ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST

California State University, Fresno
Fall 2019
SC2 238 Tuesday & Thursday: 11:00 – 12:50 am

Professor: Marilyn S. Wilson, Ph.D.   *Office:* SC2 354

Office Phone: 559-278-5129   *Email:* marilynw@csufresno.edu

Office Hours: T 9:00-11:00 am; TH: 1:00-2:00 pm

Monday, Wednesday, Friday by appointment; Email consultation any time

Catalog Description: State and federal education codes and court decisions related to the practice of school psychology: types of community resources and referral services. Coordinated with supervised practicum experience in schools.

Prerequisites for the course: Admission to the School Psychology Program.

REQUIRED COURSE MATERIALS

American Psychological Association (2009). *Publication manual of the American Psychological Association, Sixth Edition.* Washington, DC: Author.

Harrison, P., & Thomas, A. (2014). *Best practices in school psychology-VI.* Bethesda, MA: National Association of School Psychologists.

Computer and email access are necessary.

COURSE SPECIFICS

Course description: The purpose of this course is to provide an introduction to the profession of school psychology. Topics to be covered include the history of school psychology and the evolving roles and functions of school psychologists. Issues related to multicultural perspectives and individual differences will be presented throughout the course. The roles of assessment, consultation, intervention, prevention, and research will be discussed in depth. Legal and ethical considerations, as well as professional standards and guidelines for training, certification, and practice, will be described.

Goals and Objectives: Students will:
1. Recite knowledge of the history of school psychology.
2. Classify and compare the roles of school psychologists in the implementation of school services, including in alternative delivery systems.
3. Identify current special education categories.
4. Examine professional training and credentialing standards.
5. Relate practice to professional ethics.
6. Summarize legal issues related to the establishment and delivery of services.
7. Formulate possible futures of school psychology.
8. Recognize multicultural issues and their influence on the educational process.
9. Explore ways to implement home-school-community collaboration.

NASP Domains Covered in this Course:
1. Data based decision-making and accountability.
2. Consultation and collaboration
3. Effective instruction and development of cognitive/academic skills
4. Socialization and development of life skills
5. Student diversity in development and learning
6. School-wide practices to promote learning
7. Prevention, crisis intervention, and mental health
8. Home/school/community collaboration
9. Research and program evaluation.
10. Legal, ethical, and professional school psychology practice

Course requirements/assignments:

Paper Requirements: Each student will complete a review paper related to school psychology, education, students, learning, culture – something that interests you and is related to what we do! The paper is to be written in APA style and should be from 12 to 15 pages in length, excluding references. A minimum of 15 references is required from various professional journals and/or books. While some classical references are necessary and appropriate for a review of the literature, approximately half the references should be current (within the last 10 years). If you have questions regarding the acceptability of an article or book, contact the Professor. Specific requirements for the paper are attached. Students will share their research with the class via a 20 minutes presentation on their topic paper at the end of the semester.

Reflection Papers: Each student will write a brief (2 - 3 pages; no citations) essay at the beginning and end of the semester reflecting on his/her perception of the roles of a school psychologist. The concluding paper should focus on misperceptions and what has been learned during the semester through class and practicum!

Counseling Paper: *School Psychologist and a School Counselor.* Research and write a 2-3 page paper (4 citations required) comparing the common roles and differences.

Presentation: Students will work in pairs to develop and present a 45 minute PowerPoint presentation for the class on one of the topics below. The PPT will be emailed to the class and professor prior to the presentation. For some topics, interviews with local school psychs as well as library / online research will be valuable!! I can help you find school psychologists to contact ☺

