Mills James, Ph.D.
Office: 2140 Au Sable Hall
Phone: (616) 331-2406
Email: jamesje1@gvsu.edu

Course Information:

Location: Online
Time: 1:00-3:45
Days: Wednesdays
CRN: 23207

Office Hours: My office hours for the year are by appointment and over ZOOM. Individual and small group 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.

Joyce-Beaulieu, D. & Rossen, E. (2015). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing.

PREPaRE Workbook (You will order through Jen)- \$45.00

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>Second Semester</u> | |
| Monthly Reflections (Feb & Mar) | 20 |
| Updated Philosophy | 10 |
| Special Education Evaluation 2 | 50 |
| Case Presentation | 25 |
| Seminar Application points | 25 |
| Team Taught Class | 25 |
| Self-Reflection | 10 |
| Academic Consultation part 2 | 25 |
| End of Year Supervisor Evaluation | Pass/No Pass |

Total Points 190 points

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.

Second Semester 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. I will accept work up to three days late with a 25%-point deduction.

Activity Hours Log

Due Monthly- See Below for Due Dates

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)

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 Monthly- See Below for Due Dates

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 Journal Log (2 logs @ 10 points each- February & March)

This assignment requires you to write a 1-2 page journal monthly (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.

Philosophy and Vision of School Psychology Paper: (10 points)

Due March 17

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.

Team Taught Class (25 points)

Dates on Schedule Below

You will work in teams of 2 to develop a team-taught 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.

Case Study Presentation (25 points)

Dates to be assigned

You will be doing a case study presentation near the end of the year. 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 in Power Point (or another similar format). The presentation should include all parts (Problem Identification, Problem Analysis, Intervention, CBE, Evaluation Results, Recommendations, etc.) related to your case.

Special Education Evaluation #2 (50 points)

Due by April 21

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.

Academic Consultation Project- Part 2 (25 points)

Due April 28

You will be completing your academic consultation project first semester. See assignment description in Blackboard for details. 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.

Self-Reflection Paper (10 points)

Due April 28

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.

Supervisor Evaluation (Pass/No Pass)

Due April 28

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” is 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.

Practicum Seminar Participation (25 points 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.

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, 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

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

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.

Face Coverings:

Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students who are not able to wear a face covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

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>.

Commitment to Inclusion & Equity & University Anti-Harassment/Non-Discrimination

As adopted by the Board of Trustees, in Administrative Manual Chapter 1, Grand Valley State University is committed to inclusion and equity and strives to establish a climate that welcomes and affirms the contributions of all students and employees. The University is guided by values for inclusiveness and community, which are integral to our mission to educate students to shape their lives, their professions, and their societies, and to enrich the community through excellent teaching, active scholarship, and public service. The University strives to provide all members of its community an inclusive environment and equitable opportunities for success.

The University is also committed to maintaining a climate conducive to an educational, living, and employment environment that is free from unlawful acts of harassment and discrimination, as well as those defined by this policy. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. It is neither the purpose nor intent of this policy to infringe on the First Amendment or academic freedom as defined by the University.

The University is an affirmative action, equal opportunity institution, consistent with its obligations as a federal contractor. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Members of the University community, including students, employees, faculty, staff, administrators, Board members, consultants, vendors, others engaged to do business with the University, candidates for employment or admissions, and visitors or guests have the right to be free from acts of harassment and discrimination, including sexual misconduct, as defined by this policy. In accordance with applicable federal and state law and this policy, acts of discrimination or harassment by members of the campus community are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight. This includes inappropriate limitation of, access to, or participation in educational, employment, athletic, social, cultural, or other university programs and activities. The University will provide reasonable accommodations to qualified individuals with disabilities. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, or lawfully required by a grant or contract between the university and the state or federal government.

For the purposes of this policy, sex-/gender-based harassment includes sexual misconduct, sexual assault, interpersonal or relationship violence, and stalking.

Creating an Equitable and Inclusive Learning Environment

As an instructor, I will strive to create an equitable and inclusive learning environment in our class. It is my and the university's goal that you feel able to share information about your experiences as a student. University faculty and staff will seek to keep information you share private to the greatest extent possible. There is some information that may need to be shared with the university, especially regarding sexual misconduct or information about a crime that may have occurred on GVSU's campus. Below are additional resources available for support:

- **Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at www.gvsu.edu/titleix or contact the University's Title IX Coordinator, Theresa Rowland at 616-331-9530 or rowlanth@gvsu.edu.
- **Disabilities Support Resources:** If you have special needs because of a learning, physical or other disability, please contact the instructor as well as Disability Support Resources (DSR) at 616-331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please make an appointment with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your instructor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.
- **Gender Expression and Identity:** Students whose preferred names do not match their state issued identification may have their preferred name on their GVSU ID card, the name associated with their student email account and in Blackboard, an online learning tool for discussions and class group collaborations. Students must make these requests by contacting Bill Widmaier (widmaieb@gvsu.edu) in the Registrar's Office. He will take your request and contact the Blackboard administrator to make the change. He also contacts professors to inform them that your name in Banner will not match the name in Blackboard. More information is available at <http://www.gvsu.edu/lgbtrc/name-gender-markers-130.htm>.
- **Bias Incidents or Harassment:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all bias incidents--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address bias incidents. Go to <http://www.gvsu.edu/inclusion/bias-incidents.htm> to report bias incidents or for more information. In addition, for faculty/staff related complaints, you can file an informal complaint with the Division of Inclusion and Equity at inclusion@gvsu.edu or 616-331-3296. For student related complaints, you can also contact the Dean of Students office at 616-331-3585.

