

PSYC 621: Traineeship in School Psychology
Spring 2016

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Schedule: Class meets biweekly on Tuesdays from 12:30-3:15pm for individual and group supervision.

Required Textbooks:

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Jacob, S., Decker, D. M., & Hartshorne, T.S. (2010). *Ethics and Law for School Psychologists* (6th ed.). Hoboken, NJ: Wiley.

Course Overview:

School Psychology Traineeship II (PSYC 621) gives second year graduate students opportunities to practice skills required in the practice of school psychology while under direct supervision of program faculty and field site supervisors. To begin PSYC 621, students must successfully complete PSYC 620. Practica experiences emphasize the continued development of specific skills in the following skill areas:

- Behavioral assessment and intervention (PSYC 606)
- Academic assessment and intervention (PSYC 607)
- Psychoeducational assessment (PSYC 608, PSYC 609)
- Consultation and indirect services (PSYC 618)
- Counseling and individual mental health services (PSYC 603, 611)

The integration and application of a full range of school psychology competencies within a problem-solving model begins to occur during this traineeship and continues during internship.

Student Learning Outcomes:

PSYC 621 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.
- Additional experience in using consultation, behavioral intervention and counseling 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.

Required Course Activities

Seminars

Trainees will meet with faculty supervisors biweekly for 2 hours, 45 minutes.

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 first 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. Behavioral Assessment and Intervention, PSYC 606

Tier I Requirements:

- a. Use Bear's classroom management model and your PI/PA skills to develop recommendations for positive behavior support components in at least one classroom.
- b. In consultation with a teacher, present at least one SEL lesson to a class. Evaluate with a pre-post questionnaire. The program evaluation component may be coordinated with the statistics course requirements.

Tier II Requirements:

- a. Prepare and conduct a 5+ session Tier 2 instructional group for at least 5 students regarded as at risk for one of the following:
 1. Anger management/compliance problems
 2. Attendance problems
 3. Anxiety-related problems
 4. Study habit deficiencies
 5. Relational aggression and bullying
 6. Grief and loss
 7. Separation and divorce
 8. Other topics as approved by your supervisors

Tier III Requirements:

- a. Consult with two or more referring teachers prior to intervention team meetings and assist with PI/PA to help them conceptualize their referral concerns.
- b. 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.
- c. Consult with intervention team and referring teachers regarding progress monitoring and data graphing.
- d. Using the VA Problem-Solving Model, consult with a teacher to develop and implement a comprehensive behavioral intervention for one student. A parent interview is expected along with other assessment components.

Accountability: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case study reports, contracts, intervention group session summaries, etc.

B. Academic Assessment and Intervention (PSYC 607)

1. Requirements

- a. Administer, or help a teacher administer, the DIBELS benchmark assessment to one kindergarten or first grade class (This may be the class from PSYC 620. If so, then the second benchmark should be administered). Identify the most at-risk students and consult with the teacher how to best serve those students. Examples would be group tutoring or change in instruction practices. Provide on-going progress monitoring for the identified at-risk students at least twice a month. It is imperative that the trainee share the progress monitoring information with the teacher and make changes with those students who fail to make appropriate progress. This requirement must show evidence of interventions at Tiers I, II, and III. Progress monitoring may be done with some other method than DIBELS if appropriate, please discuss any alternative methods with your faculty supervisor.
- b. Administer math CBMs to one class, third grade or higher, and consult with teacher regarding at-risk students. Provide on-going progress monitoring for at-risk students. This requirement must show evidence of interventions at Tiers I, II, and III.
- c. Conduct at least 6 individual reading CBM progress monitoring probes. These probes may include a student who is receiving tutoring, one referred to intervention team or a student receiving a psychoeducational evaluation.
- d. Provide tutoring for one student with a reading problem and conduct ongoing CBM progress monitoring including miscue analysis. This could be a case continued from PSYC 620. Be sure to document the progress monitoring on the Tutoring Summary Session Form.
- e. Administer a measure of phonemic awareness such as the CTOPPS or PAT.

Accountability: Tutoring Session Summaries reviewed biweekly during supervision. If appropriate, the Achievement Analysis sections of psychoeducational reports. Summaries of outcomes, progress monitoring and graphs (this would involve developing a short summary report for each of the requirements).

2. Expectations/Assessment of Requirements

- a. Trainees will show general understanding of how reading, written language, and math are taught to and learned by all age students in the schools. Assessment: successful completion of items a-e and appropriate summaries of outcomes, progress monitoring and graphs showing changes in individuals or classes being assessed.
- b. Trainees will show an understanding of the components of a reading disability and be able to diagnose specific problems, develop interventions and accommodations to remediate these problems. Assessment: successful completion of the Tutoring Sessions Summary form.
- c. Trainees will show a general understanding of mathematics skill acquisition and the components of mathematics disorders. Students will develop the skills to identify, remediate and accommodate these problems. Assessment: appropriate write-ups of outcomes, progress monitoring and graphs showing changes in individuals or classes being assessed
- d. Trainees will develop the basic skills for conducting curriculum-based measurement (CBM) of academic problems and provide progress monitoring. Assessment: completion of appropriate summaries of outcomes, progress monitoring and graphs showing changes in individuals or classes being assessed and completion of Tutoring Session Summary forms.

C. Psychoeducational Assessment (Psyc 608, Psyc 609)

Trainees should discuss referrals for psychoeducational evaluations with faculty supervisors before assessment procedures begin. Draft reports and supporting materials will usually be reviewed during each supervision session. Assessment results and recommendation should be reviewed by the faculty supervisor prior to a multidisciplinary team meeting regarding special education eligibility and placement.