Suggested Presentation Topics: See syllabus for dates. Find a partner and topic!!
1. Learning Styles: Promise or Myth / Aptitude Treatment Interactions (Oct 10)
2. Social justice and school psychology (Sept 19)
3. Ethnicity and special education: over-representation (Nov. 19)
   See Special Issue of School Psychology Review, VOLUME 47, ISSUE 2 (2018): *CLOSING IN ON DISCIPLINE DISPROPORTIONALITY* for both social justice and over-representation topics.
4. School psychologists' roles with non-school age children and youth: infants, toddlers, preschoolers and young adults (18-21) (Do interviews) (Oct. 8)
5. Doctoral Careers in school psychology: Training and Career options (Interviews) (Sept. 24)
6. Supporting LGBT Students and their families (NASP website has lots of resources) (Nov. 21)
7. Interface of School Psychology and Applied Behavior Analysis/BCBA (Interviews) (Nov. 5)
8. School psychologists work with refugees and new immigrants. *(Oct. 22)*
   HTTPS://WWW.NASPONLINE.ORG/PUBLICATIONS/PERIODICALS/COMMUNIQUE/ISSUES/VOLUME-46-ISSUE-1/UNAUTHORIZED-IMMIGRANT-STUDENTS-IN-THE-UNITED-STATES-EDUCATIONAL-POLICIES-PRACTICES-AND-THE-ROLE-OF-SCHOOL-PSYCHOLOGY

   http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=248

Attendance in class. The School Psychology Program is a professional training program and like a job, you are expected to be there every class and on time. If you are not going to be in class or you are going to be late, you should call/email the Professor.

Exams:

- ***Two midterm examination*** will be given during the semester. Each exam will be worth 100 points.
- ***One take home comprehensive final examination*** will be given. The examination will be given to you during the last week of classes for the semester and submitted on the Tuesday of finals week. This exam will be worth 100 points.
- **Two in class quizzes** at 10 to 30 points each.

Grading policy: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and lower

2 reflection papers	20
Counseling paper	30
Home Influence paper	20
2 Midterm exams	100
2 quizzes	40
Final exam	100
Topic presentation	75
Paper presentation	25
Review Paper	100
Organization and writing	10
Content (comprehensiveness, accuracy)	75
References (relevant, recent, comprehensive)	15
Minus points for APA and grammar errors.	

COURSE POLICIES & SAFETY ISSUES

Disruptive Classroom Behavior: Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. Coffee, water, soda, etc. are allowed in class. Food is generally not allowed during class unless it is a treat for the entire class. As the class runs over noon, you should bring a snack for before class!!

Computers: Laptops and tablets may be utilized for note taking. However, abuse of technology by web surfing or emailing during class will result in limitations on computer use for the entire cohort.

Cooperation: Studying together is encouraged. The school psychology program operates on a cohort model and emphasizes cooperation over competition. Grades are not awarded on a curve, but by individual points. Being able to work as a team is critical to being a good school psychologist. Therefore, you should discuss and study together; however, written work that is turned in must be your own.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html.

Graduate Writing Studio
http://www.fresnostate.edu/academics/gradstudies/thesis/graduatewritingstudio.html

Graduate Writing Studio Policies: You must be a registered Fresno State graduate student to use the services of the Graduate Writing Studio. Graduate students may schedule appointments on-site (Graduate Study Center, room 2119), via telephone (278-2450), or via email (fresnostategws@gmail.com).

Consultants may work with students on projects, theses, or other longer papers as part of a Fresno State course assignment; consultants may also collaborate with students on professional development needs like cover letters for doctoral, employment, or scholarship applications. Otherwise, consultants are not permitted to advise students on written material unrelated to the pursuit and completion of a master's or doctoral degree at Fresno State. **Consultants may NOT assist with take-home examinations.**

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum

and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/technology) or the University Bookstore (http://www.kennelbookstore.com). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Emergency: In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page https://library.fresnostate.edu/info/copyright-policy

