

**School Psychology Practicum
CIEP 461, 463
2011-12**

**Student Handbook
Syllabus and Activities**



FALL SEMESTER

Date	Topic	Readings	Assignments Due
Aug. 30	Introduction, Practicum Expectations, Logs	Articles from NASP Communique and from ISPA Newsletter posted on Blackboard	
Sept. 6	Logs Follow-Up, Establishing Effective Helping Relationships	Best Practices 101: <i>Best Practices in Establishing Helping Relationships</i> (Vol. 5)	Contract
Sept. 13	IDEIA-2004, NCLB, State Rules and Regulations	Review documents on Illinois Rules and Regs, New Part 226 and IDEIA found on Blackboard Best Practices 14: <i>Best Practices in Using Curriculum-Based Measurement in a Problem Solving Model</i> (Vol. 2) Power Points: RIOT, Record Review	Goals
Sept. 20	IDEIA-2004, NCLB, State Rules and Regulations	Review documents on Illinois Rules and Regs, New Part 226 and IDEIA found on Blackboard	
Sept. 27	Mental Health in the Schools: Groups and Individual Counseling	Selections from the Group Counseling book Best Practices 94: <i>Best Practices in Group Counseling</i> (Vol. 4), Best Practices 90: <i>Best Practices in Conducting Brief Counseling With Students</i> (Vol. 4) Chapters from Group Book	Sequential Observation
Oct. 4	Mental Health in the Schools: Groups and Individual Counseling	Readings posted on Blackboard	
Oct. 11	Class Will Not Meet Fall Break		
Oct. 18	Bilingual and Bi-Cultural Assessment	Best Practices 108: <i>Best Practicing in Working With Culturally Diverse Children and Families</i> (Vol. 5) Chapter 7 of <i>The Psychology of Multiculturalism in the Schools</i> on Blackboard	
Oct. 25	Group		Record Review
Nov. 1	PBS & Behavioral Interventions	Best Practices 44: <i>Best Practices in Developing a Positive Behavior Support System at the School Level</i> (Vol. 3)	
Nov. 8	Group		Systematic Observation
Nov. 15	Mandated Reporting	Readings posted on Blackboard	Interview Assignment
Nov. 22	Optional Check-In		
Nov. 29	Group		

Dec. 6	Internship Discussion		Full and Individual Evaluation
Dec. 13	Interview Demonstration		Alternate Visit

SPRING SEMESTER

Date	Topic	Readings	Assignments Due
Jan. 17	Role Play Interviews Second Semester Overview	Advocacy	
Jan. 24	ISPA Reflections on Workshops/Placement Center		
Jan.. 31	Optional Check-In		
Feb. 7	Group		
Feb. 14	Optional Check-In		
Feb. 21	NASP- No Class		
Feb. 28	Group		
March 6	Spring Break – No Class		
March 13	Evidence Informed Practice		Team Meeting
March 20	Group		
March 27	Advocacy	Best Practices 57: <i>Best Practices in Communicating With and Involving Parents</i> (Vol. 3) Best Practices 59: <i>Best Practices in Facilitating Family-School Meetings</i> (Vol. 3)	
Apr. 3	No Class		
Apr. 10	No Class		Full and Individual #2
Apr. 17	Threat Assessment		Individual Counseling
Apr. 24	Ethical Dilemmas		
May 1	Closure/Wrap Up		Group Counseling
June 14	No Class		Final Reflection Thumb Drive to Dr. Golomb Evaluation by Supervisor

REQUIRED ACTIVITIES

Due date	Assignment	Where to turn in
1 st of every month	Log and reflection	Assignments on Blackboard
Weekly	Individual/Group Counseling Progress Notes	Class
Sep. 6	Contract	Class
Sep. 13	Goals	Class
Sept. 27	Sequential Observation	Class
Oct. 25	Record Review	Class
Nov. 8	Systematic Observation	Class
Nov. 22	Interview Assignment	Class
Dec. 6	Full and Individual Evaluation #1	Class
Dec. 13	Alternate Visit	Live Text
March 13	Team Meetings	Class
April 10	Full and Individual Evaluation #2	LiveText
April 17	Group Counseling: All Parts	Class
May 1	Individual Counseling: All Parts	LiveText
June 14	Final Reflection	Assignments on Blackboard
June 14	Thumb drive or CD with logs	Dr. Lynne Golomb's mailbox
June 14	Evaluation by Supervisor	email

SCORING RUBRIC

Assign.	Total Points	A 100-95 %	A- 94- 90%	B+ 89- 85%	B 84- 79%	B- 78- 70%	C or below 69% assignments and/or below satisfactory rating by supervisor
INTERVIEW SCHOOL PSYCH.	30						
ALTERNATE VISIT	30						
GOALS	30						
LOGS	100						
RECORD REVIEW	50						
SYSTEMATIC OBSERVATION	50						
SEQUENTIAL OBSERVATION	75						
TEAM MEETING REPORT	50						
GROUP COUNSELING	100						
INDIVIDUAL COUNSELING	100						
2 FULL AND INDIVIDUAL EVALUATIONS TRADITIONAL, INITIAL, REEVALUATION OR PROBLEM SOLVING	100 EACH						
End of year reflection/Lessons Learned	50						
SUPERVISOR EVALUATION	500						

**CIEP 461/463
Practicum in School Psychology
2011-2012 School Year**

Professor: Rosario C. Pesce, Ph.D. (vppsych@aol.com or rpesce@luc.edu)
Grad Assts.: Sofia Flores (sflores2@luc.edu)
Greg Moy (gmoy1@luc.edu)
Time/Location: Tuesdays, 10AM-12:30PM/Corboy Law Center 301

General Information

As noted in the school psychology handbooks, the school psychology practicum is taken during the second year of the program. It takes place during the fall and spring semesters.

