



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 405 Positive strategies for Classroom Management

Fall 2021

ASEC Department

Course Information

Instructor: Cat Geraghty Jenkinson, Ph.D., BCBA	Email: ca.geraghtyjenkinson@csulb.edu Phone: (909) 709-9861 (cell)
Virtual Office Hours Days/Times: Monday at 6:45PM (if you need to meet another time, please email me)	Office Hours Venue: Office Hours Zoom Link
Class Days/Times: Asynchronous only (via BeachBoard)	Class Venue: BeachBoard

Catalog Course Description

Applications of existing models and strategies of classroom management to promote student prosocial behaviors and academic growth and development. Includes information regarding functional analysis, hypothesis testing, instruction of alternative behaviors, crisis management and program modification in school settings.

Course Student Learning Outcomes and Goals

1. Identify those teacher behaviors and other ecological factors that influence student social and academic behaviors (CEC 73)
2. Develop a positive behavior support plan to influence student social and academic behavior.
3. Identify, assess, and intervene with students who exhibit both internalizing and externalizing behaviors
4. Demonstrate understanding of the ethics (CEC 72), purpose, and different models of classroom management specific to diverse settings (inclusive classrooms, resource programs, and self-contained special education classroom) and learners (CTC 18.2 and CEC 77)

5. Collaborate and consult with parents, teachers, and other relevant personnel regarding functions of target behavior and strategies to assist student in managing behavior
6. Design structure and manage daily classroom routines and transitions (CEC 18.8)
7. Demonstrate an understanding of reinforcement principles
8. Identify the individual communication and social skill needs, specifically those of individuals with disabilities, and demonstrate the ability to modify the learning environment to meet their communication and social needs within the curriculum (CTC 18.5, CEC 74, 81, 82)
9. Demonstrate how to effectively manage and respond to student conduct in individual and small group, and large group activities and demonstrate the ability to identify and defuse situations that may lead to conflict or violence (CTC 18.4 and CEC 60 & 75)
10. Identify the legal limitations, according to special education federal and state law, and responsibilities of educators in dealing with acting out and or violent behaviors as well as other inappropriate behavior excesses of students (CTC 18.6)
11. Apply knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology (CTC 18.7)

Required Texts/Course Materials:

1. Morris M. (2018). *Pushout: The criminalization of black girls in schools*. New York, NY: The New Press. **(P)**
2. Bambara, L. M., Janney, R., & Snell, M. E. (2015). *Behavior support (3rd Edition)*. Baltimore, MD: Paul H. Brookes Publishing. **(BS)**

Additional articles/practice guides for each week are listed below. All readings will be available on BeachBoard and are linked in the Course Schedule portion of the syllabus. ***See the Course Schedule for complete schedule of readings.**

Week 2 Readings:

Required

1. Weiland, C. A., Murakami, E. T., Aguilera, E., & Richards, M. G. (2014). Advocates in odd places: Social justice for behaviorally challenged, minority students in a large urban school district. *Education, Citizenship, and Social Justice, 9*, 114-127.
2. Wing Sue, D., Alsaïdi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders. *American Psychologist, 74*, 128-142.

Week 3 Readings: No articles or supplemental – see book chapters

Week 4 Readings:

Required

3. Hunter, W. C., & Haydon, T. (2019). Implementing a classroom management package in an urban middle school: A case study. *Preventing School Failure, 63*, 68-76.
4. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62*, 271-286.
5. Valente, S., Monteiro, A. P., & Laourenço, A. A. (2018). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools, 56*, 741-750.

Week 5 Readings:

Required

6. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 35(1), 351-380.
7. Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15(1), 39-50.

Week 6 Readings:

Review for reference

8. IES Practice Guide: *Reducing behavior problems in the elementary school classroom*.

Week 7 Readings:

Required

9. Little, Steven G. (Ed) & Akin-Little, Angeleque (Ed). (2019). Behavioral interventions in schools: Evidence-based positive strategies, 2nd ed., (pp. 113-132). Washington, DC, US: American Psychological Association, xix, 422 pp.
10. Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30(2), 156-172.
11. Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools*, 42(4), 389-403.

Week 8 Readings:

Required

12. Wright, R. A., & McCurdy, B. L. (2012). Class-wide positive behavior support and group contingencies: Examining a positive variation of the good behavior game. *Journal of Positive Behavior Interventions*, 14(3), 173-180.
13. Pokorski, E. A. (2019). Group contingencies to improve classwide behavior of young children. *Teaching Exceptional Children*, 51(5), 340-349.

Week 9 Readings:

Required

14. De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11(4), 255-267.
15. McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*, 47(1), 5-21.
16. Ditch the clip! Why clip charts are not a PBIS practice and what to do instead. *Positive Behavioral Interventions & Supports*.

Week 10 Readings:

Required

17. Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBIS

plus model. *Advances in School Mental Health Promotion*, 5(3), 177-193.

18. Reinke, W. M., Stormont, M., Clare, A., Latimore, T., & Herman, K. C. (2013). Differentiating tier 2 social behavioral interventions according to function of behavior. *Journal of Applied School Psychology*, 29(2), 148-166.
19. Kern, L., Gaier, K., Kelly, S., Nielsen, C. M., Commisso, C. E., & Wehby, J. H. (2020). An evaluation of adaptations made to Tier 2 social skill training programs. *Journal of Applied School Psychology*, 36(2), 155-172.
20. Kern, L., Weist, M. D., Mathur, S. R., & Barber, B. R. (2021). Empowering School Staff to Implement Effective School Mental Health Services. *Behavioral Disorders*, 01987429211030860.

Week 11 Readings:

Required

21. Vollmer, T. R., & Iwata, B. A. (1992). Differential reinforcement as treatment for behavior disorders: Procedural and functional variations. *Research in Developmental Disabilities*, 13(4), 393-417.
22. Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., & Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. *Journal of applied behavior analysis*, 53(3), 1299-1303.
23. LeGray, M. W., Dufrene, B. A., Mercer, S., Olmi, D. J., & Sterling, H. (2013). Differential reinforcement of alternative behavior in center-based classrooms: Evaluation of pre-teaching the alternative behavior. *Journal of Behavioral Education*, 22(2), 85-102.

Weeks 12 – 15 Readings: No articles or supplemental – see book chapters

Week 16 Readings: No articles or supplemental – work on case study

About This Course/Teaching Philosophy/What to Expect

My goal for this course is that you leave with a basic understanding of behavioral principles and know how to effectively measure/analyze, reinforce, and punish behavior. The class will be taught asynchronously; however, I urge you to stop by office hours and reach out if you have any questions or would just like to say “hi” and introduce yourself. The course videos are designed to explain the readings and highlight the most important details. I suggest that you at least skim the readings prior to watching the course videos; however, you may complete activities in whatever order works best for you. Remember that it is normal, and expected, for you to have questions about content and that may cause some discomfort. If my feedback on your discussion board posts is not sufficient and you still have questions, please let me know. Lastly, if you get behind in readings/review of materials please *do not* feel like you are not able to come to me with questions. I get it. I want you to stay caught up because it makes your life easier and enhances instructional time, but sometimes life gets in the way. My primary concern is that you understand the material.