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Date	Topic and Assignments
Thursday, Aug 22	***Introduction and Course Overview*** Go over syllabus. Reflection #1 – due Aug. 27 Something to think about. . . . https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/ ***https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/*** Review NASP website section, Promote the Profession: http://www.nasponline.org/about-school-psychology/promote-the-profession
Tuesday Aug 27	***(I – 10.0, 10.2)*** ***Historical Perspectives*** Fagan, T. (2014). Trends in the history of school psychology in the United States. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology – Foundations* (pp. 383-400). Bethesda, MD: National Association of School Psychologists. Oakland, T., & Jimerson, S. (2014). History and current status of school psychology internationally. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology – Foundations* (pp. 401-420). Bethesda, MD: NASP *Sign up for presentations* ***ASSIGNMENT***: Reflection paper #1. What School Psychologists Do: Your Current Awareness. See syllabus page 2 for instructions. Submit on Canvas.
Thursday, Aug 29	***LRE & SELPA:*** Guest lecture – Trish Small, FCSS PPS Director What is LRE? What does SELPA mean?! Why is FCOE now FCSS….. Armistead, R., & Smallwood, D. (2014). The National Association of School Psychologists model for comprehensive and integrated school psychological services. *Best practices in school psychology –Data-based and collaborative decision-making* (pp. 9-24). Bethesda, MD: National Association of School Psychologists
Tuesday, Sept 3	***Demographics*** Castillo, J. M., Curtis, M. J., & Gelley, C. (2013). Gender and race in school psychology. *School Psychology Review, 42,* 262-279. Curtis, M. J., Castillo, J. M., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow-up study on predicted personnel shortages. *Psychology in the Schools, 51,* 832-849. Walcott. C. & Hyson, D. (2018) *Results From the NASP 2015 Membership Survey, Part One: Demographics and Employment Conditions* http://www.nasponline.org/research-and-policy/nasp-research-center/nasp-research-reports

Thursday, Sept. 5	***Library resources – Meet in library lobby at 11 am***
	    Graduate Writing Studio & Grad Stat Studio. Henry Madden Library 2119
	    http://www.fresnostate.edu/academics/gradstudies/graduatewritingstudio.html
	
	Floyd, R., & Norfolk, P. (2014). Best practices identifying, evaluating, and communicating research evidence. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology – Foundations* (pp. 265-280). Bethesda, MD: NASP
	
	REFERENCE: APA Publication Manual
	Review APA writing

Tuesday, Sept 10	***(I – 10.1) Ethics*** Jacob, S. (2014). Best practices in ethical school psychological practice. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 437-448). Bethesda, MD: National Association of School Psychologist
Thursday Sept. 12	***(I – 10.1)(I – 8.4) Ethics and Social Justice*** Shriberg, D., & Moy, G. (2014*)* Best practices school psychologists acting as agents of social justice. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp.21-32). Bethesda, MD: National Association of School Psychologists Speight, Suzette L. & Vera, Elizabeth M. (2009) ,The challenge of s**ocial** j**ustice** for s**chool** p**sychology.** *Journal of Educational & Psychological Consultation. 19*, p82-92. 11 DOI: 10.1080/10474410802463338. ~~*Presentation – Social Justice and School Psychology*~~ *Topic paper ideas due – please submit 1ˢᵗ and 2ⁿᵈ choices on Canvas*
Tuesday, Sept 17	**(I – 10.1) Legal Issues** Guest: Dr. Dennis Wiechmann, CWA, Sanger Unified Student discipline (regular education, and special education). Restorative justice, alternative education, and current education trends. McBride, G., Willis, G., & Dumont, R. (2014). Best practices in applying legal standards for students with disabilities. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 421-436). Bethesda, MD: NASP
Thursday, Sept 19	***(I – 10.1) Special Education Case Law*** Readings on Canvas: Parental rights, Manifestation Determination, Timelines ***Individual Education Program (IEP)*** PPT and handout on Canvas
Tuesday, Sept 24	***(I – 10.2) Professional Development / Accreditation*** Rossen, E., & von der Embse, N. (2014). The status of school psychology graduate education in the United States. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 503-512). Bethesda, MD: National Association of School Psychologists Rossen, E. (2014. Best practices in national certification and credentialing in school psychology. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 541-552). Bethesda, MD: National Association of School Psychologists http://www.nasponline.org/standards/2010standards.aspx ***Presentation: Doctoral programs in school psychology: Career options***

