DEPT: Educational Studies, Leadership & Counseling  COURSE #: GUI 688   CRD HRS: 3

I. Title: GUI 688 Introduction to School Psychology

II. Catalog Description: This course provides an overview of school psychology and integrates theory and practice in all areas of the field. The course includes the historical evolution of school psychology, learning theories, psychoeducational assessment, psychotherapeutic theory, legal and ethical issues, and the role and function of school psychologists.

III. Purpose: Introduction to School Psychology examines roles and functions of the school psychologists as well as theory, ethical issues, and historical antecedents of the discipline.

IV. Course Objectives: (NASP domains are in parentheses). New counselor standards are in brackets. EPSB standards are in italics. Experienced Teacher Standards are underlined. Students will gain knowledge of:

1. The evolution and role/function of school psychology (10) Leadership
2. Best practice in contingency management (1) [C] 8
3. The legal, ethical, and professional issues influencing school psychology (10) Ethics 1
4. Consultation theory as it applies to the school & family systems (2)[2,5] Leadership 6
5. Best practices in providing intervention services (1) [C,5] 8
6. Crises intervention (7) [C,5] Leadership

In addition to the NASP training domains, this course specifically addresses Category V, Subsections A and B (Ethical and Legal Considerations) in the School Psychology Specialty Exam (PRAXIS #400)

This course requires a great amount of reading, is communication intensive, and focuses on the mastery of both oral and written skills. Toward this focus, assignments have been designed to emphasize written and oral communication development as measured through class assignments, oral and written product development, and portfolio entries.

The COE Conceptual Framework and the Theme of the Educator as a Reflective Decision Maker are addressed in this course by urging students to reflect upon their professional development throughout the course in the form of specific assignments.

The Theme of Diversity is explored in this course through lecture, selected readings, and review of the ethical code.

Technology is addressed through the provision of current web resources related to professional school psychology. Additionally, students will be required to search the web for pertinent resources as described in Section V.

V. Content Outline: See attached
VI. Instructional Activities:
   Lecture, discussion format; current issues research and presentation; on-demand tasks

VII. Field, Clinical, laboratory experiences: Students are required to interview a school psychologist.


IX. Grading Procedures:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term and final exams</td>
<td>50 each</td>
</tr>
<tr>
<td>Summary of school psychologist interview</td>
<td>10</td>
</tr>
<tr>
<td>Final Notebook of Current Issues</td>
<td>100</td>
</tr>
<tr>
<td>Interventions summary</td>
<td>35</td>
</tr>
<tr>
<td>Interventions presentation</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Questions (6 sets)</td>
<td>10 each</td>
</tr>
</tbody>
</table>

370 total pts.

333 = A 296 = B

Note: Grades Lower than a B are unacceptable for the school psychology program. Grades below B will automatically be flagged and prompt a faculty review of the student’s progress in the program. Assignments have specific due dates. Late assignments will be penalized 25% for each week it is late. No incompletes will be given in this class.

FLAG SYSTEM/CONTINUOUS ASSESSMENT
Student progress, throughout the school psychology program, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to performance on course examinations, are assessed. Characteristics and demeanors of interest include punctuality, meeting deadlines, and ability to accept and profit from instructor feedback. Positive and negative flags are submitted to the coordinator of the school psychology program and/or the chair of the department and may be discussed with faculty. Negative flags are carefully reviewed to make the determination as to whether a student should be dismissed from the program or if a professional development plan will be designed for the student’s progress towards program completion.

X. Attendance Policy:
   Attendance is expected in this course. Any foreseen absence must be discussed with the instructor.

XI. Academic Honesty Policy: (adopted by Board of Regents, February 14, 1975)
   Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person, which will receive academic credit, are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline
administered by the faculty member who teaches the course in which the cheating took place.

XII. Test and References:

A. Texts:  


B. References:  

Notebook Entries:  
Define and describe each of the following concepts and provide an explanation about the relevance of the concept for school psychology. Most entries will require one-fourth to one-half page, but some may only require a few lines. It is acceptable to work with other students in the course. Place all entries in a 3-ring binder. Each item in the notebook will be graded on a 1 – 5 pt scale (1 = very poor to 5 = very good) for description and relevance. Descriptions of these concepts can be obtained through the course, required texts, references, library materials, and internet websites.

