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Office Hours:  Mon:  11:45-3:30; Tues:  10:30-12:30  
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Schedule:  Class meets biweekly on Tuesday, 8:00-10:45 am in Kinard 111 for individual and group supervision.

Required Textbooks:
Articles will be provided by instructors

Course Overview:
School Psychology Traineeship I (PSYC 620) gives second year graduate students opportunities to practice skills required in the practice of school psychology while under close supervision of program faculty and field site supervisors. Practica experiences emphasize the development of specific skills taught in the following skill areas and courses:

- Orientation to school psychology (PSYC 615)
- Behavioral assessment and intervention (PSYC 606)
- Academic assessment and intervention (PSYC 607)
- Psychoeducational assessment (PSYC 608)
- Consultation and indirect services (PSYC 618)
- Child development (PSYC 604)

The integration and application of a full range of school psychology competencies within a problem-solving model is not expected to occur until the end of the second semester Traineeship II (PSYC 621) and during internship.

Student Learning Outcomes:
PSYC 620 requires a minimum of 225 hours (15 hours per week for 15 weeks) of activities carefully designed to provide candidates with:

- Increased knowledge of schools as organizations and systems, and of applicable policies, procedures, and laws.
- Increased knowledge of community resources and ways to access them for the benefit of children and youth.
- Practice and application of knowledge and skills in psychoeducational assessment with both normative and non-normative measures.
- Experience in using consultation and behavioral intervention skills in addressing educational/cognitive, social/behavioral, and mental health needs of children.
- The ability to use data-based decision-making and evidence-based approaches to identify needs; and design, implement and evaluate interventions with a goal of positively impacting students.
- Increased familiarity with, and appreciation for, the diverse characteristics, needs, and strengths of children, youth, and families.
• The ability to access and use technology to facilitate school psychological and educational service provision.

• The ability to work collaboratively and effectively with other professionals in designing, implementing, and/or evaluating prevention and intervention services.

• Opportunities to practice in a manner consistent with applicable data and regulations, standards of the profession, and guidelines for best practice.

• Additionally, trainees are expected to demonstrate professional work characteristics consistent with NASP ethical standards and program and school district expectations. **Required Course Activities**

**Seminars**

Trainees will meet with faculty supervisors biweekly for 2 hours, 45 minutes. In addition to supervision, seminars on special topics will be provided. The seminar schedule is tentative and is subject to change.

**Field-Site Coursework Requirements:**

The following are the core minimum requirements. However, some flexibility is allowed due to field site or individual needs. For example, some activities required in the second traineeship course may be exchanged with some of those in this course upon the approval of the field site and faculty supervisors. Some activities may also be adjusted to fit field site and client needs. However, the completion of these core activities is necessary to assure the attainment of a range of skills needed for effective practice in a variety of settings.

**A. Orientation to the School District, PSYC 615.**

During the first 4-5 weeks of the traineeship, trainees should complete the following orientation assignments and others assigned by the field site supervisor. Trainees should expect to assist and observe field site school psychologists during this period but not yet provide direct services to children. If opportunities arise to provide direct services, trainees should request permission of their faculty supervisor.

1. Shadow various practicum site school psychologists and other student services staff as they engage in various roles and functions including, if possible:
   a. Problem-solving meetings (e.g., TAT, SAT, AT)
   b. Testing sessions
   c. Parent, teacher, and child interviews
   d. Placement conferences, and/or a feedback conference with a client or family
   
   **Assessment:** School Psychologists Observation Form or School Meeting Summary Form

2. Observe at least two of the following school or district meetings: (Choose those not observed in PSYC 615.)
   a. Staff meeting, faculty meeting, or grade-level meeting
   b. PTA or other meeting involving a parent organization related to school.
   c. School board meeting
   
   **Assessment:** School Meeting Summary Report

3. Meet all school psychologists, guidance counselors, principals, assistant principals, special education teachers, and other specialists working in the schools to which you are assigned.