Thursday, Sept 26	*__Midterm Exam 1 (A – 10.2)__* *Individual consultation on paper; check up on adaptation to graduate school*
Tuesday, Oct 1	*__(I – 1.0)__ __Roles: Cognitive Assessment__* Sotelo-Dynega, M. & Dixon, S. (2014). Cognitive assessment practices: A survey of school psychologists. *Psychology in the Schools, 51*; 1031-1045. Flanagan, D, Ortiz, S., Alfonso, V., & Dynda, A. (2008). Best practices in cognitive assessment. *Best Practices in School Psychology (Vol. 2;* pp. 633-659). Bethesda, MD: NASP Handout on development (I – 8.0) ***ASSIGNMENT:*** *Paper topic due (title, paragraph description of topic, and 10 possible references; listed, not annotated).*
Thursday, Oct 3	*__(I – 1.0)__ __Roles: Assessment of Adaptive Behavior__* Harrison, P., & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. *Best practices in school psychology (Vol. 2;* pp. 605-616). Bethesda, MD: NASP Quiz on developmental delays (A – 8.0)
Tuesday, Oct 8	*__(I – 8.0)__ __Intellectual Disabilities__* Garguiulo, R. (2014) *Special Education in Contemporary Society.* Intellectual Disabilities (pp. 157-185). Los Angeles: SAGE. ***Presentation: School psych roles with non-school age children and youth (__PreK and 18-21__).***
Thursday, Oct 10	*__(I – 1.0)__ __Roles: Academic Assessment__* Christ, T., & Aranas, Y. (2014). Best practices in problem analysis. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Data-based and collaborative decision making* (pp. 87-97). Bethesda, MD: NASP VanDerHeyden, A. (2014). Best practices in can't do/won't do assessment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Data-based and collaborative decision making* (pp. 305-316). Bethesda, MD: NASP
Tuesday, Oct 15	***Presentation: Neuropsychology and Traumatic Brain Injury: Guest – Dr. Ellen Woo (I – 8.0)***
Thursday, Oct 17	*__(I – 1.0)__ __Specific Learning Disability__* Liechtenstein, R. (2014). Best practices in identification of learning disabilities. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Data-based and collaborative decision making* (pp. 331-354). Bethesda, MD: NASP
Tuesday, Oct 22	*__(I – 6.0)__ __Roles: Emotional Disorders and Mental Health__* McConaughy, S., & Ritter, D. (2014). Best practices in multi-method assessment of emotional and behavioral disorders. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Data-based and collaborative decision making* (pp. 367-390). Bethesda, MD: National Association of School Psychologists (P 4.4) Counseling paper due ***Presentation: School psychologists and working with refugees***

Thursday, Oct 24	**_Midterm Exam 2 (A – 8.0)_** _FYI: CASP Conference in Long Beach_
Tuesday, Oct 29	**_(I – 3.0) (I – 3.4)Response to Intervention/Multi-tiered Systems of Support_** Guest: Ada Wolff, Sanger Unified Stoiber, K. (2014) A comprehensive framework for multi-tiered systems of support in school psychology. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Data-based and collaborative decision-making_ (pp. 41-70). Bethesda, MD: National Association of School Psychologists Castillo, J., & Curtis, M. (2014). Best practices in systems-level change. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Systems Level Services_ (pp. 11-28). Bethesda, MD: National Association of School Psychologists
Thursday, Oct 31	**_(I – 2.0) Roles: Consultation_** Rosenfield, S. (2014). Best practices in instructional consultation and instructional consultation teams. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology – Data-based and collaborative decision making_ (pp. 509-524). Bethesda, MD: National Association of School Psychologists Erchul, W., & Young, H. (2014). Best practices in school consultation. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Data-based and collaborative decision making_ (pp. 449-460). Bethesda, MD: National Association of School Psychologists Kratochwill, T. R., Altschaefl, M. R., & Bice-Urbach, B. (2014). Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems. In P. Harrison & A. Grimes (Eds.), _Best Practices in School Psychology: Data-Based and Collaborative Decision Making_ (pp 461-482). Bethesda, MD: National Association of School Psychologists.
Tuesday, Nov. 5 **_Vote!!_**	**_Roles: Intervention_** Forman, S., Lubin, A., & Tripptree, A. (2014). Best practices implementing evidence-based school interventions. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Systems level services_ (pp. 43-56). Bethesda, MD: NASP (I – 3.0) (I – 3.4) Burns, M., VanDerHeyden, A., & Zaslofsky, A. (2014). Best practices in delivering intensive academic interventions with a skill-by-treatment interaction. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Student level services_ (pp. 129-142.) NASP **_Presentation: Interface of School Psychology and Applied Behavior Analysis/BCBA_** _FYI: Fresno State ABA conference Nov. 8_
Thursday, Nov 7	**_Roles: Prevention (I – 6.1, 6.2, 6.3)_** Strein, W., & Kuhn-McKearin, M, & Finney, M. (2014). Best practices in developing prevention strategies for school psychology practice. In P. Harrison & A. Thomas (Eds.), _Best practices in school psychology –Systems level services_ (pp. 137-148). Bethesda, MD: National Association of School Psychologists McKevitt, B., & Braaksma Fynaardt, A. (2014). Best practices in developing a Positive