Final Approval to take CIEP 461/463 – Fall 2011

A Master's Degree

100 hours of School Based Service: 75 service learning/25 other school related activities

Master's Portfolio successfully completed

And the following courses:

RMTD 400: Research Methods or RMTD 422: Single Subject Design
CIEP 451: The Psychology of Development and Learning
CIEP 410: Legal Issues: Educational Disabilities
CIEP 419: Data-Based Decision Making
CPSY 413: Psychopathology
CPSY 423: Theories of Counseling & Psychotherapy
ELPS 423: Introduction to Diversity and Social Justice
CIEP 462: Seminar in Professional School Psychology
CIEP 477: Academic Assessment & Interventions
CIEP 480: Assessment of School Age Children and Adults
CIEP 481: Assessment of Infants and Preschool Students

If a candidate does not pass the Master's Portfolio after the first reading of the portfolio, then the candidate may remain onsite on probationary basis until September 30th when the final decision about the rewritten portfolio is made. If the candidate fails the second writing of the portfolio, then the candidate will be removed from the practicum site. See the student handbook for the Portfolio remediation process.

Courses taken concurrently with CIEP 461/463 Practicum

Fall Semester: CIEP 485 Social/Emotional/Behavioral Assessment and Intervention
CPSY 433 Multi-Cultural Counseling
Spring Semester: CIEP 479 School Based Consultation
CIEP 482 Personality Assessment

Students are assigned to practicum sites that have been established in cooperation with the department and the school psychology program faculty. These sites have been carefully selected because of the high quality of the mentoring relationship between the practicum student and the site-based certified school psychologist(s); the diversity of roles available for practice; and the opportunities to serve the needs of students from underrepresented groups.

- It should be noted that if a student wishes to pursue a practicum experience in a specific setting, the practicum instructor must be contacted before March 1 prior to the year of the practicum to ensure that there is adequate time for a site review.
- Students must complete the practicum in a setting outside of their regular employment setting to provide for a carefully orchestrated balance of pre-professional experiences related to assessment, consultation, counseling, prevention and intervention. Efforts are made to place students in settings that are dissimilar from their previous experiences. Student preferences for practicum site placement assignments and scheduled days of service will be honored as much as possible.

Days Required

- Each student will be assigned to a practicum site for two full school days per week for the district's school year. A minimum of 64 days (full time equivalent) must be documented in the student log by the end of the second semester. Additionally, students must maintain documentation of a minimum of **70** practicum site days by the end of the district school year. A total of **600 hours** must be completed in practicum activities outside of the classroom.
- **Attendance at classes held on campus is required.**
- Practicum candidates work the supervising school psychologist's school day, not the students' school day.

Practicum Goals

The school psychology practicum is designed to provide the student with a range of assessment, intervention, prevention, counseling and collaborative consultation experiences that will give an overall framework for relating specialized skills and interests to the rapidly changing field of school psychology.

The first semester of practicum will focus on gaining an understanding of school based mental health service delivery systems and will provide an orientation and experiences in basic group counseling skills. In addition, students will be required to participate in various activities related to individual case study evaluations that will build the skills needed to complete a school based psychological assessment from both traditional psychometric and problem solving practice perspectives. Resources for developing and evaluating research based and effective interventions will be explored.

Second semester of practicum will focus on continuing to develop skills in individual counseling and group counseling. Students will have the opportunity to complete required assignments from other classes at their sites during the second semester. During the second semester there are fewer assignments required for this course but more opportunities for students to become involved in other activities at their sites not necessarily dictated by this class. Students can discuss these activities in class and seek consultation in class in necessary.

The activities that will be engaged in during the practicum are based upon the following ten NASP Professional Standards:

Standard 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Standard 2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Standard 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social-emotional functioning and mental health.

Standard 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Standard 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and empirically supported strategies for effective crisis response.

Standard 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Standard 8: Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and

empirically supported strategies to enhance services and address potential influences related to diversity.

Standard 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

During practicum, students will be exposed to school settings and/or cooperatives which will give them an opportunity to observe school psychologists, to gather information about school systems, and to understand interrelationships between (among) the districts (i.e., potential employers and the systems in which they may eventually work as school psychologists) and the professional practice of school psychology within the public schools in the State of Illinois. Practicum assignments are designed to:

- A. Enhance a student's understanding of professional ethics and the law (NASP Standards 1, 2, & 10)
- B. Enhance a student's understanding of how to integrate assessment with educational interventions (NASP Standards 1, 2, 3, 4, & 8)
- C. Enhancing a student's understanding of the structure of schools and how school psychologists fit into that structure (NASP Standard 6)
- D. Enhancing a student's understanding of the scope of school-based mental health services (including system level prevention/intervention programs) and the availability of community resources and interagency collaboration (NASP Standards 4, 6, 7, & 9)
- E. Enhancing a student's understanding and supervised practice of individual and group counseling skills (NASP Standards 4 & 5).

Communication

Working with your supervisor: The opportunity to form a mentor-mentee relationship with your site-based supervisor is perhaps one of the most important components of your practicum. There are several things you can do to get the best value out of this experience.

- **Be reliable:** That is, be present consistently and on time. Do what you have promised and complete it before it is needed. Be careful! Administer and score all standard instruments in accordance with the directions.
- **Be objective about your skills.** If you don't know how to do something you are asked to do, be truthful and ask for direction in improving your skills. If you have particular skills that would be useful, don't keep them a secret. Make yourself open to supervision. Be sure you understand how your supervisor chooses to make himself/herself available to you and ASK if you are unsure about what is expected of you.

- **Be useful.** Look for opportunities to take on tasks within your skill range. Find a teacher or teachers who welcome you to observe whenever you have free time or need to be out of the way of your supervisor.
- **Be congenial.** You will be helpful to your supervisor to the extent that you can relate effectively to the children and adults in your practicum setting.
- **Comply with the school district's routines and procedures.** Wear any identification you are asked to wear, sign in and out of buildings as required, enter and leave by approved entrances, cooperate with fire drills, etc.
- **Be sensitive** to the culture, ethnicity, race, gender, age, and life style of those individuals with whom you work.

*Finally, if you encounter difficulty in working with your supervisor, the first person to discuss this with is your supervisor. If that doesn't resolve the problem, talk to your Loyola practicum supervisor. **It is not appropriate to discuss such matters with friends and/or classmates.***

It should be noted that the school psychology practicum usually works well if you carefully attend to the following issues. A course requirement is that you spend two regularly scheduled days per week at your practicum site. There may be times where you can spend even more days per week at your site. This may not be a school district where you are employed in any other capacity. The particular days of the week are to be collaboratively determined by you and your site-based supervisor. Some of the work you have to (or wish to) accomplish will need to be done beyond your regularly scheduled days. You will need to manage your own personal schedules accordingly. You also need to schedule your winter and spring breaks around the district's breaks and not Loyola's calendar.

