

Psychology 512, The Exceptional Child

Fall 2016 Syllabus

Dr. Leigh Armistead Class Meets: MW, 2:00–3:15 pm in 312 Kinard Credit Hours: 3
Office: 110-C Kinard Office Hours: MW 12:00-2:00; T 11-1 or by appnt
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Required Textbook:

Gargiulo, R. M. (2012). *Special education in contemporary society* (4th ed). Washington: Sage.
This text should be available as new, used and rental.

Publisher student resource web site:

<http://www.sagepub.com/gargiulo4emedia/study/chapter.htm>

Course Webpage: link provided in class

Learning Outcomes: Students in PSYC 512 should:

1. increase awareness of disabling conditions and diversity in individuals, and become more sensitized to human differences and exceptionalities.
2. develop a knowledge base about development that allows them to understand the differences between "typical" and "exceptional" human development.
3. learn the possible causes and characteristics of learning and behavior disorders, speech and language disorders, sensory disorders, and physical and health disorders, as well as the characteristics of gifted and talented individuals.
4. gain an understanding of familial, societal, educational and multicultural issues that impact the lives and behavior of individuals with exceptionalities.
5. become familiar with educational and other intervention needs and strategies for persons of all ages with exceptionalities, and their relevance to specific needs and situations.
6. become informed about legal issues related to educational and other services provided to individuals with disabilities.

University-Level Competencies: PSYC 506 is also intended to help students further develop these university level competencies:

1. To think critically and solve problems.
2. To be personally and socially responsible.
3. To understand the interconnected nature of the world and the time in which you live.
4. To communicate effectively.

Class Format:

The class will be taught in such a way as to increase the likelihood that each student will understand and retain the course content, be able to apply it in the "real world," and become more sensitive to individuals with disabling conditions. Methods of instruction may include the following:

1. Discussion groups
2. Lecture
3. Group problem solving with sample cases
4. Outside experiences
5. Guest speakers
6. Student presentations

It is very important that each student be an active member of the class by volunteering in discussions and problem-solving strategies. The instructor will not force participation by focusing on individuals. Rather, it will be the responsibility of each student to take the appropriate initiative.

Course Requirements:

1. Class participation and attendance are important. To successfully complete the course, no more than 3 classes can be missed. If you arrive after the roll is taken, you could receive an absence. Participation and attendance will be considered in grading.
2. *Readings & Quizzes.* I have chosen a very readable text for this course and want you to read and understand it. I believe I can be more helpful to you if I don't merely tell you what's in the text in weekly lectures. Instead, I'll devote much of our time together supplementing the text with activities, discussions and illustrative case examples from my practice as a school psychologist. To encourage you to study the text assignment each week, we'll have ten brief 10-point chapter content quizzes most weeks as shown in the tentative course schedule. Quizzes will be *open notes/closed book* and may feature any type of test item. You may utilize as many hand-written or typed notes as you like (but no photocopies of the text!). Quiz items may require you to *apply* text concepts not just report on what you've read. Prior to each quiz, we will have a discussion period with opportunities to discuss the readings. *No make-ups will be available for missed quizzes.*
3. *Exams.* In addition to the quizzes (which are equivalent to a 100-point exam), midterm and final exams will be administered; each will include various question formats. The final exam will be comprehensive and may evaluate your ability to apply concepts from all course material to practical situations.
4. *Electives.* Undergraduates will complete three elective assignments. See following pages for details.
5. *Case Study.* Graduate students will complete a case study of a student with a disability and present their findings to the class. See graduate student case study section.
6. It is important that all text assignments be read prior to class because each class will include discussions of text assignments and lecture material. Examinations will include questions on reading assignments as well as class lecture and discussions.
7. Extra credit may be available for participating in research. There will be non-participation options for any experiment participation extra credit opportunity. All extra credit opportunities will be announced in class. You must be present to earn any extra credit points.