	Behavior Support System at the school level. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Systems level services* (pp. 165-180). Bethesda, MD: National Association of School Psychologists **Group Research:** In teams of 2 to 3, choose one of the topics below and research effective prevention programs (and ineffective ones). Link to local needs and efforts. What programs are offered in the school districts where you are dong practicum? No PPT but lead class discussion on your topic. Develop a one page handout that indicates empirically based programs and those that are not supported by data. - Drugs – Opioid Addiction / smoking - vaping / alcohol prevention - Bully/victim prevention programs - Health promotion: nutrition, exercise, obesity prevention. - Suicide prevention - Teen pregnancy
Tuesday, Nov 12	***Homeless and Foster Children (I – 6.3, 6.4)*** Guest: Pam Hancock, Fresno County Kabler, B., Weinstein, E., & Joffee, R. (2014*)* Best practices in working with homeless students in schools. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp.157-168). Bethesda, MD: National Association of School Psychologists Scherr, T. (2014*)* Best practices in working with children living in foster care. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp.169-180). Bethesda, MD: National Association of School Psychologists
Thursday, Nov 14	***Roles: Counseling*** Murphy, J. (2014). Best practices in solutions-focused, student-driven interviews. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Student level services* (pp. 287-304). Bethesda, MD: National Association of School Psychologists Herbstrith, J. & Tobin, R. (2014). Best practices in group counseling. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Student level services* (pp. 305-316). Bethesda, MD: National Association of School Psychologists Quiz
Tuesday, Nov 19	*(I – 1.0)* **Assessment of ELL Students** Ortiz, S. (2014). Best practices in nondiscriminatory assessment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology – Foundations* (pp. 61-74). Bethesda, MD: National Association of School Psychologists. Lopez, E. (2014) Best practices in onducting assessments via school interpreters. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 113-128). Bethesda, MD: National Association of School Psychologists
	(I – 1.0) **Multicultural School Psychology** Miranda, A. (2014). Best practices in increasing cross-cultural competence. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 9-20). Bethesda, MD: National Association of School Psychologists Jones, J. (2014) Best practices in providing culturally responsive interventions. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology - Foundations* (pp. 49-60). Bethesda, MD: National Association of School Psychologists