   **Assessment:** Trainee compiled staff list
4. Conduct at least four classroom observations (observe and/or assist during instructional periods to gain insight into pupil characteristics, instructional methods and goals, curriculum, typical and atypical problems, etc.). Minimum observation period per class is 30 minutes. Choose four from the following list. (If applicable, choose classes you did not observe in a previous class.)
   a. Regular education class
   b. Self-contained class (LD, EH, EMH or cross-categorical)
   c. Resource class
   d. ID self-contained (elementary)
   e. ID self-contained (secondary)
   f. OI, VI, or HI classroom
   g. Alternative programs (i.e., Head Start, pre-school special education program, gifted and talented, Applied Technology)
   h. Other special classes with permission of supervisor Assessment: Classroom Observation Summary Report

5. Continue to compile a personal resource file of local, regional, state, and national resources for use when pupil needs exceed school capabilities. For PSYC 620, add at least two educational or community resources available in field site school district. Choose those not completed in PSYC 615. Published human services directories do not substitute for this file. Assessment: Resource Manual Data Sheet

6. Review your psychological services department’s policies—both written and unwritten—regarding the following assessment related issues:
   a. Prereferral intervention and response to intervention requirements
   b. Preferred assessment methods and tests
   c. Psychological report format preferences
   d. Format of school psychologists’ recommendations
   e. Special education eligibility determination process
   f. Section 504 evaluations and accommodations
Assessment: Describe all aspects of the above using the Policy Review Form

7. Review at least two district- or school-level policy issues. The review should include a thorough examination of the policy and result in a brief written description. Examples of policy issues include but are not limited to the following:
   a. Discipline (including suspension and expulsion).
   b. Retention
   c. Suicide assessment and prevention
   d. Crisis prevention and intervention
Individuals who have completed comparable experiences in some of the above areas may, with the prior approval of their supervisor, substitute other relevant policies to review. Assessment: Policy Review Form

B. Behavioral Assessment and Intervention, PSYC 606.

Tier I Requirements:
   a. Conduct a population-based behavioral screening for at-risk students in a class or grade level using the SDQ or SRSS. As appropriate, assist the teacher(s) to refer at-risk students for further screening assessments, and intervention team or other types of assistance.
b. Use Bear’s classroom management model and your PI/PA skills to develop recommendations for positive behavior support components in at least one classroom.

c. While observing regular and/or special education classrooms (see Part A orientation activities), evaluate each classroom environment using Bear’s (2005, ch 10) classroom management model and develop at least 3 recommendations for improvement in classroom procedures and routines. Discuss your conclusions with your supervisor(s).

d. After observing regular and/or special education classrooms (see Part A orientation activities), use Bear’s classroom management model and problem identification/problem analysis (PI/PA) skills to develop recommendations for positive behavior support (PBS) and social-emotional learning (SEL) components for each classroom. Discuss your recommendations with supervisors.

e. During orientation activities, observe several intervention team meetings. Using concepts learned in PSYC 606, evaluate team processes and discuss your conclusions and recommendations with your supervisor(s). Tier II Requirements:

   a. During orientation activities, observe several intervention team meetings. Using concepts learned in PSYC 606, evaluate team processes and discuss your conclusions and recommendations with your supervisor(s). Tier III Requirements:

      a. Participate regularly in intervention team meetings. Using consultation skills, assist team with problem identification/problem analysis (PI/PA) activities including observations, data analysis, assessment, and interviews.
      b. Consult with two or more referring teachers prior to intervention team meetings and assist with PI/PA to help them conceptualize their referral concerns.
      c. Consult with intervention team regarding progress monitoring and data graphing for at least two behavioral cases.
      d. Conceptualize and discuss with supervisors how PSYC 603 counseling case referral concerns and assessment data could lead to a behavior contract to be implemented next semester

Assessment: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case reports, contracts, etc.