Expectations:

1. Please purchase the required textbook and *read* it. If you can't get the book right away, please discuss this with me.
2. All written assignments must be submitted on paper in person rather than by email. Please use a standard 12-point font and **staple the pages**. Print two sided if you have that capability. Use APA style for citations and references. Please don't use plastic covers or folders. There will be a 5-point per day penalty for late assignments up to a maximum of half the total credit. All written work will be checked for plagiarism.
3. Make-up exams will be given only in cases of serious illness or family emergency and when the instructor is notified *before the exam*. If your instructor determines that a make-up exam is appropriate, it must be completed within a week of the test date.
4. Incomplete course grades will be given only in very unusual circumstances.
5. Collaboration among students is encouraged, but all written work must be solely that of the student whose name appears on the paper. Students should know about the other topics

being pursued and can freely share research articles and books that might be helpful to others.

6. Cheating or plagiarism will result in a grade of zero on the assignment or test that is affected and could result in a grade of F in the course. Please review Winthrop University's Student Conduct Code at <http://www2.winthrop.edu/studentaffairs/Judicial/judcode.htm>
7. Phones: please turn off and put away cell phones. If you need to be available for an important call during class, please discuss this with your instructor. (No texting, please.)
8. Laptops: although laptops and tablets may be used for note taking, this use will be monitored. Please have nothing on your screen but a word processing document. Internet or other irrelevant usage could result in loss of the privilege of bringing your laptop to class.
9. Any significant changes to this syllabus will be discussed with the class and ample notice provided regarding assignment due dates.
10. If you have a disability and require specific accommodations to complete this course, contact the Office of Accessibility, at 323-3290. Once you have your official notice of accommodations this office, please inform me as early as possible in the semester.
11. Student Code of Conduct: As noted in the Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the *Student Conduct Code Academic Misconduct Policy* in the online Student Handbook (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).
12. Grading for PSYC 512 is shown in the following table:

		Undergraduates		Grad Students	
Undergraduate Grading		391-420	A	530-570	A
Midterm Exam	100 pts	378-390	A ⁻	513-529	A ⁻
Final Exam	100 pts	365-377	B ⁺	496-512	B ⁺
Chapter Content Quizzes	100 pts	349-364	B	473-495	B
3 electives	120 pts	336-348	B ⁻	456-472	B ⁻
Total	420 pts	323-335	C ⁺	<456	F
Graduate Student Grading		307-322	C		
Midterm Exam	100 pts	294-306	C ⁻		
Final Exam	100 pts	281-293	D ⁺		
Chapter Content Quizzes	120 pts	265-280	D		
Literature Review	100 pts	252-264	D ⁻		
Case Study presentation and paper	150 pts	<252	F		
Total	570 pts	391-420	A		

Tentative Class Schedule: PSYC 512, The Exceptional Child

Unit	Dates	Topics	Events, Readings, Assignments
1	8/24 8/29	Introductions, course overview Special education in context	Read ch 1
	8/31 9/7	Special education policies, practices, programs Cultural & linguistic diversity and SPED	Read ch 2 & 3, quiz on 8/31
2	9/12 9/14	Learning disabilities	Read ch 6; quiz on 9/12 <i>Grad student cases identified by 9/12</i>
3	9/19 9/21	Intellectual disabilities	Read ch 5, quiz on 9/19 <i>Undergraduate elective #1 due 9/21</i>
4	9/26 9/28	Attention-deficit Hyperactivity Disorder	Read ch 7, quiz on 9/26 <i>Grad student literature reviews due 9/28</i>
5	10/3 10/5	Emotional or behavioral disorders	Read ch 8, quiz on 10/3
	10/10	<i>Midterm Exam—Units 1–5</i>	
6	10/12 10/19	Autism spectrum disorders	Read ch 9, quiz on 10/12 <i>Undergraduate elective #2 due 10/19</i>
7	10/24 10/26	Speech & language impairments	Read ch 10, quiz on 10/24
8	10/31 11/2	Hearing impairments	Read ch 11; quiz on 10/31
9	11/7 11/9	Visual impairments	Read ch 12; quiz on 11/7
10	11/14 11/16	*Case Study Presentations	
11	11/21 11/28	Physical, health and related disabilities	Read ch 13; quiz on 11/21 <i>Undergraduate elective #3 due 11/28</i>
12	11/30 12/5	Physical, health and related disabilities	<i>Grad student case reports due 12/5</i>
	12/7	<i>Final Exam, Wednesday, 3 p.m.</i>	Units 1-12

*Note: Graduate student case study presentations will be individually scheduled so that some of them will be coordinated with relevant disability topics.