	  Presentation: Ethnicity and Special Education: Overrepresentation
Thursday, Nov 21	**(I – 7.0, 7.1, 7.2)** ___Home School Collaboration___ Sheridan, S., Clarke, B., & Christenson, S. (2014). Best practices in promoting family engagement in education. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Systems level services* (pp. 439-454). Bethesda, MD: National Association of School Psychologists Manz, P., & Manzo, J. (2014). Best practices in reducing barriers to parent involvement. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Systems level services* (pp. 467-478). Bethesda, MD: National Association of School Psychologists Minke, K. M., & Jensen, K. L. (2014). Best Practices in Facilitating Family–School Meeting. In P. Harrison & A. Grimes (Eds.), Best Practices in School Psychology: Data-Based and Collaborative Decision Making (6th Edition) (pp 505-518). Bethesda, MD: National Association of School Psychologists. *http://www.nasponline.org/publications/cq/pdf/V38N6_CulturallyDiverseFamilies.pdf* ***Presentation: Supporting LGBT Students and Families***
Tuesday, Nov 26	___Home-school Collaboration Project___ **(P – 7.0)** What role did your family play in your desire and ability to attend graduate school? How did they support and motivate you? Were there familial or cultural barriers or lack of understanding? How can you use your personal experiences to communicate with parents on ways to support their children in school (e.g., homework, staying in school, continuing on to postsecondary education)? Three pages with 3 citations.
Nov 28	**HOLIDAY** – Thanksgiving Break – Enjoy time with your family!!
Tuesday, Dec. 3	___Paper presentations - 4 @ 20 minutes each___
Thursday, Dec 5	___Paper presentations - 4 @ 20 minutes each___ **ASSIGNMENT:** *Reflection Paper #2. What School Psychologists Do: Misconceptions and New Awareness*
Tuesday, Dec 10	*Paper Presentations – 3 @ 20 minutes each* ___Paradigm Shift: Models for School Psychology Practice___ Yesseldyke, J., & Reschly, D. (2014). The evolution of school psychology: Origins, Contemporary status, and future directions. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology –Data-based and collaborative decision making* (pp. 71-86). Bethesda, MD: National Association of School Psychologists **HAND OUT FINAL EXAM -** *ASSIGNMENT: Topic Paper Due*
Tuesday, Dec. 17	___Final Exam due to Dr. Wilson by 3 pm. (hard copy or emailed)___

Each student should select a unique topic.

The paper must be typed and double-spaced. The topic paper should include the following sections:
- Abstract

- Review of the Literature (Use headings)
- Conclusion (i.e., an integration of information)
References (at least 15) from empirical sources.

The paper should be from 12 to 15 pages in length, excluding references. In addition to content and format, points will be deducted for spelling, grammar, punctuation, and APA errors

Possible Paper Topics

1. Effectiveness of technology (e.g., iPads or iPhone apps) in improving math or reading skills. Could be more general – research on iPads/Chromebooks in elementary education?
2. Pros and cons of grade retention and social promotion
3. Old but tried and true: History of and evidence supporting direct instruction https://www.nifdi.org/
4. Social skills instruction and intervention for students with autism
5. Interventions to improve attention and work completion for students with ADHD (e.g., Do fidgets work?!)
6. Exploring bilingual instruction
7. Transitioning to work and independent living for secondary students with moderate to severe disabilities
8. Meditation and/or Mindfulness in Schools: Who does it help and when? Or does it . . .
9. Role of physical activity in academic success (who needs recess . . .)
10. School failure to prison pipeline . . . relation of academic failure to crime (include both academics and discipline)
11. Parent and teacher training for out-of-control preschoolers and kindergartners (Parent–Child Interaction Therapy (PCIT); can be more general on training for parents of preschoolers
12. Working with children of military families
13. Causes of and solutions for self-mutilation
14. Short and long-term effects of social skills training and/or social-emotional learning (SEL) programs
15. Research on concussions / TBI . .emphasis on children and adolescents
16. What is executive functioning? What is the relationship to ADHD and SLD?
17. Kids and food and education – pick a direction! We're a country dealing simultaneously with food insecurity (not enough or poor quality food) and increasing obesity (too much or wrong kind of food). How does being chronically hungry affect learning? What are the academic and social implications of being overweight?
18. Effects of exposure to electronics (iPad, IPhone, videos) on infants, toddlers, and preschoolers
19. Social media/ electronic games and teenagers!! Good, bad, neutral, depends . . . .
20. ??? Your idea – must be approved by professor
21.