- **Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<http://www.gvsu.edu/counsel/> or 616-331-3266) and the Student Ombuds, Takeelia Garrett (garrett@gvsu.edu).

Resources

Writing Center:

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids, is available to help you with writing in any of your classes. Also, through your Gmail account, you have access to online consultations through Google Docs. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. The Center's services are free, and appointments are available. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns about the writing to any of the Center's locations:

Allendale:

Lake Ontario Hall 120; Monday - Thursday 9:00 a.m. - 6:00 p.m. & Friday 9:00 a.m. - 3:00 p.m. & Sunday 2 p.m. - 6 p.m.

Knowledge Market: Mary Idema Pew Library (1st floor) - Sunday - Thursday 6:00 p.m. - 11:00 p.m.

Online via Google Docs - Monday - Wednesday 8:00 p.m. - 12:00 a.m.

Pew Campus Downtown:

Eberhard Center 101 - Monday - Thursday 10:00 a.m. - 2:00 p.m.

Knowledge Market: Steelcase Library - Monday - Thursday 2:00 p.m. - 7:00 p.m.

CHS Building 100 - Tuesday-Wednesday 10 a.m. - 2 p.m.

Speech Lab:

The mission of the Grand Valley State University Speech Lab is to empower speakers to shape their lives professions and society through confident and effective public presentations. Speech consultants, who are fellow GVSU undergraduates, are trained to assist with all parts of the speechmaking process including choosing a topic, organizing your thoughts, and practicing presentations. The Speech Lab is located in 154 Lake Michigan Hall (Allendale) and services are free for all Grand Valley undergraduates. For more information about the Lab, its hours, downtown locations, and to make an appointment, please visit the Lab website at:

<http://www.gvsu.edu/speechlab>.

Library:

Each department has a designated librarian to support your research needs. Samantha Minnis is our liaison librarian for Psychology. Her email is minniss@gvsu.edu and she is available for online consultations: BB Collaborate, Google Meet, Zoom, or email. You can also check out the [Psychology Subject Guide](#), which is a great place to start your library research.

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer online support in two ways: online

peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit www.gvsu.edu/library/km.

Library Services

You can find out more about our library spaces, how to check out books and access articles, and other library services this semester by visiting our [Buildings Reopening page](#) and our [online services](#).

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.

| SECOND SEMESTER | | | | |
|-----------------|-------------|---|---|--|
| Week | Date | Topic | Readings | Assignments Due |
| 0 | January 8 | Round table/panel discussion for the MASP graduate student webinar at 2:00 | | |
| 1 | January 20 | Overview of second semester Refresher; Discuss portfolio/due dates Sign up for Team Taught Class | Article posted on Blackboard | |
| 2 | January 27 | Small group problem solving | | |
| 3 | February 3 | Team Taught Class: Assessing Culturally and Linguistically Diverse Students | Articles TBD | |
| 4 | February 10 | Team Taught Class: Mental Health Considerations for LGBTQ+ Youth | Articles TBD | |
| 5 | February 17 | Team taught Class: TBD | Articles TBD | |
| 6 | February 24 | Motivational Interviewing Guest Speaker – Mary Bower Russa | Herman et al, 2014 Ch. 1-3 (I'll provide the link to the e-book) | <i>Monthly Reflection and Logs Due</i> |
| 7 | March 3 | Team Taught Class: Tele-assessment | Articles TBD | |
| 8 | March 10 | NO CLASS- Mental Health Day | | |
| 9 | March 17 | PREPARE Training Day 1 During Amy's Class | Watch before the training: "In the Aftermath" prepared by the FBI https://www.youtube.com/watch?v=3sKyH68L7OE&feature=youtu.be | |

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| | | | You will be purchasing the PREPaRE materials from me. You will get directions on the readings and pre-test you will have to complete from NASP. | |
| 10 | March 24 | PREPARE Training Day 2 During Amy's Class | Additional readings on Blackboard | <i>Updated Philosophy Due</i> |
| 11 | March 31 | Team Taught Class: Racial Disproportionality in Discipline | Articles TBD | <i>Monthly Reflection and Logs Due</i> |
| 12 | April 7 | SPRING BREAK for the public schools | NO CLASS | |
| 13 | April 14 | Case Study Presentations #1-3 | Articles TBD | |
| 14 | April 21 | Case Study Presentations #4-6 | Articles TBD | <i>Special Education Evaluation #2 due</i> |
| 15 | April 28 | Case Study Presentations #7-11 | Articles TBD | <i>Full Academic Consultation Report due</i> |
| | May 5 | Final Logged Hours, Supervisor Evaluation, and Self-Reflection Paper Due | | <i>Due: Logged Hours, Supervisor Evaluation and Self-Reflection Due</i> |

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 |

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| 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 |