C. Academic Assessment and Intervention, PSYC 607

1. Requirements

   a. Administer DIBELS to one kindergarten class (or have teacher administer). Identify the most at-risk students. Provide ongoing progress monitoring for the most at-risk students (usually 3-5 students).
   b. Tutor 1 non-reader
   c. Administer 2 individual CBMs in reading. These may be conducted as part of one of the required evaluations in section D
   d. Administer 1 standardized measure of phonological awareness such as the CTOPP or PAT
   e. Conduct writing CBM for one elementary class. Identify most at-risk students. Consult with the teacher regarding at-risk students and conduct progress monitoring with them.

Note: c and d may be done as a part of required psychoeducational assessment cases (See Section D); c and d may be included as a part of progress monitoring when tutoring a nonreader.
2. Expectations and Assessment

a. Trainees will show general understanding of how reading and written language are taught to, and learned by, students. Criteria are documented on the Curriculum Based Measurement Progress Monitoring form.

b. Trainees will show an understanding of the components of reading disability and be able to analyze specific problems and develop interventions and accommodations to remediate these problems. Criteria are documented on the Curriculum Based Measurement Progress Monitoring form and the Tutoring Sessions Summary form.

c. Trainees will show a general understanding of the process of written language development (including spelling) and the nature of written language disorders. Students will develop the skills to remediate and accommodate these problems. Criteria are documented on the Curriculum Based Measurement Progress Monitoring form. Criteria are met by successful completion a summary of the CBM written language requirement (graphs are required).

d. Trainees will develop the basic skills for conducting curriculum based measurement of academic problems and provide progress monitoring. Criteria are documented on the Curriculum Based Assessment Progress Monitoring form and completion of the Tutoring Session Summary form.

e. Trainees will be able to administer, score, and interpret one phonological awareness test. Criteria are met by successful completion of the appropriate section of the psychoeducational report.

D. Psychoeducational Assessment, PSYC 608

1. Requirements: Trainees will participate in or complete a minimum of three (but no more than four) comprehensive psychoeducational evaluations. The progression of training across the three required evaluations should be as follows:

a. Assessment #1. As the first experience in providing psychoeducational assessment services, the trainee will shadow and observe a district school psychologist during his or her assessment of an elementary school student. The trainee may contribute to the assessment as deemed appropriate by the supervisor by completing “low risk” activities such as classroom observations or interviews.

b. Assessment #2. During the second evaluation, trainees should administer and score standardized measures while being observed by the field site supervisor. Protocols should be reviewed by the field site supervisor and discussed with the trainee. If possible, teacher, student and parent interviews should be supervised. The student’s draft report should be reviewed by the field site supervisor and corrections made until the supervisor has determined that the report is appropriate. The report should then be submitted to the faculty supervisor for review and grading.

c. Assessment #3. When the field site supervisor determines that the trainee is ready for more independence in assessment, the third evaluation may be completed while under close supervision and, if necessary, observation, by the field site supervisor. Trainees will prepare a draft of a psychoeducational report and collaborate with the district school psychologist in its revision and completion. The report should then be submitted to the faculty supervisor for review and grading.

2. Expectations

a. Field site supervisors will assist in identifying appropriate elementary-age students who will not require assessment techniques beyond the trainee’s current level of training. For
example, cases appropriate for this traineeship should not involve students with serious emotional disturbance, low incidence disabilities or limited English proficiency. Trainees are required to get faculty approval for all prospective assessment cases.

b. Evaluations will include all components necessary for problem-solving—to respond to referral questions and develop appropriate recommendations. As appropriate, evaluations should include standardized measures of academic aptitude, academic achievement, and adaptive behavior as well as student observations, teacher and parent interviews and phonological processing. If appropriate, a screening measure of social/emotional functioning may be administered. Data from non-normative measures such as CBM should be included as appropriate.

c. Trainees will design and conduct interviews with teachers, parents, and students. Interview data should be integrated with student record reviews to compile a comprehensive background section of the final report.

d. Trainees will conduct student observations as part of the comprehensive assessment process.