Please feel free to reach out if you have any questions about the course, or really anything related to applied behavior analysis. I generally answer emails within 24 hours during the week (Monday through Friday). If you have not heard from me in 48 hours, please reach out again as sometimes an email ends up buried.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction. Students will access the course material and activities on [BeachBoard](#). There are various types of asynchronous activities to be completed each week. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access

to Internet sufficient to interact in asynchronous meetings. If you have difficulties with technology, please inform the instructor.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. If something new is posted or I make a revision to course materials, I will alert you via the news feature on BeachBoard. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule – Materials will be posted on the Monday of that week at 9AM

Date	Week and Module	Asynchronous Content	Assignment(s) Due *assignments are due by midnight on Tuesday of the following week)
<p align="center">Week 1 8/23/21</p>	<p align="center">Course Overview</p>	<p>Review: BB course page Course Syllabus</p> <p>Set-up notifications in BB</p> <p>*please contact me with any questions you may have (at any point during the semester)</p>	<p align="center">Introductory Discussion Board post (DUE: 8/31/21)</p>
<p align="center">Week 2 8/30/21</p>	<p align="center">Positive Behavior Supports and Social Justice</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 1 & 2</p>	<p align="center">Begin planning for your case study – nothing to turn in (SLO6)</p>
<p align="center">Week 3 9/6/21</p>	<p align="center">Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 1 P – Chapter 1</p>	<p align="center">Discussion Board post (DUE: 9/14/21) (SLO1,6)</p>

<p>Week 4 9/13/21</p>	<p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 3, 4, & 5 BS – Chapter 2 P – Chapter 2</p>	<p>Discussion Board post (DUE: 9/21/21) (SLO6)</p>
<p>Week 5 9/20/21</p>	<p>Basics of Good Classroom Management</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 6 & 7 P – Chapter 3</p>	<p>Discussion Board post (DUE: 9/28/21) (SLO4)</p>
<p>Week 6 9/27/21</p>	<p>Classwide and Selected Interventions</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 3 P – Chapter 4</p> <p>Review/Optional (see course readings): IES Practice Guide (Article 8)</p>	<p>Discussion Board Post (DUE: 10/5/21) (SLO4)</p>
<p>Week 7 10/4/21</p>	<p>Principles of Reinforcement</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 9, 10, & 11 P – Chapter 5</p>	<p>Discussion Board Post (DUE: 10/12/21) (SLO1,4,6)</p>

<p>Week 8 10/11/21</p>	<p>Group Contingencies Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 12 & 13 P – Epilogue and Appendix A</p>	<p>Discussion Board Post (DUE: 10/19/21) (SLO4,6)</p> <p>Fieldwork Module (DUE: 10/19/21) (SLO4,7,8)</p>
<p>Week 9 10/18/21</p>	<p>Punishment and Behavioral Correction Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 14, 15, & 16 P – Appendix B</p>	<p>Discussion Board Post (DUE: 10/26/21) (SLO4,9)</p>
<p>Week 10 10/25/21</p>	<p>Tier 2 Interventions</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 17, 18, 19, & 20</p>	<p>Discussion Board Post (DUE: 11/2/21) (SLO4,9)</p>
<p>Week 11 11/1/21</p>	<p>Differential Reinforcement</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 21, 22, & 23</p>	<p>Discussion Board Post (DUE: 11/9/21) (SLO4,6,9)</p>
<p>Week 12 11/8/21</p>	<p>Individualized Supports Functional Behavior Assessment (FBA)</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 4</p>	<p>Discussion Board Post (DUE: 11/16/21) (SLO4,5,8,9,10)</p>

Week 13 11/15/21	FBA, continued Data Collection and Graphing	Watch: Class Video (on BeachBoard)	Discussion Board Post (DUE: 11/30/21) (SLO4,5,8,9,10)
Week 14 11/22/21	No Class: Thanksgiving Break		
Week 15 11/29/21	Analyzing the Plan	Watch: Class Video (on BeachBoard) Read (see course readings): BS – Chapter 5	Discussion Board Post (DUE: 12/7/21) (SLO3) Classroom Observation Activity (DUE: 12/7/21) (SLO3,5)
Week 16 12/6/21	Finish Case Study	None	Work on Case Study (SLO2,3,7,11)
Finals Week 12/13/21	Finals Week	None	Case Study (DUE: 12/14/21) (SLO2,3,7,11)

Course Evaluation Components and Grading

Evaluation Components

1. **Discussion Board Posts:** students will be expected to respond to 13 discussion board posts (see course outline). Your response should be approximately 250 words. Quality is much more important than quantity. The posts are designed to assess your understanding of that week's material and will help you conduct your case study. Your response will be due on the Tuesday (at midnight) *after* original posting (due dates will be on BeachBoard). **(65 points total, 5 per post)**
2. **Fieldwork Module Completion:** students will choose a module from one of the choices listed under Fieldwork Requirement. You will need to complete one module from the options (e.g., Antecedent Based Interventions from Autism Intervention Modules). You will need to submit proof of completion (e.g., certificate or email confirming completion) by midnight on the due date (see course schedule). **(30 points)**

Fieldwork Requirement

This course has a required fieldwork component. Due to COVID-19 and lack of availability of PK-12 student populations, alternative activities will be used to provide fieldwork experiences. These activities will include, but are not limited to, online modules and classroom videos. The following are resources we will be using over the course of the semester. All are free resources but do require you to set up an account.

1. [Autism Focused Intervention Resources & Modules](#) from The [National Professional Development Center on Autism Spectrum Disorder](#)
 2. [IRIS Center Modules](#)
 3. [Autism Internet Modules](#)
 4. [PBIS in the Classroom](#)
3. **Classroom Observation Activity:** students will be provided with a sample video and explanation of how to complete an Antecedent Behavior Consequence (ABC) chart. You will then be provided with a sample video. You will need to complete an analysis of student behavior using a provided Antecedent Behavior Consequence (ABC chart). The product that you turn in will include operational definitions of the target and replacement behaviors, your completed ABC chart, and a summary of the behaviors (e.g., function statement). Samples of what you should turn in will be provided. **(30 points)**
 4. **Intervention Case Study** (*see rubric at the end of the syllabus*): students will be expected to complete an intervention case study. You may choose a behavior from anyone that you have access to (e.g., a personal behavior, partner, roommate, or your child's behavior). You must identify the problem behavior and design an intervention to meet the needs of the individual that will result in replacement of the undesired behavior. I strongly suggest that you review fieldwork module options that are relevant to your case study. Additionally, many of your discussion board prompts will be guiding you along the steps of the project. You will need to do the following (see BeachBoard for a detailed rubric): **(40 points)**
 1. Choose an intervention (may need multiple components) that would address the target behavior described in the case study.
 - a. Describe why the intervention is a good match for the target behavior.
 - b. Describe why the intervention is a good match for teaching or increasing the replacement behavior.
 2. You must provide an operational definition of the target *and* replacement behavior(s).
 3. You must provide a method for collecting baseline and progress monitoring data on the behavior(s).
 4. Find three articles (**must be from peer reviewed journals**) concerning your intervention topic. You will need to submit these articles along with your final case study.
 5. All papers must have a reference page completed in ABA format.
 6. Write a 4-5 page paper describing how the intervention you researched would benefit your particular case study.

Course Grading

Activities and assignments will be graded based on the criteria described above. In alignment with college expectations, work will be graded within a 2-week timeframe.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Discussion Board Posts	65	40%
Fieldwork Module Completion	30	18%
Classroom Observation Activity	30	18%
Intervention Case Study	40	24%
Total	165	100%

Course Policies

Attendance and Participation

As the course is asynchronous, your attendance and participation is primarily assessed through discussion board participation. Non-participation in asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are late. Please note that students are expected to turn in assignments on time. However, if a student is having difficulty completing assignments and activities or experiences an unexpected challenge(s) that may prevent a student from completing an assignment or activity, please contact the instructor at your earliest convenience so arrangements can be made to support your success in the course.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class;

otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668)

can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Intervention Case Study Rubric

Your paper should have the following components. It should be 4-5, which include a title page and reference page (APA format). This means you'll have 2-3 pages of text and/or graphs. What I am mainly looking for is that you can address a problem behavior you have observed. The problem behavior can be one that you demonstrate, or you have seen someone else demonstrate.