Undergraduate Elective Assignments

Please complete *three* of these elective assignments. Due dates are shown on schedule.

1. Conduct a live in-person, face-to-face (not by phone or email or Facetime) interview with an individual with a disability (or the parent of a child with a disability). Learn about the challenges the disability presents to the individual and/or the family. Find out how they cope with the disability and what sorts of services they take advantage of. Write a summary of what you learned. Be sure to include the name of the person you interviewed, their phone number or email, and the date of the interview.
2. Attend a meeting of a local or state organization concerned with services to, and/or the rights of, people with disabilities (examples: York County Association for Retarded Citizens, York County Mental Health Association, etc.). Research the services provided by the organization. Write a summary of your observations and findings.
3. Serve as a volunteer for a recreational activity or similar program for the disabled (examples: Parks and Recreation activities, Special Olympics). Write a summary that includes the date(s) and times of service, the type of service provided, and what you learned. Have a supervisor sign and date the summary, or a note attesting to dates and times of service. (Activities prior to this semester may not be used to meet this requirement.)
4. Watch a film that focuses on problems related to the disabled (examples: *The Other Sister*, *Nell*, *My Left Foot*, *Children of a Lesser God*, *Front of the Class*). Write a summary of your reactions to the film and the primary points made in the film about issues with individuals with disabilities. The majority of the summary should consist of *your reaction* to the film and how the film relates to concepts discussed in class and the text *not just a summary of the film*. If you *just* summarize the film, your paper will be returned for additional work.
5. Conduct a live, face-to-face, in-person (not by phone or email or Facetime) interview with a special education teacher (not an aide), school psychologist, speech therapist or other *professional* who regularly works with disabled individuals. Find out what their training consisted of, the types of services they provide, what they like and dislike about their profession, etc. Write a summary that includes the name and affiliation of the person you interviewed, the date of the interview, and summarizes what you learned.
6. Research a controversial topic in special education by reading at least two relevant professional journal articles (e.g. *Journal of Learning Disabilities*, *Journal of Autism and Developmental Disorders*, *Journal of Attention Disorders*, etc.) (*not* web pages, not Wikipedia, not magazine articles, etc.). Then write a position paper on your controversial issue (examples: use of cochlear implants to “cure” deafness, special diets for ADHD, vaccines and autism). Be sure to take a personal/professional position on the issue and explain why you are taking this stance based on your research. Include copies of the journal articles. You may email pdf files of your articles if you wish.
7. Observe in a classroom or clinic setting for a minimum of one hour in which one or more children with disabilities are present. Write a summary of the observation in which you describe the professionals involved, services provided, materials and methods utilized, outcomes of the session, and relationship to PSYC 512. This elective may be repeated in a different setting with a different population to serve for two electives.

Instructions for all elective summaries:

- All summaries should be *your words*—no lengthy quotations or close paraphrases—*your words*. Summaries will be evaluated on your choosing appropriate articles, interviewees and observation sites, asking good questions, quality of your writing, and the critical thinking that you demonstrate. Remember: 1500–2000 words should be sufficient.
- Popular magazines and web sites are not appropriate for these assignments. If in doubt about a source, please ask your instructor.
- See previous instructions for all written work.

Graduate Student Case Study

Instead of the preceding elective assignments, graduate students will complete a case study of a student with a disability and his or her family. The project is intended to familiarize you with the impact of a serious disability on a student's family and with the student's own perception of the disability. The project will also introduce you to the relationships between psychoeducational evaluations, individual education plans, and special education instructional practices. The experience of interviewing parents, teachers and students should prove valuable to you in future graduate courses and field experiences.

Note: Graduate students usually find this assignment a daunting one. But, it is an important introduction to skills that school psychologists use to relate to, interview and understand students and their families. A recent student wrote this assessment of the case study project:

"The case studies were eye opening. At first, I was intimidated by the assignment, but it was actually quite wonderful. I was able to learn more about different disabilities, the SPED system (and how it varies from school to school) and how disabilities affect families. I am grateful for the experience, and I was moved by the experiences of others as well."