<table>
<thead>
<tr>
<th>Testing the Limits</th>
<th>John Dewey</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHC Theory of Intelligence</td>
<td>Testing accommodations</td>
</tr>
<tr>
<td>Cross Battery Assessment</td>
<td>Ability Grouping</td>
</tr>
<tr>
<td>Diana vs. Board of Education</td>
<td>ADA and 504</td>
</tr>
<tr>
<td>Factor Analysis</td>
<td>Aptitude x Treatment Interaction</td>
</tr>
<tr>
<td>System of Multicultural Pluralistic Assessment</td>
<td>Marshall v Georgia</td>
</tr>
<tr>
<td>School Psychologist of the Year</td>
<td>Peer Mediation</td>
</tr>
<tr>
<td>Lightner Witmer award</td>
<td>National Certification in Sch. Psych.</td>
</tr>
<tr>
<td>Top 4 journals in School Psychology</td>
<td>Olympia Conference</td>
</tr>
<tr>
<td>Brown v Board of Education</td>
<td>Subtest specificity</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td>Peer Tutoring</td>
</tr>
<tr>
<td>PL 101-476, 99-457, 108-446</td>
<td>School Readiness</td>
</tr>
<tr>
<td>Tarasoff Decision/Duty to Warn</td>
<td>Mental Health Consultation</td>
</tr>
<tr>
<td>Licensure v Certification</td>
<td>Social Skills Training</td>
</tr>
<tr>
<td>Idiographic v nomothetic research</td>
<td>Timothy v Rochester School District</td>
</tr>
<tr>
<td>Bilingualism</td>
<td>Modality Training</td>
</tr>
<tr>
<td>Effects of excessive TV</td>
<td>Howard Gardner’s Theory of intelligence</td>
</tr>
<tr>
<td>Effects of early maturation in boys vs girls</td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td>Effects of child sexual abuse</td>
<td>HIPAA</td>
</tr>
<tr>
<td>Portfolio Assessment</td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>Scientist-Practitioner Model</td>
<td>Spring Hill Symposium</td>
</tr>
<tr>
<td>Larry P vs Riles (all court decisions)</td>
<td>PARC v Pennsylvania</td>
</tr>
<tr>
<td>Domains of School Psychology Practice</td>
<td>Parent-Child Interaction Therapy</td>
</tr>
<tr>
<td>Section 504 of the Rehabilitation Act</td>
<td>Play Therapy</td>
</tr>
<tr>
<td>No Child Left Behind</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>Manifestation Determination</td>
<td>Three types of Prevention</td>
</tr>
<tr>
<td>Functional Behavioral Analysis</td>
<td>Privileged Communication</td>
</tr>
<tr>
<td>Educational v Clinical v School v Developmental v Counseling Psych</td>
<td>Thayer Conference</td>
</tr>
<tr>
<td>Procedural Safeguards and due process</td>
<td>NASP v APA Division 16</td>
</tr>
<tr>
<td></td>
<td>Differential Diagnosis</td>
</tr>
</tbody>
</table>
Empirical Support for Profile Analysis
Guadalupe v Tempe School District
G. Stanley Hall
Effects of homosexual parents
Systems theory
Effects of Divorce on boys v girls
Whole Language v Phonetics instruction
Vail Conference
Internship supervision
Alternative Assessment
CBA v CBM
Modality instruction
Local norms
Childhood depression
Boulder Conference
Robert Sternberg
Parents in Action on Sp. Ed
R.B. Cattell
V Joseph P. Hannon
J. P. Das
Central Auditory Processing Disorder
Effects of ESL on academic functioning
Gay/lesbian/bisexual youth
Childhood bipolar disorder
Effects of retention in grade
Encopresis and enuresis
Social promotion
Effects of bilingualism
Childhood symptoms of depression
common signs of brain injury
and anxiety
Children of gay parents (effects)
Scientifically-based instruction
Fidelity of intervention
Program of Studies
KCCT
CBA vs CBM
IDEA vs IDEIA (differences)
Rights without labels
DIBELS
Side effects and uses for:
Straterra  Adderal  Elavil  Tegretol  Effexor
Ritalin  Tofranil  Cylert  Catapres  Daytrona
Buspirone  Lexapro  Metadate  Dexadrine  Concerta
Zoloft  Paxil  Buspar  Focalin  Seroquel
SSRIs  MAOIs  Tricyclics  Beta blockers  Flouxetine