Choose an intervention to address the target behavior (10 points total - 5 points for each bullet point)

- Provide a rationale for why the intervention is a good match for the target behavior (e.g., this intervention is designed to increase social skills and the student is having difficulty with social skills). This should be about a paragraph.
- Provide a rationale for why the intervention is a good choice for teaching or increasing the replacement behavior (e.g., this intervention provides more opportunities to respond and for me to provide reinforcement when the person demonstrates the replacement behavior). This should be about a paragraph.

You're almost at a page at this point!

Operational Definitions (10 points – 5 points for each operational definition)

- Operational definition for a target behavior (use your class notes and book to remind you of each component you need to include...if you have all of the components, you will receive full credit). Should be a sentence.
- Operational definition for the replacement behavior(s) (use your class notes and book to remind you of each component you need to include...if you have all of the components, you will receive full credit). Should be a sentence.

Provide a method for collecting baseline and progress monitoring data (10 points – 2.5 points for each area)

- Identify how you would collect baseline data for the target behavior (**you do not actually have to collect the data**) (e.g., frequency count). Provide a 1 sentence rationale for why you would use that method. This should be about 2 sentences.
- Identify how you would collect baseline data for the replacement behavior (**you do not actually have to collect the data**) (e.g., frequency count). Provide a 1 sentence rationale for why you would use that method. This should be about 2 sentences.
- How would you collect progress data for the target behavior (hint, hint it should be the same as baseline)? This should be about a sentence.
- How would you collect progress data for the replacement behavior (hint, hint it should be the same as baseline)? This should be about a sentence.

Peer reviewed articles (3 points)

- Referenced 3 peer reviewed articles (1 point per article)

Final Summary (7 points)

- Provide a summary (approximately 2 paragraphs) of the research regarding the behavior you chose and include a rationale for why you chose the intervention you did. I am looking to make sure you have included each piece of research and that you have provided a clear rationale (refer back to the first part of this assignment).



CALIFORNIA STATE UNIVERSITY

LONG BEACHAdvanced Studies in Education
& Counseling**Vision:***Equity & Excellence in Education***Mission:***The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.***EDP 517: Counseling and Mental Health in Schools****Fall 2021****ASEC Department, School Psychology Program****Course Information**

Instructor: Kerri Knight-Teague, PhD, NCSP	Email: kerri.knightteague@csulb.edu
Office Hours Days/Times: Tuesday, 3-4PM	Office Hours Venue: Zoom link
Class Days/Times: Tuesday, 4-6:45PM In person, on campus: 8/31, 9/14, 9/21 Synchronous via Zoom all other sessions	Class Venue: In person, on campus: EED-41 Zoom link

Catalog Course Description

Counseling and Mental Health in Schools covers theory, research and techniques of counseling and mental health service delivery used in analysis of case studies from fieldwork. Prerequisites: Concurrent enrollment in EDP 641A or consent of instructor. Required for school psychology students. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

1. Describe school services and interventions for mental health and behavior within a multi-tiered system, including the appropriate use of assessment for data-based decision making.
2. Demonstrate understanding of ethical and legal issues in the provision of school psychological interventions and counseling (e.g., telehealth guidelines, confidentiality, reporting of abuse, when to refer to other mental health agencies, etc.) and apply this knowledge to make case decisions.
3. Describe theoretical models for assessment and intervention (i.e., counseling) for youth and critically assess evidence to support their use across settings and individual student needs.

4. Evaluate the accessibility and delivery of mental and behavioral health services in school and community settings for diverse student populations (e.g., on the basis of race, gender, sexuality, economic status, etc.) and demonstrate problem-solving skills that promote equitable solutions to common problems.
5. Demonstrate an understanding of how one's beliefs, attitudes, biases, and culture influence their own behavior. Demonstrate sensitivity to diverse student needs during service provision and advocacy for social justice related to behavior and mental health practices.
6. Conduct mental health and behavioral problem-solving (i.e., case conceptualization/evidence-based assessment, intervention planning, ongoing monitoring, intervention revision, and intervention evaluation) for a student(s) and collaborate with parents/guardians during the process.

This course includes content across several NASP Domains of Practice (2020):

Domain 1: Data-Based Decision Making
 Domain 2: Consultation and Collaboration
 Domain 4: Mental and Behavioral Health Services and Interventions
 Domain 6: Services to Promote Safe and Supportive Schools
 Domain 7: Family, School, and Community Collaboration
 Domain 8: Equitable Practices for Diverse Student Populations
 Domain 9: Research and Evidence-Based Practice
 Domain 10: Legal, Ethical, and Professional Practice

Required Texts/Course Materials:

Creed, T.A., Reisweber, J., & Beck, A.T. (2011). *Cognitive Therapy for Adolescents in School Settings*. Guilford Press.

Friedberg, R. D. & McClure, J. M. (2002). *Clinical practice of cognitive therapy with children and Adolescents: The Nuts and Bolts*. The Guilford Press.

Murphy, J.J. (2015). *Solution-Focused Counseling in Schools* (3rd ed.). American Counseling Association.

Rollnick, S., Kaplan, S.G., & Rutschman, R. (2016). *Motivational interviewing in schools: Conversations to improve behavior and learning*. The Guilford Press.

PracticeWise Subscription (see final page of syllabus)

Additional Readings (available on BeachBoard)

American Psychological Association, Working Group for Addressing Racial and Ethnic Disparities in Youth Mental Health. (2017). *Addressing the mental health needs of racial and ethnic minority youth: A guide for practitioners*
 Retrieved from www.apa.org/pi/families/resources/mental-health-needs.pdf.

Bear, L., Finer, R., Guo, S., & Lau, A.S. (2014). Building the gateway to success: An appraisal of progress in reaching underserved families and reducing disparities in school-based mental health. *Psychological Services, 11*(4), 388-397.

Cho, E. , Strawhun, J., Owens, S.A., Tugendrajch, S.K., & Hawley, K.M. (2021). Randomized trial of Show Me FIRST: A brief school-based intervention for internalizing concerns, *School Psychology Review, 50*(1), 52-61, DOI: 10.1080/2372966X.2020.1836944