1. During the first week, pairs of graduate students will choose one of the following low incidence disability categories:

- Autism Spectrum Disorder
- Moderate to Severe Mental Disability
- Traumatic Brain Injury
- Hearing Impairment
- Visual Impairment
- Orthopedic Impairment (cerebral palsy, muscular dystrophy, spina bifida, spinal cord injury)
- Health Impairment (HIV/AIDS, seizure disorder, diabetes, cystic fibrosis, sickle cell anemia)

2. Locate a student who receives special education services in your disability category. By 9/12, please submit your student's name and a brief summary of the case. I suggest at least a phone call to the parent to get verbal permission to continue before submitting the case for approval. Remember, your ability to complete this project and earn a good grade is dependent on a *cooperative* parent. Be sure they have committed before *you* commit. (See #12 for tips re locating a family.)

3. Literature review. Read at least three professional journal articles about common developmental, intervention, and learning issues pertaining to your disability. Your articles may include original research or present a summary of prior research (i.e., a "review" article). Write a "mini literature review" based on your articles. See class schedule for deadline. *Children's Needs* or *Best Practices* chapters could substitute for one journal article. (In school psychology library or see instructor). Your review should include a brief summary of each article and a brief synthesis of best practices in your disability area as reflected *across* your articles. Please submit print or pdf copies of your articles. Tip: If your articles are too diverse, writing a synthesis will be difficult. Pick articles that relate to the same issue within your disability area.

4. Meet with the parent(s) to discuss the project and obtain written consent to present their child's situation as a case study in class. (A consent form is available from your instructor.) If possible, get permission to video record and/or photograph for the purpose of a class presentation. (Video cameras are available from your instructor.) Discuss parental preferences regarding levels of confidentiality. Assure them that photos or videos will only be used in class and not distributed further and all information will be handled with professional discretion.

5. Interview the parent(s) regarding at least the following topics:

- a. Parent's perspective on child's disability.
- b. How the disability has affected their family life.
- c. Difficulties, if any, with getting services.

- d. Parent's opinions about special education services.
- e. Any medical ramifications of the disability.
- f. Emotional responses of family members to the disability.
- g. Reactions of any siblings to having a sibling with a disability.

6. Observe the student on several occasions in various settings including both regular education and any special education classes (if possible) as well as at home.

7. Interview the teacher about the child's abilities in various domains of functioning as well as disabilities.

8. If possible, review your student's IEP and compare it to what's actually happening in the classroom.

7. If possible, review your student's psychological report(s) and make relevant comparisons between what was recommended and what's being provided.

8. If possible, interview the student to determine his or her perspective on having a disability and on special education services.

9. Present your case in class in conjunction with the relevant low-incidence class lecture (see class schedule for approximate dates). The use of a video presentation program with pictures and/or video clips would be appropriate. (Please *don't* put everything you want to say on your slides!) A 30-minute presentation is usually sufficient. Be sure to include at least the following in your presentation:

- a. Summarize case: age, gender, family constellation, special ed placement, etc.
- b. Description of disability including both strengths and weaknesses
- c. How the child was assessed to determine a disability
- d. Special and regular education services being provided
- e. Any medical ramifications of disability
- f. Effect of disability on family
- g. Parent's opinions on special education
- h. Student's opinions about special education
- i. Your evaluation of the appropriateness and effectiveness of special education services being provided.

If parents have asked for confidentiality be sure not to include any identifying information in your presentation. Your instructor will present lecture material generally related to your disability area so you can focus on the specifics of your child and family.

10. Write a case study report summarizing your case. Please address the issues listed above for the presentation. Sample case study reports will be available.

11. A grading rubric is available for this project.

12. Be aware that locating a suitable student and cooperative family can take time. Do not call a school district office and ask for help. They will tell you everything about special education is confidential and they can't help you. Instead, use your networks: family members, church acquaintances, neighbors, school psych students, etc. A special education teacher might be able to suggest an appropriate student and refer you to their parent. Third-year school psychology students could be helpful also. I can email field site supervisors to ask for referrals but this often takes some time. Once you recruit a parent, see if they will introduce you to their child's special education teacher. The best way to get into a classroom is if a parent asks for you to observe their child or a teacher invites you to observe in a classroom.

Winthrop School Psychology Program Syllabus Addendum for PSYC 512

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.3 Effective Instruction and Development of Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: low incidence disability case study</p>
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Low incidence case study</p>
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Low incidence case study</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>