Email Information:

***You must have an e-mail account.** Any announcements such as schedule changes, etc. will be made through your university e-mail account recorded on Blackboard when you register for the class.*

You might want to forward your Loyola account to your home account so that your Loyola email is rerouted. Remember, every time you switch e-mail providers while at Loyola, you must re-route your e-mail to your new address. You may use the Personal Account Manager on the website to re-route your email to your personal account. E-mail re-routing takes an hour to begin. Remember that re-routing only works on new messages; check your Loyola e-mail account for messages received before you re-routed.

Consultation with the Instructor

The best way to contact your instructor is by e-mail:

Dr. Rosario Pesce rpesce@luc.edu or vppsy@aol.com

Textbooks

Required Texts

These texts will be useful for your professional library and we encourage you to purchase these books since you will find them excellent resources for this year and the future.

Greenberg, Kenneth R. (2003). Group Counseling: A Handbook for School Counselors. Boston, MA: Allyn and Bacon, (ISBN 0-205-32195-x)

Shinn, Mark A. and Walker, Hill M. (2010). Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI. Bethesda, MD, National Association of School Psychologists. (ISBN 978-0-932955-68-5)

Recommended Texts:

Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). School Social Work: An Evidence-Informed Framework for Practice. New York: Oxford (ISBN 978-0-19-537390-5)

*Mayer, M. J., Van Acker, R., Lochman, J. E., & Gresham, F. (Eds.) (2009). Cognitive-Behavioral Interventions for Emotional and Behavioral Disorders: School Based Practice, New York; Guilford Press (ISBN 978-1-59385-976-3)

*Rathvon, Natalie (2008), Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, 2nd Ed., New York; Guilford Press (ISBN 978-1-5730-967-8)

*Steege, Mark W. and Watson, T. S. (2009). Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide, Second Edition. New York; Guilford Press (ISBN978-1-60623-027-5)

*Thomas, Alex and Grimes, Jeff (Eds.) (2008). Best Practices in School Psychology V. Washington DC: National Association of School Psychologists.
**Used in other School Psychology courses at Loyola*

Other Recommended Texts:

Adelman, Howard S. (2006) The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide: Corwin Press (ISBN 1-4129-1452-3)

Brown-Chidsey, Rachel (Ed.) (2005), Assessment for Intervention, A Problem Solving Strategy, New York, New York Guilford Press, (ISBN 1-59385-140-5)

Knapp, Sarah Edison & Arthur E. Jongsma (2002). The School Counseling and School Social Work Treatment Planner. New York, New York: John Wiley & Sons. (ISBN 0-471-08496-4)

Larson, Jim and Lochman John E. (2005) Helping Schoolchildren Cope with Anger-A Problem Solving Approach, New York, New York Guilford Press, (ISBN 1-75230-728-5)

Smead, Rosemaire (2000). Skills for Living: Group Counseling Activities for Young Adolescents, Volume Two. Champaign, Illinois. Research Press. (ISBN 0-87822-420-3)

Internet-Based Resources:

- PBIS: www.pbis.org
- Intervention Central: www.interventioncentral.org
- IL Children's Mental Health Partnership: www.icmhp.org
- UCLA School Mental Health Site: <http://smhp.psych.ucla.edu>
- ISBE: www.isbe.net
- ISPA: www.ilispa.org
- NASP: www.nasponline.org

Finding Evidence Based Programs

Clearinghouses

- The Campbell Collaboration (<http://www.campbellcollaboration.org/>)
- The Cochran Collaboration (<http://www.cochrane.org>)
- The National Registry of Evidence-Based Programs and Practices compiled by the Substance Abuse and Mental Health Services Administration (www.nrepp.samhsa.gov)
- The What Works Clearinghouse compiled by the Department of Education/Institute of Education Sciences (<http://ies.ed.gov/ncee/wwc/>)

Other Internet Based Resources

- <http://www.colorado.edu/cspv/blueprints/>

This Web site overviews the Blueprints for Violence Prevention project, which has identified prevention and intervention programs that meet a strict scientific standard of program effectiveness and have been shown to reduce or eliminate problem behaviors such as delinquency, aggression, violence, substance abuse, and school behavioral problems. Program effectiveness is based upon an initial review by CSPV and a final review and recommendation from an advisory board. Programs selected are based on “evidence of deterrent effect with a strong research design, sustained effect, and multiple-site replication” and programs are determined to be “promising” or “model.”

- <http://www.findyouthinfo.org>

The Helping America's Youth Program tool, the result of a collaboration among several federal agencies (e.g., the U.S. Depts. Of Education, Health & Human Services, and Justice) features evidence-based programs that prevent and reduce delinquency or other problem behaviors (i.e., drug and alcohol use). Level 1 rating is given to programs with more rigorous research designs (i.e., experimental with random assignment) and evidence of behavioral decreases or changes in risk or protective factors; Level 2 programs have demonstrated change to youth behavior or risk and protective factors using quasi-experimental design and a comparison group; and Level 3 programs have a strong theoretical base but limited research methods.

- http://www.dsgonline.com/mpg_non_flash/mpg_index2.htm and http://dsgonline.com/mpg2.5/mpg_index.htm

The OJJDP Model Programs Guide site provides a searchable database of scientifically tested and proven programs that address a range of issues across the juvenile justice spectrum. The guide provides more than 175 prevention and intervention programs and helps communities identify those that best suit their needs. Users can search the guide's database by program category, target population, risk and protective factors, effectiveness rating, and other parameters. Using four summary dimensions of program effectiveness (conceptual framework, program

fidelity, evaluation design, and empirical evidence demonstrating positive impact on behavior), programs are rated as “promising,” “effective,” or “exemplary.”

- <http://www.promisingpractices.net/>

This network, comprised of a partnership between the Rand Corporation and several state-level intermediary organizations, is dedicated to providing quality evidence-based information regarding programs to help the lives and outcomes of children. Programs are rated “proven” or “promising” based on the rigor of the research and the magnitude of the impact of the intervention or outcomes, or “screened” for programs that have not been reviewed by PPN staff, but have been shown to be effective by one or more credible organizations.