- Cooper, M., Stewart, D., Sparks, J., and Bunting, L. (2013). School-based counseling using systematic feedback: A cohort study evaluating outcomes and predictors of change. *Psychotherapy Research*, 23(4), 474-488.
- Doll, B., Nastasi, B.K., Cornell, L., & Song, S.Y. (2017). School-based mental health services: Definitions and models of effective practice. *Journal of Applied School Psychology*, 33(3), 179-194.
- Gudiño, O.G., Lau, A. S., Yeh, M., McCabe, K. M., & Hough, R. L. (2009). Understanding racial/ethnic disparities in youth mental health services: Do disparities vary by problem type? *Journal of Emotional and Behavioral Disorders*, 17(1), 3-16.
- Jacob, S. & Hartshorne, T.S. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc. **(Chapter 3- you should have this text for 641A/B)**
- Jones, J. (2009). *Psychology of Multiculturalism in Schools* (Eds.). Washington, DC: National Association of School Psychologists. **(Chapters 3 and 9)**
- Kazdin, A.E. (2008). Evidence-Based Treatments and Delivery of Psychological Services: Shifting Our Emphases to Increase Impact. *Psychological Services*, 5(3), 201-215.
- McConaughy, S.H. (2013). *Clinical Interviews for Children and Adolescents*. New York, NY; Guilford Press. **(Chapters 9 and 10)**
- National Association of School Psychologists. (2020). *Equity considerations during and after COVID-19 school closures* [handout]. Author.
- National Association of School Psychologists. (2020). Providing effective social–emotional and behavioral supports after COVID-19 closures: Universal screening and Tier 1 interventions [handout]. Author.
- National Association of School Psychologists & American School Counselor Association. (2020). *School reentry considerations: Supporting student social and emotional learning and mental and behavioral health amidst COVID-19*.
- Pickens, I. (2021). Integrating a culturally responsive lens into social, emotional, and behavioral assessment within tiered decision-making frameworks. *School Psychology Review*, DOI: 10.1080/2372966X.2021.1912389
- Plotts, C. A., and Lasser, J. (2020). School psychologist as counselor: A practitioner's handbook (2nd ed.). NASP Publication. **(select chapters)**
- Reese, R.J., Norsworthy, L.A., and Rowlands, S.R. (2009). Does a continuous feedback system improve psychotherapy outcome? *Psychotherapy Theory, Research, Practice, Training*, 46(4), 418-431.
- Sanderson, W.C., Arunagiri, V., Funk, A.P., Ginsburg, K.L., Krychiw, J.K., Limowski, A.R., Olesnycky, O.S., & Stout, Z. (2020). The nature and treatment of pandemic-related psychological distress. *Journal of Contemporary Psychotherapy*. Advance online publication <https://doi.org/10.1007/s10879-020-09463-7>
- Weisz, K., Kuppens, S., Yi Ng, M., Eckshtain, D., Ugueto, A.M., Vaughn-Coaxum, R., Fordwood, S.R. (2017). What five decades of research tells us about the effects of youth psychological therapy: A multilevel meta-analysis and implications for science and practice. *American Psychologist*, 72(2), 79-117.

About This Course/Teaching Philosophy/What to Expect

Welcome to Counseling and Mental Health in Schools! We have a semester learning about evidence-based assessment and intervention for mental health in schools aligned with the NASP Domains of Practice (2020) ahead of us. You will also have the opportunity to strengthen your clinical skills by working directly with a student client in our Community Clinic. We will provide all services through a telehealth format.

As an instructor, I hold high expectations for your academic performance, ethical decision-making, and skill growth to prepare you to become an effective school psychologist. I will provide you with a level of support that facilitates your growth in these areas. In a supervision course this usually means starting with a higher level of support and gradually fading the intensity as you become more independent. You will make the most of your graduate school experience by taking on the role of an active participant and collaborator. This means coming to class prepared, engaging in discussion, and asking questions. I aim to create a classroom environment where students feel comfortable, empowered to engage, and all voices are respected.

Mode of Delivery and Technical Requirements

Course activities will use the following format:

1) Students are responsible to review asynchronous modules **prior to each virtual class meeting**. Weekly modules are located under the BeachBoard **“Content”** tab and typically include: readings from your course texts and articles, an instructor video, webinars, and brief activity. Links will be provided within modules for assignment submission; all submission folders can also be accessed under the **“Dropbox”** tab.

2) Students will attend a synchronous class meeting, Tuesday at 4PM via Zoom or in person and will conduct services through Zoom Telehealth.

Technical Requirements

- PC or Mac
- Cable or DSL Internet
- Latest Firefox or Chrome browser
- PDF Reader
- Word Processing Software (i.e., Word or Pages)
- Slide Presentation Software (i.e., Powerpoint)
- Webcam with microphone
- Student Zoom account through Single Sign On for synchronous class meetings
- Student Assistant (SA) account and Zoom Telehealth log in (provided through the Community Clinic) for client sessions
- [Helpdesk links and information](#)

University Information on Course Format:

This course is hybrid in design, involving both in-person instruction, asynchronous, and synchronous online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via Zoom and in person. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Students can pose questions or get support individually (via email or virtual office hours), have a discussion as a group (BeachBoard Forum Student Lounge), or ask the instructor questions the whole group can see (BeachBoard Forum: Questions for Instructor). *Please note that the Student Lounge and Questions for Instructor forums are public; do not include personal or client-related information in these forums.*

Student Expectations and Professional Guidelines

1. Regular class attendance, participation in class discussions, and timely submission of assignments is expected. Students are training to provide ethical and professional services, therefore this expectation is regarded highly. Please notify the instructor in advance (when possible) via email if circumstances affect this expectation. More university information on attendance, participation, and late work policies is provided in the sections below.
2. All written assignments must be typed and proofread for grammatical and spelling errors. Please use APA format when indicated.
3. All oral and written references of students, parent/guardians, teachers, etc. in any assignments will be made ***without identifying information.***
4. Students are expected to use "[Person First](#)" language (e.g., student with a learning disability, teacher of students with an intellectual disability, etc.) unless members of a community indicate other preferences.
5. Information Security: In this course students will be collecting information on a K-12 client experiencing academic difficulties. Because electronic communication (i.e., email, BeachBoard) is not secure and laptops/desktops and storage devices are subject to breaches, students will create an alias for their client to maintain their anonymity. Prior to providing the final report to the parent/guardian, students will modify their report to include correct identifying information according to CSULB Community Clinic guidelines.
6. Community Clinic Expectations: Student clinicians are to follow all procedures outlined in the **CSULB Community Clinic Manual for Telehealth Services**, including recording formal notes for each clinic session. If a student will be absent for a clinic session, it is the student's responsibility to contact clinic staff via email (and copy the instructor) and inform them of their absence as soon as possible. If a graduate student misses a session, possible make up times should be verified with the course instructor for supervision and rescheduled with the family and clinic staff. More than one unexcused absence from clinic will result in a failing grade.

7. The ethical and Telehealth guidelines of APA and NASP must be followed at all times. Appropriate parent/guardian permission and student assent must be obtained, and specific permission for videotaping (if applicable) must also be obtained. Ensure that parameters regarding confidentiality are understood to all involved parties.
8. Please ensure that your role as a school psychologist practicum student/trainee are clear to all involved parties.
9. Please be professional at all times and keep in mind you are representing the profession of school psychology and CSULB.
10. Complete California mandated reporter training if you have not done so for previous coursework (this is listed on our course outline below).
11. Students engaged in clinical practice will be required to watch a Health and Safety video and complete an Acknowledgement of Risk (AOR) or waiver form by the university. This document will be distributed via the Graduate Studies Office. Although services provided through Community Clinic will be completely virtual, this course also includes school-based fieldwork hours. The instructor will work with the student to provide alternative, lower-risk activities if face to face contact in schools is permitted by public health guidelines, but not preferable to the student based on personal risk factors or comfort level. Please let the instructor know about your comfort level and preferences; student health and safety are of utmost importance.

*Please note, due to the nature of assignments in this course, **students are not guaranteed access to counseling participants via the clinic or their site.** Regular communication with the instructor during class sessions and via email when problems are encountered are critical. The instructor will collaborate with students in an effort to secure participants or recommend an alternative assignment to meet course learning objectives.*

Course Evaluation Components and Grading

Evaluation Components

1. **Informed and Collegial Participation-** students must be observed actively engaged in class activities. Participation is defined as active and thoughtful contributions during synchronous Zoom sessions, participating in clinic sessions and group supervision discussions, thoughtful feedback to peers, and displaying professional behavior (e.g., maintaining confidentiality, collaborative and respectful interactions with instructor and peers, timeliness in logging into meetings). **(85 points total, 5 per class)**
2. **California Mandated Reporter Training-** students will complete the [required modules](#) for school personnel and submit the certificate of completion on BeachBoard. **(10 points total)**
3. **School-Based Portfolio (30 points total)**
 - a. **Group Counseling Intervention-** students are expected to provide group counseling support at their practica sites in accordance with local public health guidelines, personal comfort level, and instructional modality of district (e.g., virtual services). Ultimately, activities will be based on your site's needs (e.g., trauma, social skills, anger management, anxiety), but it is preferred you select a manualized intervention; please see details below. Class discussion time will be reserved to check-in on site progress; please be prepared with updates and check-in with the instructor regarding your intervention plan before you begin. If a group is not available, individual sessions can be used to fulfill this requirement after instructor approval. This assignment includes the components listed below. **(20 points)**
 - i. [Bounceback \(elementary\)](#) or [Cognitive Behavioral Intervention for Trauma in Schools \(CBITS; middle and high school\)](#) are excellent choices for this assignment, include free, online training

and material downloads, and are needed by students who have been adversely affected by the COVID-19 crisis. Review the descriptions and discuss need with your site supervisor.