A sample entry may look like this:

Bibliotherapy: Using literature to influence development. Books are selected by a clinician, which are designed to help the reader overcome some minor adjustment problem encountered in adolescence and childhood, such as dealing with grief, divorce, or loss of friendships. The guiding principle is that people learn through imitation—as the reader discovers how an individual in similar circumstances overcomes their situation, the reader incorporates the same problem solving approach. School psychologists may use bibliotherapy with children they work with who are having adjustment difficulties, although level of reading skill, access to resources, and motivation should be carefully considered.

School Psychologist Interview

The purpose of this assignment is to help you understand the diversity in training, perspectives, and roles of school psychologists. You need to interview a certified school psychologist from any state, although this individual cannot be the same individual under whom you completed the school psychology practicum. You should not interview someone who has been interviewed (or will be interviewed) by another student in the course. Names of school psychologists will be provided upon request. This interview does not have to be face to face but cannot involve a written interview that is mailed to them. Specific areas to cover include:

1. Describe your training (where, when, length of internship, practicum experience)
2. Where have you practiced since becoming a school psychologist?
3. What were the strongest and weakest aspects of your training, including the prac and internship?
4. Describe the difference between what you feel a school psychologist should be doing in your district and what is expected of a school psychologist in your district (from administration’s standpoint)
5. What do you see in the future for school psychologists?
6. Describe a memorable ethical dilemma and how it was resolved
7. What do you do for a typical EBD assessment/determination?
8. How should we evaluate SLD in KY?
9. What is your role under RTI?
10. How often do you interact with parents, and in what capacity?
11. How do you assess for or “rule out” sociocultural factors as contributing to a child’s school problems?
12. How do you avoid burn out?
13. Describe the impact you feel you have upon teachers, parents, administration, and children with whom you work.
14. Other areas you feel are pertinent to help you understand the role and function of school psychologists
15. Your reflection on what you learned from the interview

**Best Practices in Intervention Paper and Presentation**

Take one of the following disorders (each student will take a different disorder). Describe the etiology of the disorder and describe “best practice” intervention for the disorder. Five pages or less should suffice. You should provide enough copies for everyone on the course. You will also be required to briefly summarize your disorder paper (in 15 minutes or less). Grades will be assigned according to the thoroughness and accuracy of the description of the disorder (15 pts), accuracy in providing best practice interventions (20 pts), and presentation clarity and organization.

<table>
<thead>
<tr>
<th>Conduct disorder</th>
<th>Anxiety</th>
<th>Anger control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal learning disorder</td>
<td>Executive Processing Dis.</td>
<td>Bipolar disorder</td>
</tr>
<tr>
<td>Depression</td>
<td>Eneuresis/encopresis</td>
<td>Central Auditory Processing</td>
</tr>
<tr>
<td>School phobia</td>
<td>Childhood obesity</td>
<td>Autism/Asperger’s</td>
</tr>
</tbody>
</table>

**Academic Intervention Paper**

For this paper you need to explore different academic intervention programs for middle school and high school for reading, math, and writing. Use intervention central.org; AIMSweb.org; NRCLD.org; NASPonline, etc to locate the intervention programs. Describe what grade the program is intended for, how it works, who does it (teacher, paraprofessional, SP, counselor), and any data that shows that it is effective.

**“Questions” Requirements**

For each chapter indicated on the content outline, generate five multiple-choice questions. A copy should be forwarded to all students and the instructor. These questions will be graded according to their caliber and sophistication. Ultimately, the questions will be included in a test bank and used for the mid-term and final examination. The goal of these assignments is to mimic the School Psychology Praxis exam as closely as possible.