- http://www.sprc.org/featured_resources/bpr/index.asp

The BPR is divided into three sections. The first lists evidence-based programs that have “demonstrated successful outcomes (generally, reductions in suicidal behavior) and have well-designed research studies” based on the NREPP and the SPRC/American Suicide Foundation Evidence-Based Practices Project. The second section lists expert and consensus statements that “summarize the best knowledge in suicide prevention in the form of guidelines and protocols.” The third section lists programs that have been reviewed and determined to adhere to standards and recommendations in the field. Note that this is not a comprehensive inventory of all suicide prevention initiatives.

Evaluation Procedures

Grading: In order to be considered for each of the following grades, students must meet the following criteria:

A: In order to earn an **A**, the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **A** by the site-based supervisor.

B+ In order to earn a **B+** the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **B+** by the site-based supervisor. Successfully completing all required activities at a level of Mastery or higher.

B: In order to earn a **B**, the student must participate in all required whole class activities, reliably participate in the assigned practicum site activities, and be recommended for at least a grade of **B** by the site-based supervisor and successfully completing all required activities at a level of Mastery or higher.

The successful completion of all required activities alone will result in a grade of B for the semester.

Grades of **C, D, or F** reflect less than satisfactory performance on one or more of the required components of the course, failure to reliably participate either in the class or the assigned practicum site activities, or the recommendation of your site-based supervisor that you receive a grade lower than B. **If you receive a grade lower than a B during either semester you will not be approved for an internship!!**

The instructor has the right to override the point totals in borderline situations or extraordinary situations requiring judgment independent of the point system.

Attendance:

On-campus class attendance is required on specified dates. One or more additional required class sessions may be scheduled during the school year for featured speakers and/or other student-requested events. These will be announced in class, on Blackboard, and you will be notified of such events via e-mail. **Any absences should be communicated in advance with the instructor. Should an absence occur due to a condition at the student's site, advance communication is required with supervisor copied.** You are responsible for obtaining any information missed during your absence.

Assignments:

Each semester, several assignments will be required that will integrate theory, classroom learning and applied skills. As much as possible, it is a good idea to integrate the requirements into the daily work of your supervisor or the school in which you will be serving your practicum. All required assignments are due at the date posted in the class meeting schedule.

Any reason for a late assignment should be communicated in advance with the instructor. Should an assignment be late due to a condition at the student's site, advance communication is required with supervisor copied.

Assignment Grading Protocol:

If assignments are due on a specific date, *they are due on that date or earlier*. Unexcused late assignments will be reduced by 5%.

Resubmitting Work: Some students will find one or two assignments especially challenging. If you would like to rewrite an assignment you may do this one time. The work will only be regarded if the **original** document and **original** rubric are handed in with the corrections. You may only have **one** rewrite on any assignment

Activity Logs and Monthly Reflections:

Students are required to log all of their activities on the Excel log through Blackboard for this course. Monthly reflections are to be submitted at the same time as the logs. **Both are to be submitted on the first of each month through the Assignments on Blackboard in Blackboard.** To receive monthly credit, both must be submitted on time. A copy of the final log on CD or flash drive is required to document practicum hours for the purpose of internship.

Participation:

This course does not utilize quizzes, tests, or final exams. Moreover, as this course depends heavily on discussion and relevant issues from student's sites, it is important that students be fully engaged in class activities. Therefore, use of electronic devices, ie laptops, cell phones, iPods, etc, during class time is not permitted unless approved by the instructor.

Site Visits:

Dr. Pesce will be scheduling two site visits with you and your supervisor. At these visits you should be prepared to discuss what a typical day is for you during your practicum, special activities you have been involved in, and what else you would like to accomplish during the practicum. Additional site visits will be provided as needed in order to assist any particular student in profiting from the practicum

INCOMPLETE GRADE: All students will be given an incomplete grade at the end of the second semester. The grading for the second semester will occur once the student completes the school year of the site and all required assignments. This includes the submission of the logs by **Friday, JUNE 15.**

University-Wide Policies

CONCEPTUAL FRAMEWORK

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this practicum we will utilize this conceptual framework as a lens to examine the practicum experience when working within the schools and will promote just and equitable educational services to all members of the community.

DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the practicum by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

TECHNOLOGY

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml.

For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an

SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

DISPOSITION

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as other, there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

Internship

Interviews for internships begin shortly after the second semester begins in January. You should begin to contact districts as early as possible in the second semester to ensure that you have access to your choice of internships. At the Illinois School Psychologists Association Convention in January there is a job placement forum where internship sites interview potential interns, but many districts begin interviewing well before this convention. Students may not accept an internship offer until the date specified by university trainers which is a uniform date across the state of Illinois.

If the candidate wishes to pursue an out of state internship, it is up to the candidate to find the internship and the Illinois deadline does not apply. The out of state internship site must meet the qualifications of the Illinois Internship Manual (available online at the student website, as well as the ISPA website). The candidate must then find a NASP approved university to provide university supervision/seminars. This university may charge a fee for this service. Once the site and supervising university are established, then the candidate must contact the program director for final approval. Loyola requires all interns to register for the CIEP 486 Internship class during fall and spring semesters. Out of state interns must register for these classes. Additionally, the out of state intern must fulfill the Illinois and Loyola internship requirements.

The practicum classes will have a meeting in May to complete the formative evaluation for the internship plan and to discuss some of the internship logistics. There is a state internship approval form that is completed by the program director when all practicum requirements and internship prerequisites (all classes completed and no incomplete grades) are fulfilled. Because of the structure of the practicum experience, the internship requirements cannot be fulfilled until the beginning of August.

THE FINAL EXCEL SPREADSHEET, COMPLETED THROUGH THE END OF THE PRACTICUM, MUST BE TURNED IN BY THE SECOND FRIDAY IN JUNE TO RECEIVE FINAL APPROVAL FOR THE INTERNSHIP.

Activity: Excel Log and Reflection
Due Dates: Oct. 1, Nov. 1, Dec. 1, Jan. 1, Feb. 1, March 1, April 1, May 1, June 1
Turn-In Style: Assignments on Blackboard

Goal: To develop a sense of the different activities school psychologists are involved in. This activity also provides you with an orientation to documentation of activities required during internship.