- ii. Write a summary of problem-solving procedures
 1. Problem identification- review assessment data collected by others or yourself
 2. Problem analysis- what are students' strengths and areas of need? What factors led students to be grouped together (for group interventions only)? What are the goals of the intervention?
 3. Plan implementation- how was parent/guardian permission obtained? What intervention was implemented? Why was it selected (briefly describe evidence-base to support use for specific concerns)? Frequency/intensity? What specific strategies were used?
 4. Plan evaluation: monitoring progress/student outcomes, any obstacles in implementation and associated problem solving); 2-4 pages, double-spaced.
- iii. Provide supervisor verification of completion (have them e-sign your summary of procedures or copy them on an email to the instructor with the procedures attached).

b. **Resource portfolio**- students will assemble a collection of virtual documents from their practicum site and/or instructor provided resources that will serve as a guiding document for obtaining the same types of information in future settings. If a document in a given category is not available, submit a brief description about how one might find it or how it was found based on student research (e.g., internet search of community resources). Documents should be assembled as a single PDF and submitted via BeachBoard. There should be a permanent product (i.e., scanned district document and/or document written by the student) that is labeled for each of the categories below. **(10 points)**

- i. Contact information/procedures for reporting child abuse/neglect (e.g., child protective services, DCFS)
- ii. District telehealth guidelines
- iii. Contacts for emergency mental health services including local law enforcement
- iv. Contacts for outside mental health agencies that provide services to school-age youth
- v. Suicide/threat assessment documents and suicide prevention policy (all are required to have one; AB 1767)
- vi. Sample parent/guardian permission/student assent forms
- vii. Interview with site supervisor/ outline of district structure of services for mental health and counseling
 1. Questions: what mental health prevention/interventions are available at the site?; what does assessment look like?; how are goals established?; how is the district supporting student mental health during the COVID-19 crisis?

4. **Quick Write Activities**- students will prepare a written reaction to module content (readings, webinars, instructor topic videos, etc.) that includes three big ideas (1-3 sentences for each big idea) and at least one question for the instructor/group. Students will submit their Quick Writes on BeachBoard before each synchronous class meeting and should be prepared to discuss content with the group. Quick Writes should reflect synthesis of ALL required module materials. **(30 points total, 6 points each)**

5. **Assessment/Session Plans and Observations** – students will prepare plans for assessment and client sessions using the template provided by the instructor and submit each document on BeachBoard prior to the session it is used. Students are responsible for ensuring that the instructor is able to observe or review at least one full counseling session following guidelines covered in class via Zoom telehealth/ CSULB Community Clinic with a school-age client. The observation can occur on an individually-approved basis in an alternative format (e.g., video with appropriate permission, site-supervisor observation) if a clinic client is not available. If the session occurs at a practicum site, students will also submit a written reflection critiquing their performance and any applicable materials (i.e., video or site supervisor observation form). **(70 points total, 10 points each)**

6. **Clinic Logs-** Students will collect and maintain data related to all counseling activities and complete appropriate logs (discussed in clinic orientation) on a weekly basis. Practicum site-based data will be used to fulfill this requirement if a student is unable to work with a clinic client. For clinic cases, students are required to use *Better Outcomes Now/Partners for Change Outcome Management System* (PCOMS; Duncan & Sparks, 2018) for progress monitoring and make additional case notes. **(70 points total, 10 points each)**
7. **Case Report** - students will write a problem-solving report for their clinic client and present the data during the parent/guardian conference using a template provided by the instructor. The report will include a summary of the assessment, goals, intervention, progress monitoring data, and recommendations. Expectations for report drafts and final are outlined below. If a clinic client is not available students may use data from one of their practicum site cases with instructor permission. **(15 points for each draft, 40 points for final and parent/guardian conference)**
 - a. Draft Clinic Report 1: Submit a Word file to BeachBoard using the instructor-provided template with all available data including recommendations. Do not include client identifying information.
 - b. Draft Clinic Report 2: Submit a Word file to BeachBoard incorporating all instructor feedback and any additional data collected (e.g., PCOMS). Do not include client identifying information.
 - c. Final Clinic Report: Submit a Word file to BeachBoard with all feedback addressed and all data included. Do not include client identifying information on the copy submitted to BeachBoard; follow clinic procedures to add identifying information before a copy is shared with the parent/guardian.
8. **Final Exam-** students will complete an open book exam via BeachBoard assigned one week prior to the due date. The exam will include multiple-choice and short answer responses. **(35 points)**

Course Grading

Grades will be calculated based on assignment rubrics (available via BeachBoard). Work that does not meet course standards will result in a lowered grade or be required to repeat/resubmit.

Activity	Points	Due Date
Class Participation (14 total)	85 (5 each class)	Weekly
CA Mandated Reporter Training	10	10/5/21
School-Based Counseling Portfolio	30	12/14/21
Quick Write Activities (5 total)	30 (6 points each)	See course outline
Assessment/Session Plans and Observations (7 total)	70 (10 points each)	See course outline
Clinic Logs	70	See course outline
Draft Report 1	15	11/9/21
Draft Report 2	15	11/30/21
Final Report and Parent/guardian Conference	40	12/7/21
Final Exam	35	12/14/21
TOTAL	400	

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is approximately 20% of your grade and will be monitored both through attendance at Zoom sessions and through BeachBoard discussion boards. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Students should make every effort to submit work on time. If you are struggling to meet an assignment due date, please notify the instructor via email to problem-solve. Late work submitted without instructor notification/excuse will result in an automatic drop in one letter grade on the assignment before points based on performance are calculated.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender,

ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Course Outline

Date & Modality	Week and Module	Asynchronous Content on BB (complete BEFORE we meet)	Synchronous Class Activities	Assignment(s) Due (post BEFORE we meet)
8/24 Zoom	Week 1: Course Overview and AMI Orientation	Review our course page on BB Read the syllabus Set up your BB notifications to receive updates via email	Welcome and check-ins BB tour Q&A	Post in the Intro for 517 forum Help on how Discussions in BB work here .
8/31 Face to face, on campus	Week 2: School -Based Services for Mental and Behavioral Health	Topic intro video Science-based case conceptualization Plotts & Lasser, Ch. 1-4 CA Ed Code (selected sections) Mental Health and Substance Use Considerations Among Children During the COVID-19 Pandemic APA: Child and Adolescent Mental and Behavioral Health Resolution APA Webinar: Addressing Mental Health Disparities Among Racial and Ethnic Minority Youth NASP COVID-19 publications	Report on practicum school site logistics for counseling Breakouts: Case Conceptualization	Quick Write 1
9/7 Zoom	Week 3: Ethical and Legal Considerations	Topic intro video Jacob, Ch. 3 NASP Ethical Principles	Clinic orientation and Telehealth procedures Breakouts: confidentiality statement	Quick Write 2