e. Trainees must administer standardized assessment instruments following standardized procedures. They may not administer standardized measures for which they’ve not received training and supervised practice without discussing the matter with the faculty supervisor.

f. Trainees will interpret, integrate and summarize test results in a non-biased and culturally sensitive manner.

g. Psychoeducational reports must be well organized and communicate assessment results and recommendations in a manner understandable by a nonprofessional reader. Reports must include a minimum of three evidence-based recommendations which are based on the assessment results and respond to referral concerns.

h. Psychoeducational reports should include an assessment summary which integrates all findings, addresses any inconsistencies, and responds to all referral questions. If appropriate, reports should include the individual professional recommendations of the trainee and supervisor regarding special education eligibility. However, these recommendations must be phrased in such a manner as to not imply that the practitioner is exerting undue influence on IEP Team decisions making.

i. School district personnel vary in their preferences regarding issues such as selection of assessment measures, report formats, eligibility statements, phrasing of recommendations, etc. Winthrop faculty strive to work with district personnel to accommodate their preferences without compromising the program’s goal of preparing graduate students to practice in a variety of settings.

j. As time permits, trainees are encouraged to conduct non-normative assessment procedures to assist school-based problem-solving or prereferral teams and to assist with RTI procedures.

Assessment: Completed psychoeducational reports, edited as necessary to meet program standards, will be submitted to the faculty supervisor for grading at least two weeks before the end of the semester. Trainees must also complete a Psychoeducational Assessment Accountability Log.

E. Consultation and Indirect Services, PSYC 618
1. **Requirements**
   a. See sections B. Behavioral Assessment and Intervention and C. Academic Assessment and Intervention for specific field experiences providing opportunities for skill development in consultation and indirect services.

2. **Expectations**
   a. During initial meeting with consultees, trainees will address confidentiality and discuss consultant and consultee roles. A collaborative (rather than expert) model is encouraged in which both the trainee and consultant share responsibility for problem solving.
   b. Trainees will utilize effective interpersonal and communication skills to establish collaborative relationships with their consultees and facilitate the problem-solving process.
   c. Trainees will assist their consultees with problem identification and analysis.
   d. Trainees will help consultees develop evidence-based academic and/or behavioral interventions consistent with the results of problem analysis. Acceptability of the intervention by the consultee should be verified.
   e. Although it is expected that consultation will result in services and interventions provided by the consultee, the consultant may assist with data gathering, monitoring, and evaluating interventions.

**F. Advanced Human Development, PSYC 604**

1. **Requirements:**
   a. Research and write a summary of district procedures for compiling student developmental, social, medical and academic histories. Procure copies of relevant forms.
   b. As part of a psychoeducational evaluation as described in Section D, compile a comprehensive and integrated background section of a psychological report. This should include data regarding the student’s medical, social, family, and academic status and should emphasize the student’s developmental history. A student with suspected developmental delay could be most appropriate. Discuss the student’s developmental history as compared to that of typically developing children.
   c. Other psychological reports must include a discussion of developmental issues as appropriate.

*Assessment:* Submit a written summary of departmental procedures as described above in 1-a. Psychological reports will be reviewed for developmental considerations. A written summary of district procedures

**G. Ethics Diary**

In addition to seminar readings and activities, trainees will maintain a “diary” of situations, policies, and behaviors observed in the schools which they believe represent an ethical or professional practice issue or dilemma. Please make at least one entry per week being sure to conceal the identity of all involved individuals and organizations. Include enough detail for your faculty and classmates to understand the situation and why you think it constitutes unethical behavior. (*Ethics and Law* could be a resource.)

*Assessment:* Bring your diary to each seminar and supervision session. Time permitting, you may be asked to present one of your diary entries for class discussion. Your final diary should be submitted to your faculty supervisor as part of your final traineeship notebook.
Supervision

Trainees will be supervised collaboratively by a university faculty member as well as a field supervisor, both of whom are credentialed school psychologists. Although, trainees may observe and assist a variety of student services personnel within a school district, national training standards require that trainees have one designated field site supervisor who will take responsibility for their work and provide the required face-to-face supervision.