Activity/Products: There are three components to document the successful completion of this activity:

1) You will be required to keep an Excel spreadsheet of your activities and the amount of time you spend on each activity. The time should be reflected in quarter hours (e.g. 15 min. = .25 hours). In addition you will need to maintain a list of assessments completed on the spreadsheet, as well as the number of students you work with from diverse backgrounds. The spreadsheet is available on Blackboard. This will be extremely valuable information to you as you seek an internship and are asked what assessment methods you have used and populations with whom you have experience.

You must upload the excel spreadsheet monthly through the Assignments tab on Blackboard. You must also upload at the completion of each Loyola semester, and at the completion of your district school year.

2) You are to keep a daily appointment calendar. You are to number the days that you are at your site. Keep log appointments and meetings on your calendar. A day equals 7 hours. If there are factors unique to your site that impacts the number of hours that you may be on site, please notify the instructor. (You do not need to turn this in through the digital drop box and will keep this calendar for your own records.)

Conferences and conventions are counted as Practicum attendance days.

3) You will complete a mini-reflection, comparable to the reflection log you will keep during internship. You will turn in a monthly reflection. These reflections will not describe the events but rather your own personal response to the events at your practicum, how these events and your role as a practicum student is forming your professionalism as a school psychologist.

For credit the log/reflection must be turned in on time with each successful submission worth 10pts. 10pts per month=100 for the school year.

Activity: Goals
Due Date: Sept. 13
Turn-In Style: Hard Copy

(NASP Standard 6)

Goal: To collaborate with your supervisor and establish goals and timelines for the full year practicum experience at the end of the first month of practicum.

Activity: With your cooperating school psychologist, complete the following:

1. What are your goals for this practicum experience?
2. Review the required activities for the class and discuss with your supervisor the logistics of how these can be accomplished at your site. Review optional assignments and decide which fit best into your practicum site. You should also consider what unique opportunities for learning exist at your site and how you could best take advantage of them. Your supervisor is a superb source of information for such matters. Take the time to discuss other opportunities which may be unique to your site that would be beneficial as a part of your practicum experience.
3. For each goal, list one or more specific experiences you should have during your practicum experience that will lead you to your goal. In other words, take some time to think about what professional development goals you have for practicum and this specific placement and write down specific activities and experiences that you are planning to seek during this school year.
4. List any pre-requisite skills that are needed for the specific experiences you have identified, but that you don't yet have. This way you can work to acquire these skills before starting the experience.
5. Write a timeline for accomplishing these tasks within **each** semester. Include the schedule during which you will be at your field site. The goals and timeline must cover the whole academic year. The reason for looking at the whole year is to be able to begin to plot out activities such as when in-services and school holidays fall that may impact your activities, to examine when annual reviews and case studies come due that you may be able to participate in, to schedule ISPA conference attendance and begin looking at experiences that will be helpful to you before you apply for internships in January... etc...

Optional, but a good idea: Write a letter of introduction to send to the faculty explaining your role in the coming year.

Product: A completed goal sheet clearly addressing the five points outlined below that includes:

- Loyola student's signature, telephone number, and e-mail address
- Cooperating psychologist's signature, telephone number, and e-mail address

NOTE: Original Signatures are required to document that the plan has been developed collaboratively with the supervisor

Group Counseling Activities Parts One, Two and Three

(NASP Standards 1, 3, 4, 6, 8, 10)

IT IS RECOMMENDED THAT YOU BEGIN THE SESSIONS AS SOON AS POSSIBLE. YOU WILL NEED TO COMPLETE EIGHT SESSIONS FOR YOUR GROUP TO RECEIVE CREDIT FOR THIS ASSIGNMENT.

Goal: To facilitate a counseling group.

Activity: This group can be a short-term group that deals with one specific issue (divorce, new student, friendship, social skills training etc.). Groups must meet a minimum of **8** times during the first semester to receive full credit for this activity.

NOTE: The expectation for this assignment is that as a novice, you will be conducting the group with another person. Most often this will be your supervisor, a school social worker, special education classroom teacher, or counselor from an outside agency, etc. You are required to participate in planning and facilitating group activities.

Products: There are three components to this activity

- 1) **Written summary of Introductory activities (Part One)**
- 2) **Weekly group summary for each group session (Part Two)**
- 3) **Final group counseling summary report (Part Three)**

Activity: Group Counseling Part One
Date Due: Class after you start your group counseling
Turn-In Style: Hard Copy at the Start of the Experience

Introduction to the Group Counseling Activity: Before the group starts, you will provide a description of each member of the group. This will help you to put the group activity into perspective and will provide you with critical ecological factors to consider in planning activities and evaluating outcomes. Include the following information

1. Purpose of the group in the overall mental health services delivery model within the school (system context) this would include a documentation of a form of needs assessment that shows how the group activity was chosen.
2. Why each student was selected for this particular group: Describe the group composition and how the members were selected.
3. Each student's academic and behavioral *history* (Background information)
For each student in the group describe
 - Teacher concerns
 - Behavioral needs
 - Academic functioning
 - Family background
 - Relevant social , medical or developmental factors
 - Any previous data gathered relevant to the group (e.g. discipline referrals, homework completion, classroom sociograms, playground observations...)
4. What do you hope each student will learn from the group, or your specific stated outcomes or goals for each student
5. Any specific dynamics you hope to facilitate within the group sessions
6. Define the goal or objective for the group, in behavioral, measurable terms. This will be the most important factor in determining group outcomes for the purposes of final summary of group activities and outcomes.

Activity: Group Counseling Part Two

Date Due: Weekly

Turn-In Style: Hard Copy

Weekly progress notes: **These are to be completed and submitted after each session.** This is the only means other than your input during group supervision for the instructor to keep up to date on the activities in your group. The summaries also serve documentation and a self-evaluative role in your skill development in counseling.

1. Keep progress notes using the prescribed template (below) on each session, with dates and time, in which you discuss
 - a. The goal of the meeting and how it fits into the overall objective of the group
 - b. The session structure--- what activities were chosen for the session and why
 - c. How the students reacted to the activity (note any unusual reactions from a student or students)
 - d. Reflect on your reactions to the group's behavior
 - e. What you need to do to enhance the group for the next session
 - f. Any follow up conversations about group members with teachers or parents

Group Counseling - Progress Notes Template

Practicum Student: _____

Overall Goal of the Group:

Group Members Present: (*first names only*)

Grade Level: _____

Leader(s): (if you co-lead a group, circle who ran the group for the session)

Date: _____

Session Number:

Goal of the Group Session:

How does this goal relate to the overall goal of the group?