		Start mandated reporter training Community Clinic Telehealth Manual APA & NASP Telehealth documents		
9/14 Face to face, on campus	Week 4: Evidence-Based and Equitable Practices for Youth Mental and Behavioral Health – Assessment & Intervention	Topic intro video Weisz et al., 2017 Pickens, 2021 Plotts & Lasser Ch. 8, 11 Creed 1-2 Friedburg 2 COVID/ SEL resources Sample assessment report	Breakout Activity: Interviews Assessment report Q&A	Quick Write 3
9/21 Face to face, on campus	Week 5: CBT Session Structure, Foundational Concepts, and Basic Techniques	Topic intro video Creed 3-5 Friedburg 3-8 BON/PCOMS Manual (1&2) BON/PCOMS Videos Cho et al., 2021 Student session video	Check-in on site-based counseling progress Breakouts: PCOMS and CBT session structure practice	Quick Write 4
9/28 Zoom	Week 6: Solution-Focused Approach to Problem-Solving	Murphy 1-9 Appendices C & H Sanderson et al., 2020	Breakouts: role play with session materials Schedule individual meeting times: 10/12, 10/19, 11/30, 12/7	Quick Write 5

		Review session materials bank (MATCH, MAP, SEL, Camp Cope-a-Lot, Parent Resources)		
10/5 Zoom	Week 7: Motivational Interviewing	Rollnick et al. 1-7 Motivational Interviewing resources APA videos, Part 1 and Part 2 Review: Interview materials, session planner, and logs Log in and verify access: Pearson Q Global, BON/PCOMS, Zoom Telehealth	Review emergency procedures for sessions Breakouts: MI activities	CA Mandated Reporter Certificate of Completion
10/12 Zoom	Week 8: Case Conceptualization & First Clinic Session	Review client's clinic file and develop an assessment plan Beck Institute Materials Self-select readings (Ch. 9-16) from Friedburg relevant to your case based on your data Review session materials bank (MATCH, MAP, SEL, & Camp Cope-a-Lot) based on referral concerns	No whole group Zoom at 4PM; individual supervision meetings at scheduled time Clinic sessions Group debrief	Assessment plan
10/19 Zoom	Week 9: Clinic Session	Review client data and revise case conceptualization Review session materials bank (MATCH, MAP, SEL,	No whole group Zoom at 4PM; individual supervision meetings at scheduled time Clinic sessions	Session Plan 1

		<p>& Camp Cope-a-Lot) based on referral concerns</p> <p>Develop Session Plan 1</p>	Group debrief	
10/26 Zoom	Week 10: Clinic Session	<p>Review client data and revise case conceptualization</p> <p>Develop Session Plan 2</p> <p>Start report draft</p>	<p>Group supervision</p> <p>Clinic sessions</p> <p>Group debrief</p>	Session Plan 2
11/2 Zoom	<p>Week 11: Clinic Session</p> <p>Reading topic: Risk Assessment</p>	<p>Review client data and revise case conceptualization</p> <p>Develop Session Plan 3</p> <p>Report draft</p> <p>McConaughy 9 & 10</p>	<p>Group supervision</p> <p>Clinic sessions</p> <p>Group debrief</p>	Session Plan 3
11/9 Zoom	<p>Week 12: Clinic Session</p> <p>Reading topic: Addressing Disparities in Child and Adolescent Mental Health</p>	<p>Review client data and revise case conceptualization</p> <p>Develop Session Plan 4</p> <p>Report draft</p> <p>Kazdin, 2008</p> <p>Jones 3, 9</p> <p>Gudiño et al., 2009</p>	<p>Group supervision</p> <p>Clinic sessions</p> <p>Group debrief</p>	<p>Session Plan 4</p> <p>Draft Report 1</p>
11/16 Zoom	<p>Week 13: Clinic Session</p> <p>Reading topic: Addressing Disparities in Child and Adolescent Mental Health</p>	<p>Review client data and revise case conceptualization</p> <p>Develop Session Plan 5</p> <p>Doll et al., 2017</p>	<p>Group supervision</p> <p>Clinic sessions</p> <p>Group debrief</p>	Session Plan 5

		<p>Bear et al., 2014</p> <p>Cooper et al., 2013</p> <p>APA Workgroup for Addressing Racial and Ethnic Disparities: Guide for Practitioners (2017)</p>		
11/23	FALL BREAK, NO CLASS			
11/30 Zoom	Week 15: Final Clinic Session	<p>Review client data and revise case conceptualization</p> <p>Develop Session Plan 6</p> <p>Revise report</p>	<p>No whole group Zoom at 4PM; individual supervision meetings at scheduled time to review reports</p> <p>Clinic sessions</p> <p>Group debrief</p>	<p>Session Plan 6</p> <p>Draft Report 2</p>
12/7 Zoom	Week 16: Parent Conference	<p>Review client data and revise case conceptualization</p> <p>Revise report</p> <p>Final Exam available</p>	<p>No whole group Zoom at 4PM; individual supervision meetings at scheduled time</p> <p>Clinic sessions</p> <p>Group debrief</p>	Final Report
12/14 Zoom	Finals Week	<p>Finish School-Based Portfolio</p> <p>Final Exam</p>	Share case successes and overall progress	<p>School-Based Portfolio</p> <p>Final Exam</p>

PracticeWise Materials Subscription

Steps for enrolling students to your faculty account:

1. Provide students with your RSVP Code (KnightCSULB2018)
2. Students register to set up individual accounts on www.practicewise.com.
3. Students sign in to their individual accounts.
4. Students enter the RSVP Code for your faculty account.
5. Enrolling in your account will allow students to purchase discounted subscriptions

Steps for students to purchase discounted subscriptions:

1. Students login to their individual accounts.
2. Students navigate to the Store menu > Browse Services.
3. Students choose the subscription plan that they would like to purchase from Student Subscriptions and click the Add to Cart button.
4. Students pay for the subscription with a credit card through the checkout system.
5. After completing a purchase, students may access the services through the My Services menu. At the present time, the following package is available for students:

PracticeWise Full Access for Students

\$91.00 for six (6) months of service

\$116.00 for twelve (12) months of service

Provides a subscription to the following services:

PracticeWise Evidence-Based Services (PWEBS) Database

Clinical Dashboards

Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH)

Practitioner Guide

Separately, the following individual services are available for students:

PracticeWise Evidence-Based Services (PWEBS) Database for Students

\$59.00 for six (6) months of service

\$79.00 for twelve (12) months of service

PracticeWise Clinical Dashboards for Students

\$20.00 for six (6) months of service

\$26.00 for twelve (12) months of service

PracticeWise Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH) for Students

\$34.00 for six (6) months of service

\$40.00 for twelve (12) months of service

PracticeWise Practitioner Guides for Students

\$20.00 for six (6) months of service

\$27.00 for twelve (12) months of service



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 524B: Psychoeducational Assessment Clinical Applications

Fall 2021

ASEC Department

Course Information

Instructor: Cat Geraghty Jenkinson, Ph.D., BCBA	Email: ca.geraghtyjenkinson@csulb.edu Phone: (909) 709-9861 (cell)
Virtual Office Hours Days/Times: Thursday at 4PM (or by appointment)	Office Hours Venue: Office Hours Zoom Link
Class Days/Times: <i>In Person:</i> 8/26, 9/2, 10/7, 11/4 * 5:00PM – 6:45PM <i>Virtual Session:</i> See Course Schedule	Class Venue: <i>In Person:</i> LA1-210 <i>Virtual:</i> Class Zoom Link

Catalog Course Description

524B: Prerequisite/Corequisites: EDP 528; Corequisite: EDP 524A, and admittance to the School Psychology Program: Practice in administration and interpretation of individually administered cognitive tests, tests of psychological processing and achievement. Students will practice administering tests to adults and children, be observed for proficiency, and learn to apply these results to making instructional placement and eligibility decisions. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

1. Students will accurately administer, score, and interpret assigned cognitive tests.
2. Students will accurately administer, score, and interpret assigned achievement tests.