Consistent with NASP standards, field site supervisors will be responsible for closely supervising any student work to be used by the school district for special education or Section 504 eligibility purposes. Prior to multi-disciplinary meetings, they will also sign any psychological reports thereby attesting to their professional responsibility for the student’s work.

Trainees will receive an average of at least one hour of supervision per week from a university faculty supervisor who is assigned no more than 5 students. Each trainee will also receive at least one hour per week of supervision from a field-based supervisor assigned to no more than 2 students. Typically, trainees will meet both individually and in small groups with faculty supervisors, and individually with field supervisors.

Both faculty and practicum site supervisors will collaborate to ensure that required trainee experiences are appropriate for trainee competence level.

Field Sites

The traineeship will be completed in sites arranged by the program. These include school districts which provide support for trainees and quality supervision by appropriately credentialed school psychologists. Usual field sites include Charlotte Mecklenburg Schools, Lancaster County Schools, Chester Schools, Clover Schools, Ft. Mill Schools, Rock Hill Schools, and other sites. Occasionally, a student may complete up to one-half of the traineeship in a non-school setting whose services to children and youth are consistent with the training objectives of the program. Field site supervisors will assist trainees in identifying appropriate students and classrooms with which to complete these requirements.

Evaluation/Accountability

Trainees will be evaluated by both faculty and field supervisors. Informal, ongoing evaluation will occur throughout traineeship and will be shared with trainees in order to maximize their performance. Formal evaluation will occur at the end of the semester and will be used as a basis for the grade in this course. Each field and faculty supervisor is required to complete an end-of-semester trainee evaluation before a semester grade is assigned. Evaluation will address knowledge, skills, and professional work characteristics needed for successful school psychological service provision. Trainees will also complete and submit a variety of reports and accountability forms designed to document completion of activities consistent with traineeship requirements. Requirements are designed to assure a minimum breadth of experience but do not represent all activities which trainees typically complete.

Grades will be determined by the faculty supervisor with careful consideration of the field and faculty supervisor’s formal evaluation. Only grades of “S” (satisfactory) or “U” (unsatisfactory) will be assigned in this course except as noted below.

Grades of I (incomplete) are discouraged in all school psychology courses except for situations involving serious illness or family emergency. However, there are times when circumstances beyond the control of the trainee (e.g., pertaining to clients and/or the field site) make it impossible to complete particular requirements. In such cases, the faculty supervisor may, in collaboration with the field supervisor, assign the trainee a passing grade and “carry over” cases into the following semester.

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or allow an “exchange” of some requirements with those from the following semester. If one or two requirements are not met due to circumstances that, in the judgment of supervisors, are within the control of the trainee, a grade of “incomplete” (with a “default” grade of N or F) may be considered. If, on the other hand, unfinished requirements are extensive, or are reflective of chronic difficulties which have impacted the trainee’s overall performance and effectiveness, then a failing grade may be given.

**Students with Disabilities/Need of Accommodations for Access:**

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

**Academic Misconduct:**

As noted in Winthrop University’s Student Code of Conduct Statement, “Responsibility for good conduct rests with students and adult individuals.” Cheating, plagiarism, or other dishonest or inappropriate behaviors (i.e. falsification of assessment protocols) result in consequences. These behaviors could result in a grade of “U” in the course. The full 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).

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<td>Large Group: Overview of traineeship requirements</td>
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<td>9/6</td>
<td>Seminar: Privacy, Informed Consent, Confidentiality and Record Keeping, Ethical Problem Solving. Readings provided by Dr. Armistead, be prepared to discuss, Jacob, Chapter 3</td>
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<td>Seminar: <em>Academic Intervention for Older Poor Readers; Strategies for Improving Students’ Vocabulary</em></td>
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