Objective of the Lesson:

How does the objective of this lesson relate to the overall goal of the group?

Activity (Session Content) & how it relates to overall goal:

Evaluation of the Session

How the students reacted:

Your reactions to the group interactions:

What you would do differently:

Comment on Effective Affective Skills:

Next Session:

Activity: Group Counseling Part Three

Due Date: April 17

Turn-In Style: Hard Copy

End of the semester report: Summarize the growth each individual student made in the group. How did you measure this growth? Using behavioral terms and measurements are useful. Think about this as you begin the group. What is the overall goal in behavioral terms, what do the behaviors look like, what do you want the behaviors to look like at the end of the year? Charts/graphs will be given additional weight in the grading.

Activity: Individual Counseling Parts One, Two and Three

(NASP Standards 1, 3, 4, 6, 8, 10)

Goal: To experience a one to one counseling relationship.

Activity: You will need to have one continuous individual counseling case throughout the semester and/or school year. (NOTE: If the student moves before you have completed the required 8 sessions, you will need to pick up another student and develop the case conceptualization for the new student).

Product:

1. A Case Conceptualization (Part One)
2. Complete and turn in Progress Notes (see template) after each session (Part Two)
3. Outcome summary report (Part Three)
 - Including sample IEP goals/objectives
 - Including sample Progress Notes

Activity: Individual Counseling Part One
Due Date: Class after the start of your individual counseling experience
Turn-In Style: Hard Copy at Start of the Experience

A Case Conceptualization in which you:

- Describe student's age, grade, & gender
- Define the student's presenting problem in behavioral terms.
- Include any available test data.
- Discuss Cultural context variables
- Review history and developmental milestones
- Define hypothesized cognitive variables
- Hypothesize behavioral antecedents and consequences
- Complete a clinical interview with the child and summarize the findings in the report
- Develop an anticipated treatment plan using behavioral terms
- Hypothesize expected obstacles

Additionally, you will need to create a prototype of an IEP utilizing your district IEP form which will include the overall goals of the student and how you will assess/measure whether these goals have been met at the end of the year. Instruction in how to develop IEP goes will be provided in class.

Activity: Individual Counseling Part Two

Date Due: Weekly

Turn-In Style: Hard Copy

Complete Progress Notes (see template) after each session:

- i. Review the six steps of the session structure as outlined in Friedberg
 1. Mood check in
 2. Homework review (IF APPLICABLE)
 3. Agenda setting
 4. Session content
 5. Homework assignment (as applicable)
 6. Eliciting feedback
- ii. List what was discussed, how the student behaved, how you reacted, why you reacted the way you did, what could you have done differently, etc.
- iii. What do you plan on doing/discussing during the next session?
- iv. Should you reconceptualize the case conceptualization based upon new data?
- v. If you have contact with teachers/and or parents regarding the student this should be listed and described in your progress notes.

Hand in your current progress notes for every week you counsel the student throughout the semester so that this can be utilized during supervision.

Come to class prepared to discuss the student's progress.

Progress Notes- Individual Counseling

Date: _____ Session: _____ Therapist: _____

Student: _____ Grade: _____ Age: _____

Presenting Problem:

Session Goal (related to the presenting Problem):

Session structure:

Mood check in:

Homework review if appropriate:

What was the homework, if none, explain rationale:

Student's response:

Agenda setting:

Summary of what was discussed (Session content):

Homework assignment: (if none, explain rationale)

How did the student behave?

How did you react to the student's behavior?

What could you have done differently?

Comment on Effective Affective Skills:

What growth are you seeing towards the overall goal?

Plans for next session:

Do you need to reconceptualize the case?

Contacts with teachers/parents:

Activity: Individual Counseling Part Three

Due Date: May 1

Turn-In Style: Live Text Along with Case Conceptualization, IEP goals/objectives, Sample of Progress Notes

At the conclusion of the school year write an outcome summary report where you summarize

- the overall issue for the child,
- the goals you worked on during the year,
- any changes in the IEP goals,
- how you measured student growth and
- an outcome summary of the progress the student has made.

Additionally, please include the completed IEP.

Activity: Sequential Observations

Due Date: Sept. 27

Turn-In Style: Hard Copy

Goal: To learn what schools are like across grade levels.

Activity: Arrange to observe in each grade of your school on a sequential basis. That is, first go to observe in a kindergarten room, then in a first grade, then in a second grade, etc. through all the grades available to you. If you are at a high school, middle school, or junior high you might want to visit two subjects across grade levels (e.g. English and Science). At the high school you should observe in at least six classes. You will also need to observe at least one non-academic class (art, music, PE, industrial arts, home-ec), at any grade level. Then observe in one unstructured setting such as lunch, recess, or in the hall at passing time. Answer the following:

1. How does classroom structure tend to change as students get older?
2. How does independent work tend to change as students get older?
3. How does discipline tend to change as students get older?
4. How does socialization tend to change as students get older?
5. How does homework tend to change as students get older?
6. Describe how the curriculum unfolds over time across grade levels.
7. What did you observe that was different in the non-academic setting?
8. What did you observe in the unstructured setting?
9. As a school psychologist, why do you need to be aware of how expectations change over the years and in different environments?

Product: A description of the grade levels you observed and a written log which details the above six questions and statements.

Activity: Record Review
Due Date: Oct. 25
Turn-In Style: Hard Copy

(NASP Standards 1, 2, 3, 4, 7, 8, 10)

Goal: To complete a record review of a special education student. Classroom instruction will be provided in the particulars and expectations for this activity.

Purpose: To begin to understand contextual and ecological variables to take into consideration in developing hypothesis for establishing baseline, understanding student needs and previous interventions. This is critical for quality psychoeducational and psychological assessment. In addition, it is the first step in the RIOTS process for any problem solving activities. I

Activity: Review and summarize the cumulative **and** special education file of a special education student. It is best if you work with your supervisor to complete a record review on a case for which he or she will be conducting a re-evaluation or a student who moved into your district that needs some additional assessment for placement. **ONLY REVIEW A FILE THAT IS COMPLETE** (if only the cumulative portion or the special education portion is accessible, choose a different student).