3. Students will accurately administer, score, and interpret additional assigned tests related to processing, academic skills, and behavior.
4. Students will demonstrate a working knowledge of additional tests that apply to specific populations and/or referral concerns (i.e., adults, preschoolers, non-verbal tests, and oral language tests).
5. Students will demonstrate an understanding of material (administration, scoring by hand and/or via online scoring, technical adequacy, etc.) in required test manuals and independently generalize this skill to new/unfamiliar tests in the class and in the field.
6. Students will accurately analyze, synthesize, and express test results and interpretation in oral and written reports using CHC Theory as an interpretive framework in making eligibility and instructional placement decisions.

Required Course Materials (the links are provided below and on BeachBoard):

1. Woodcock Johnson Tests of Achievement, Fourth Edition (WJ-IV ACH) [Training Videos](#) (password WJTraining32820)
2. Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV COG) [Training Videos](#) (password WJTraining32820)
3. Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) (password GoW5)
 - a. [Verbal Comprehension Subtests](#)
 - b. [Fluid Reasoning Subtests](#)
 - c. [Visual Spatial Subtests](#)
 - d. [Working Memory Subtests](#)
 - e. [Processing Speed Subtests](#)
 - f. [Complementary Subtests](#)
 - g. [Scoring and Basic Interpretation](#)
4. [aimsweb+ Videos](#)

You also need to read the administration manuals for each test.

About This Course/Teaching Philosophy/What to Expect

My goal for this course is that you learn how to administer commonly used cognitive, academic, and phonological processing assessments. I am passionate about training problem-solving school psychologists, and I want to make sure you understand how to administer and appropriately interpret the results. There is a lot of misinformation associated with cognitive and processing assessment and my goal is that you learn to be a good consumer of information and think through a critical lens. The course is taught in a hybrid manner, with all sessions providing you with the opportunity to work with your peers and ask questions. It is critical that you come to class prepared as this is the time where you can ask questions and we will work on case studies. Remember that it is normal, and expected, for you to have questions about content and that may cause some discomfort. Becoming a school psychologist is a life-long learning experience. I do not practice the same way I did when I left graduate school because new research and methodologies have emerged. I want you to be an active participant in your learning and to not view graduate school as a passive activity. Lastly, if you get behind in readings/review of materials please *do not* feel like you are not able to come to me with questions. I get it. I want you to stay caught up because it makes your life easier and enhances instructional time, but sometimes life gets in the way. My primary concern is that you understand the material.

Please feel free to reach out if you have any questions about the course, or really anything related to applied behavior analysis. I generally answer emails within 24 hours during the week (Monday through Friday). If you have not heard from me in 48 hours, please reach out again as sometimes an email ends up buried.

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and asynchronous (FLIP modules) online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#) [or in person, as applicable]. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. If something new is posted or I make a revision to course materials, I will alert you via the news feature on BeachBoard. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule – please check course schedule as it is not the same every week

Date	Week and Module	Asynchronous Content (complete <i>BEFORE</i> we meet)	Class Activities via Zoom or In Person (see syllabus)	Assignment(s) Due (submit <i>BEFORE</i> we meet)
8/26/21 5:00 – 6:45 PM	Week 1: In Person (LA1-210) Course Overview	Review: BB course page Course Syllabus Set-up notifications in BB	Welcome and check-in BB tour Meet your partner Pick up test kits	None
9/2/21 4:00 – 6:45 PM	Week 2: In Person (LA1-210) Administration, scoring and videos	Watch: Appropriate assessment videos (the ones for the kits you currently have)	Whole group discussion of administration videos Practice administrations with partner	Activity #1 (Assessment Video Observation Notes)
9/9/21 Asynchronous ONLY	Week 3: No class meeting (spend the time working on practice administrations) Administration, scoring, and videos	Watch: The videos for the kits you do not have Watch aimsweb+ administration videos	NONE – NO SYNCRHONOUS MEETING *if you would like to meet during normal class time to ask questions please let me know	None
9/16/21 5:00 – 6:45PM	Week 4: Class Zoom Link Psych Reports – Interview Portion	Review: Psych Report Template (on BeachBoard & Google Drive) Interview Forms (review the forms on BeachBoard)	Whole group discussion of the interview forms Small group breakout group work – practicing interview forms	Activity #2 (Assessment Video Observation Notes)

9/23/21 5:00 – 6:45 PM	Week 5: Class Zoom Link Psych Reports – Observation Portion	Review: BOSS Manual Classroom Observation forms	Classroom observation activity	Activity #3 (Record Review & Interview)
9/30/21 5:00 – 6:45PM	Week 6: Class Zoom Link Psych Reports – Phonological Processing & Dyslexia	Review: CA Dyslexia Guide	Small Group “debate”	Activity #4 (Observation Portion of Report)
10/7/21 4:00 – 6:45PM	Week 7: In Person (LA1-210) Woodcock Johnson (WJ) Output Interpretation	Review: WJ Interpretation Manual	Whole group overview of WJ output Small group work role-playing explanations	Activity #5 (Phonological Processing Overview)
10/14/21 Asynchronous ONLY	Week 8: Asynchronous ONLY aimsweb+	Watch: aimsweb+ administration videos	NONE – NO SYNCRHONOUS MEETING *if you would like to meet during normal class time to ask questions please let me know	Activity #6 (Explaining WJ Output)
10/21/21 5:00 – 6:45PM	Week 9: Class Zoom Link Psych Reports – Referral concern, record review, and direct observations Report overview (rubric)	Review: Make sure you and your partner have reviewed each other’s reports	Small group review of reports and whole group feedback	Activity #7 (aimsweb+ manual review and response)
10/28/21 Asynchronous ONLY	Week 10: Asynchronous ONLY Work on reports	Work on your report and report critique	NONE – NO SYNCRHONOUS MEETING *if you would like to meet during normal class time to ask questions please let me know	Activity #8 (report critique due)

11/4/21 4:00 – 6:45PM	Week 11: In Person (LA1-210) Psych Reports – integrating data, adding test results, using a problem-solving framework	Review: Review Sample reports on BeachBoard (use rubric to help guide your review)	Whole group discussion of psych reports Small group practice and critiques	None
11/11/21 Asynchronous ONLY	Week 12: Asynchronous ONLY Work on reports	Work on your report	NONE – NO SYNCRHONOUS MEETING *if you would like to meet during normal class time to ask questions please let me know	Activity #9 (draft)
11/18/21 5:00 – 6:45PM	Week 13: Class Zoom Link Psych Reports – Summaries and recommendations, sharing results/mock IEPs	Review: Make sure you and your partner have reviewed each other's reports	Whole group discussion of summaries and recommendations and how to present reports Small group practice sharing report data	None
11/25/21	Week 14: No class – Thanksgiving Break			
12/2/21 5:00 – 6:45PM	Week 15: Class Zoom Link Psych Reports – Wrap up	Review: Make sure you and your partner have reviewed each other's reports Make sure you have incorporated all feedback	Final discussion of reports and presenting/Q&A session Small group work reviewing reports	Activity #10 (complete report)
12/9/21 Asynchronous ONLY	Week 16: Asynchronous ONLY Work on reports	Work on your report making sure you have incorporated all previous feedback	NONE – NO SYNCRHONOUS MEETING *if you would like to meet during normal class time to ask questions please let me know	Final report due
12/13/21	Finals Week: No class			