1. *General Requirements:*

- a. Trainees will complete a minimum of four (but no more than six) comprehensive psychoeducational evaluations including, as appropriate, measures of academic aptitude, academic achievement, psychomotor development and social/emotional functioning.
- b. At a minimum, two evaluations should be for elementary age students and two should be for secondary age students.
- c. Field site supervisors will assist trainees in identifying appropriate students who will not require assessment techniques beyond their level of training. For example, cases appropriate for this traineeship should not require assessment of low-incidence disabilities.
- d. As time permits, trainees are encouraged to conduct non-normative assessment procedures to assist school-based problem-solving teams or prereferral teams.

2. *Expectations/Assessment of Requirements*

- a. Comprehensive evaluations will include all components necessary for problem-solving and data-based decision making--to respond to referral questions and develop appropriate recommendations. If assessment results indicate the need for additional measures, they should be completed. Data from non-normative measures such as CBM should be included as appropriate.
- b. 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.
- c. Trainees will conduct student observations as part of the comprehensive assessment process.
- d. Trainees must administer standardized assessment instruments following standardized procedures. Trainees will *not* be permitted to administer standardized measures for which they've not received training and, as necessary, supervised practice.
- e. Trainees must function as part of a multi-disciplinary team and integrate the findings of other team members in their reports as appropriate. If another team member is accustomed to conducting parts of a psychoeducational evaluation, trainees will respect that custom. However, trainees are still expected to conduct their own assessments of academic achievement, adaptive behavior, etc., in order to gain experience. They should choose measures complementary to measures preferred by other team members.
- f. Trainees will interpret, integrate and summarize test results in a non-biased manner.
- g. Psychoeducational reports must be well organized and communicate assessment results and recommendations in a manner understandable by parents or nonprofessional readers.
- h. Psychoeducational reports must include a minimum of three evidence-based recommendations which are based on the assessment results and respond to referral concerns.
- i. 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 supervisors 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.

3. *District Considerations*

School district personnel vary in their preferences regarding issues such as selection of assessment measures, report formats, eligibility statements, phrasing of recommendations, etc. We strive to work with district personnel to meet their needs without compromising the program's goal of preparing graduates to practice in a variety of settings.

Accountability: 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.

D. Consultation and Indirect Services (PSYC 618)

1. *Requirements*

- a. Practice micro skills used for efficient and effective consultative problem-solving with school personal and parents to efficiently and effectively intervene and/or prevent some mild/moderate academic and behavioral problems from becoming chronic problems in need of ongoing intervention.
- b. 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.

E. Counseling and Individual Mental Health Services (PSYC 603, 611)

1. *Requirements*

- a. Continue interventions provided to two counseling cases from PSYC 603.
- b. As required in PSYC 603, one case should be an elementary school student; the other should be a secondary school student.

2. *Expectations/Assessment of Requirements*

- a. Trainees will demonstrate understanding of the components of the counseling process. This expectation will be assessed with a review of the Summary of Counseling Session forms and review of counseling audio tapes by faculty supervisors.
- b. Trainees will integrate the knowledge of the ingredients necessary for creating a helping relationship and effectively use appropriate interpersonal variables to enhance the therapeutic process. This expectation will be assessed through review of audio recordings by faculty supervisors.
- c. Students will be able to adjust interviewing and counseling skills based on the various needs and levels of the child or adolescent. This expectation will be assessed through

review of the Summary of Counseling Session forms and review of counseling audio recordings by faculty supervisors

- d. Students will demonstrate the following basic techniques:
- Understand and interpret students' nonverbal behaviors.
 - Understand how a therapist's nonverbal behaviors can affect counseling.
 - Effectively use basic listening responses in counseling.
 - Effectively use various action responses including questioning, confrontation, interpretation, and information giving.
 - Awareness of a variety of interviewing techniques to use with children and adolescents.
 - Understand the phases of the counseling process

These criteria will be met through completion of the Summary of Counseling Session forms and review of counseling audio recordings by faculty supervisors

- h. Student will be able to effectively use interviewing to assess problems and determine directions for counseling. Criteria is met through completion of the Summary of Counseling Session forms, review of counseling audio tapes by faculty supervisors, and completion of the appropriate section of the Multi-modal Treatment Plan.
- i. Student will be able to integrate basic therapeutic techniques with the techniques of specific counseling theories. Criteria are met through completion of the Summary of Counseling Assessment form, review of counseling audio tapes by faculty supervisors and completion of the appropriate section of the Multi-modal Treatment Plan.
- j. Student will develop and carry out counseling treatment plans for school-age students using the following skills:
- Use of assessment information and goal-setting techniques for the formulation of therapeutic intervention.
 - Use of the "best fit" for selection of therapeutic approach.
 - Demonstrate flexibility during the counseling treatment.

Accountability: These criteria are assessed with the Summary of Counseling Session forms, review of counseling audio tapes by faculty supervisors, the appropriate section of the Multi-modal Treatment Plan, and a Goal Attainment Scale.

G. Ethics Diary Requirement

In addition to the readings and activities listed below, 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 includes unethical behavior. (*Ethics and Law* could be a resource.)

Accountability: 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 and to develop alternative activities appropriate for trainee competency level and consistent with field site needs and policies.

Field Sites

The traineeship will be completed in sites arranged by the program. Field sites for Psyc 621 are typically completed in the same settings as Psyc 620. These include school districts which provide support for trainees and quality supervision by appropriately credentialed school psychologists. Field sites typically 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 their 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 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 trainees overall performance and effectiveness, then a failing grade may be given.

Students with Disabilities

Winthrop University is committed to providing equal access to education. If you have a disability and require specific accommodations to complete this course, contact Gena Smith, Program Director, Office of Disability Services, at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform your faculty and field supervisor as early as possible in the semester.

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>).