A record review typically starts with the student's current educational status (how old is the student, what grade is the student in, special education services, how much time is spent in general education classes). If you refer to something happening in a certain chronological year, make sure you say what grade the child was in. Make sure you discuss any grade retentions, at the high school level you want to refer to credits earned towards graduation. Once the current status is written the written review then highlights the important history of the student. When summarizing test results always give the score and the full name of the measure to which you are referring.

Ask yourself this question: If this part of your report is the only historical information on a student would it suffice over the years? Also ask yourself if the information provided is sufficient to begin to form a picture of the student's past response to intervention, ecological, social or medical factors that may have had an impact on the student's current functioning? What information is not in the record that may be pertinent in answering referral questions for the case study which is to be completed?

Product: written summary integrating information that you learned from the record review and recommendations for student.

The summary should include the following components:

- 1) Academic history,
- 2) Medical history,
- 3) Results of most recent vision and hearing screening
- 4) A summary of past test results, both individual and group.
- 5) A summary of special education history,
- 6) Current IEP services, and current IEP goals.

Activity: Systematic Observation of Behavior
Due Date: Nov. 8
Turn-In Style: Hard Copy

(NASP Standards 1, 2, 3, 4, 7, 8, 10)

Goal: To complete a structured classroom observation

Activity: Utilize the B.O.S.S. observation system OR ANOTHER SYSTEMATIC OBSERVATION OF BEHAVIOR AS ASSIGNED BY YOUR ON SITE SUPERVISOR to observe a target student's classroom behavior in comparison to other students in the class as well as observing teacher behaviors within the classroom.

Whatever systematic observation tool(s) that you choose together with your site supervisor, the tool must be standardized in some fashion, offer comparison to non-targeted peers, and offer input about teacher behaviors during the observations.

Product: A written summary to include the following:

- The completed B.O.S.S. OR OTHER SYSTEMATIC OBSERVATION protocol. If you use the BOSS the protocol submitted should include all percentages configured and a description of what was happening.
- Include at least 3 hypotheses based upon data collected regarding the student's behavior
- Reflect upon what you would do next to prove or disprove each hypothesis.
- A description of the student that includes the age and grade
- Reason for referral for observation/ evaluation

NOTE: Do not use the child's last name or other identifying information (e.g. address, phone number) – if you do 5 points will be deducted from the activity.

Activity: Job Context of the School Psychologist Interviews

Due Date: Nov. 22

Turn-In Style: Hard Copy

(NASP Standard 6)

Goal: To investigate the range of role perceptions of school psychologists within a district and to practice your interviewing skills.

Activity: For this assignment, you will need to obtain some basic district information and then interview both your school psychologist practicum supervisor, an administrator, (someone who does not work in special education), a general education teacher and a special education teacher.

Interview Components

Basic District Information obtained from School Psychologist:

1. Name of School District:
2. Persons Interviewed, their titles, and their years of experience:
3. Description of School District:
 - Grade Levels Served
 - Urban/suburban/rural
 - Number of Students
 - Number of Teachers
 - Number of Psychologists (FTE = full time equivalent: 2 – ½ time= 1 full time)
 - Psychologist to student ratio
 - Special education populations Served within the district
4. Written Job Description of Psychologist: (attach a copy obtained from the district or cooperative personnel office).
5. Summarize the district written eligibility requirements for LD, ED, CD, and OHI.. This information is available in district special education procedures manual available from the special education coordinator or the cooperative.

Sample questions for the school psychologist, administrator, special educator, and general education teacher:

1. What do you see the role of the school psychologist in this district as being?
2. In what types of activities does the school psychologist take part?
3. What is the most important role of the school psychologist in this district?
4. How would you prioritize the responsibilities of the school psychologist?
5. If you could have the school psychologist do anything that is not in the job description what would it be?

Reflective Post-interview Questions: Use these questions to guide your information gathering during the interview, but wait until after completing the interview before formulating your opinions.

1. Compare and contrast the responses from the people you interviewed.
2. How are the psychologist's, teacher's and administrator's perceptions of the school psychology role the same? Different? Why is this?
3. How would these perceptions impact on the psychologist's job satisfaction?
4. Would this school district offer satisfying employment opportunities for you as a beginning school psychologist? Explain.

5. Would this school district offer enough flexibility for a psychologist to have a full range of work experiences? Explain.

Product: A written summary of the information you obtained about the district, your interviews and your reflections on the interview.

Activity: Two Full and Individual Evaluations (Traditional or Problem Solving)
Due Dates: December 6 and April 10
Turn-In Style: LiveText

(NASP Standards 1, 2, 3, 4, 7, 8, 10)

Goal: To follow two cases through to the point at which decisions are made using the evaluation data. In order to provide you with an opportunity to look at evaluation data from both a traditional psychometric perspective and a problem solving perspective the case study evaluations need to address to BOTH OF THESE specific issues:

1. Student eligibility for special education services clearly identifying the district's criteria for eligibility. The administration of standardized tests need to be part of these evaluations if appropriate. In order to examine for yourself the potential utility of these measures, you need to be able to administer and interpret these using the district eligibility criteria. Until school districts abandon the use of these measures, it is part of your responsibility to know how to correctly administer and interpret these data gathering measures.

2. Problem solving: Identification of student needs (target behaviors that could be either academic or behavioral in nature) and the development of interventions to address these needs. This will likely require that you do some observations and administer measures that your district may or may not be used to administering. In order to meet this requirement you will need to present target behaviors in behavioral terms (in other words, what is the student doing or not doing as described in an FBA. The target behavior can be academic or behavioral in nature. Identify a replacement behavior. (For example if the referral is academic, describe the student's reading skill development utilizing CBM or CBE measures and identify targets for intervention and progress monitoring). **DO NOT USE ELIGIBILITY STATEMENTS FOR THIS PART OF THE ASSIGNMENT. DO NOT USE SPECIAL EDUCATION SERVICE AS THE INTERVENTION.** State specific behaviors and goals that are used in the students IEP for this part of the assignment.

Activity: By the end of the first semester of your placement, identify two appropriate case study evaluations with your cooperating psychologist. These may be either initial case studies or re-evaluations. Determine which evaluation activities and instruments you will use for each evaluation with your cooperating school psychologist. (Note: you may or may not be allowed by your district to do all the psychological components and should do only the components for which you are competent.) Your participation must include at least one classroom observation for each case. Your reports should **integrate** educational implications with the assessment data. You **must** also participate in the multidisciplinary staff conference and the IEP meeting.

REMEMBER STUDENT FIRST NAME ONLY—DELETE ALL IDENTIFYING INFORMATION (e.g. last name, address, parent's last name, etc...) ON THE ASSIGNMENT THAT YOU HAND IN TO PROTECT THE STUDENT'S PRIVACY.

Assignment will consist of several sections:

1. The case study evaluation report(s) written in the style and format required by your district. Unless your district is problem solving oriented, this is the

source of basic discussions of psychometric tests administered and student eligibility for special education service.

2. A summary sheet for each evaluation that includes the following information (if the information is addressed in the included district report then indicate that the information is in the report):
 - a. Referral Question(s) in behavioral terms. What answers was the team looking for through the assessment? If your district is very traditional , ask questions of the teacher or your supervisor to identify these.
 - b. Summary of findings **in reference to the referral question(s)**. List each of your referral questions; specifically answer the questions referencing your assessment results. (This is NOT the same as a summary of your test results)
 - c. Based upon the assessment results what recommendations for strategies and interventions to address identified student needs would you make. These need to be specific interventions and the interventions need to be directly tied to the assessment results. (This is not the same as a traditional recommendation section of a report)
 - d. **How did you integrate and interpret the data in order to arrive at the recommended educational strategies and interventions?**
 - e. What was your role in the CSE process? (Soc History, Medical History, interviewed parent, observation, etc.?)
 - f. What role did other school personnel play in the CSE process?
 - g. What assessment procedures did you use? (List all procedure: record review, observations, normed testing, interviews, criterion referenced testing, CBM, etc)
 - h. What assessment procedures did your cooperating psychologist use?
 - i. Dates of Observation, Testing, and Meetings. (You **MUST** do an observation and include a written summary of the observation in this summary sheet if it was not included in the report).
 - j. Record review and academic history summary.
 - k. Vision and Hearing screening results and dates.
 - l. Social history summary.
 - m. Primary language spoken in the home/Primary language of the child is defined with an explanation of how the primary language was determined
 - n. If the child's primary language is not English, how did his/her second language or culture impact the test results
 - o. Medical History summary
 - p. If standardized test scores were not listed in the report, list them in the summary. This **must** include subtest and factor scores as standard scores, with confidence intervals. If an LD teacher completed the achievement component of the case study you must include the subtest scores. **ALL** scores must be reported as standard scores with the **confidence intervals** listed.
 - q. If the student is 14 or older, then a transition plan **MUST** be included.
 - r. If the student obtained an overall cognitive measure of 70 or below, then an adaptive behavior measure must be administered, scored and findings included in the summary report
 - s. Reflection on reporting out the results at the MDC/IEP

- t. What educational strategies and interventions did you take to the MDC and IEP meetings?
- u. What determinations were made at the MDC and IEP meetings?
- v. What suggestions did you make at the MDC and IEP meetings?
- w. What goals, objectives, benchmarks and accommodations were finally put into the student's IEP? How did they relate to the assessment results

Your supervisor needs to sign off on the copy of the report stating that you completed the CSE and attended the IEP meeting. When submitted in December, include this in the report. Include this as a separate document when you submit this through Livetext in April. You will not receive credit for this activity until your supervisor's original signature is provided.

Activity: Alternate Program Visit
Due Date: Dec. 13
Turn-In Style: LiveText

(NASP Standard 6)

Goal: Spend a whole work day visiting a school psychologist (this counts as a practicum day) who provides services in a school that is culturally different from your site and/or this site might serve students whose average SES is different from your school's. Observe in the classrooms and observe the school psychologist. Keep notes about your observations. Talk with the school psychologist about how she or he perceives the role to be different from the role of the psychologist in your school.

Product: A written summary comparing your practicum site with what you saw at the alternative site. Include what you observed in the classrooms as well as the differences/similarities in the school psychologist's role. Include a daily log that documents what you did during the day.

You must obtain the school psychologist's signature to document your visit to obtain credit for this activity.

Name of School Psychologist: _____

Signature of School Psychologist: _____ **Date:** _____

Name of School: _____

Activity: Team Meetings
Due Date: March 13
Turn-In Style: Hard Copy

(NASP Standard 6)

Goal: To help develop an understanding of group dynamics in team meetings. This is related to your learning about how groups function in the context of your counseling groups. Much of your professional life will be spent in meetings and your learning and insights now will provide you with assistance in how you participate and facilitate meetings.

Activity: The role of school psychologists includes attending a myriad of team meetings – MDC, PPS, IEP, Annual Review, Building team meetings. As a practicum student you should take every opportunity to expose yourself to the “meeting” experience, even when you are not a participant. Attend as many different types of meetings as you can. As a key data source for how you spend your time, keep track of these meetings. As you attend these meetings, you are to highlight meetings you attend on your daily calendar.

Select **four** of the meetings and reflect upon the dynamics of the meetings. The group dynamics you might want to reflect upon include:

- Support provided for the parents
- What is the goal of the meeting
- Who is appointed leader of the meeting
 - Is this person facilitating the meeting or being directive
 - Is there a “hidden” leader
- Who attended the meetings, what were their roles?
- Did each member of the team receive an opportunity to actively participate
- Did the meeting “flow” or seem disjointed
- Do you agree with the outcome of the meeting
- Was the time at the meeting spent productively
- How would you have handled something differently if given the opportunity?
- What would you change about the dynamics of the team if you could? Why?

Products:

- **An overall summary discussing what types of meetings you have attended, not just the meetings you are reflecting upon. What was the purpose of each type of meetings? Were different types of meetings structured differently?**
- **Select four of the meetings you attended and write a summary of each meeting in the format described above.**

Activity: End of Year Reflection
Due Date: June 14
Turn-In Style: Assignments on Blackboard

You will provide a reflection of the personal growth and challenges you have encountered during the year and how this experience has impacted you and your thoughts on providing services to children in the schools in a manner which is culturally sensitive and just for all children and families.