Course Evaluation Components and Grading

Evaluation Components

- 1. Informed and Collegial Participation:** students must be observed actively engaged in class activities. Participation is defined as active and thoughtful contributions during synchronous Zoom sessions, participating in in person sessions and breakout group discussions, and displaying professional behavior (e.g., collaborative, and respectful interactions with instructor and peers, timeliness in logging into meetings). **(50 points total, 5 per class)**
- 2. Activities:** students will complete structured activities that support the mastery of course content (e.g., test administration, scoring, interpretation, and report writing). Activities will begin in class and finished following class. Activities will be submitted via Dropbox on BeachBoard and specific details regarding the activity will be provided on the Dropbox prompt. **(45 points total, 5 per activity)**
- 3. Test Administration and Observation/Video:** students will read the administration manual, complete a practice administration(s), record a video (WJ IV COG only), and score the tests outlined below. Points vary based on test complexity and length; mistakes that compromise the full-scale score on cognitive tests or a composite score on achievement/processing tests may result in a required make-up administration of the test at the instructor's discretion. Given this is a mastery-based course dedicated to training students to collect data used in high-stakes decisions, valid administration and interpretation is paramount. Students will work in pairs to review each other's protocols and correct as needed. One final copy of each protocol and the WJ video will be submitted to the instructor. ***You will use your test results in your report, but all other information will be provided**
 - a. WJ IV Tests of Cognitive Abilities Protocols:** Complete TWO practice administrations of the WJ IV COG and score them using the online system. **(50 points total, 25 per protocol)**
 - b. WJ IV Tests of Cognitive Abilities Video:** Video of ONE practice administrations of the WJ IV COG. **(25 points)**
 - c. WISC-V Protocols:** Complete TWO administrations of the WISC-V and score using available materials. **(50 points total, 25 per protocol)**
 - d. CTOPP-2 Protocol:** Complete a practice administration of the CTOPP and score using the test manual. **(15 points)**
 - e. Aimsweb+ administration:** Complete a practice administration of the reading and math aimsweb+ tests (K-1 or 2-12) and score using criterion- and norm-referenced data. You will submit the score printouts. **(15 points)**
 - f. WJ IV Tests of Achievement Protocol:** Complete a practice administration of the WJ IV ACH and score using the online system. **(25 points)**
- 4. Psychoeducational Report:** students will write a problem-solving, psychoeducational report that includes intervention recommendations using template guidelines provided by the instructor. Some data in the report will be provided by the instructor (all background/record review data, interview, and observation data); however, students are responsible for interpreting and writing up these results in the report. Other data will come from student practice administrations of tests: WISC-V or WJ IV COG, WJ IV ACH, CTOPP-2, and R-CBM). Students will receive opportunity for formative feedback during class discussion; the final reports will be evaluated using the psychoeducational report rubric used for class discussion and practice. Final reports will be submitted via BeachBoard. **(50 points draft; 50 points final submission)**

Course Grading

Activities and assignments will be graded based on the criteria described above. In alignment with college expectations, work will be graded within a 2-week timeframe.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Informed and Collegial Participation	50	16%
Activities	45	14%
WJ-IV COG Protocols (2)	50 (25 each)	16%
WJ-IV COG Video	25	7%
WISC-V Protocols (2)	50 (25 each)	16%
CTOPP-2 Protocol	15	4%
aimsweb+ administration	15	4%
WJ-IV ACH Protocol	25	7%
Psychoeducational Report (Final)	50	16%
Total	315	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is X% of your grade and will be monitored both through attendance at Zoom [or in-person, as applicable] sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are late. Please note that students are expected to turn in assignments on time. However, if a student is having difficulty completing assignments and activities or experiences an unexpected challenge(s) that may prevent a student from completing an assignment or activity, please contact the instructor at your earliest convenience so arrangements can be made to support your success in the course.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and

program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 524C Psychoeducational Assessment II**Spring 2021****ASEC Department****School Psychology Program**

Course Information

Instructors: Cat Geraghty, Ph.D. Kerri Knight-Teague, Ph.D., NCSP	Email: ca.geraghtyjenkinson@csulb.edu kerri.knightteague@csulb.edu
Virtual Office Hours Days/Times: Geraghty: Monday 3:00-4:00, Thursday 4:00-5:00 Knight-Teague: Thursday 4:00-5:00	Office Hours Zoom Link: Geraghty KKT
Class Days/Times: Geraghty/Knight-Teague: Thursday 5:00-6:45PM	Class Zoom Link: Geraghty /Knight-Teague

Catalog Course Description

Application of psychoeducational assessment practices within a clinical setting with school-age youth from diverse backgrounds. Advanced training in selection, administration, and interpretation of individually administered tests of achievement, cognition, and psychological processing. Letter grade only (A-F). Prerequisite(s): ED P 528; ED P 524A; ED P 524B; and admittance to the School Psychology Program.

Course Student Learning Outcomes and Goals

The following SLOs were developed using the School Psychology program’s goals and the National Association of School Psychologists’ literature on best practices in data-based decision making (NASP, 2010). At the end of this course, students will be able to:

1. Administer, score, and interpret a variety of reliable and valid standardized assessments appropriate for identifying the strengths and needs of K-12 students, including those from diverse cultural and linguistic backgrounds (e.g., English/Dual Language Learners).
 - a. Delineate the role of primary language and second language acquisition in the development and interpretation of assessment and intervention data for language minority student-clients.

- b. Select assessment methods and tools that are appropriately matched to student=client diversity (e.g., cultural, linguistic, ability).
 - c. Administer, score, and interpret tests and basic academic skills (e.g., ORF), and rating scales of behavior and social-emotional functioning (e.g., BASC-3).
 - d. Follow specific test and rating scale administration and scoring procedures.
2. Develop rapport with school-age clients to optimize clinician effectiveness and student performance.
 - a. Consider ecological factors that may be supporting as well as compromising a student-client's performance.
 - b. Based on a review of student-client records, and interview with student-client and parents/guardians, develop ecologically based referral questions.
 - c. Select assessment tools that directly relate to referral concerns.
 - d. Collect functional assessment data for which there is a low level of inference
3. Based on collected assessment data, make appropriate and relevant recommendations to increase student-client success.
 - a. Answer referral concerns/questions in both written and oral reports.
 - b. Recommend evidence-based interventions that are sufficiently detailed to be implemented. Suggested interventions should be based on all data collected and related to referral concerns/questions.
4. Based on collected assessment data, complete oral and written reports that synthesize findings from selected tests, observations, interviews, and background information.
 - a. Reports should be free of grammatical errors and unsubstantiated statements and be accessible to parents/guardian (avoid acronyms and jargon whenever possible).
 - b. Present report to parent/guardian in a virtual setting.
5. Use technology to enhance data collection and decision-making.
6. Log onto and record notes and final reports in Titanium.
7. Use on-line scoring programs.

Required Texts/Course Materials:

1. Peacock, G. G., & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. Guilford (**P&C**)
2. Harrison, P. L. & Thomas, A. (2014). *Best Practices in School Psychology-VI* (Eds). Washington, DC: National Association of School Psychologists.
3. Additional readings available on BeachBoard by week

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to the internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access

the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

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Course Schedule

Date	Week and Module	Asynchronous Content (complete <i>BEFORE</i> we meet)	Class Activities via Zoom	Assignment(s) Due (post <i>BEFORE</i> we meet)
1/21	Week 1: Course Overview and AMI Orientation	Review: BB course page Course Syllabus Set-up notifications in BB Watch: Fletcher video Read: Navigating SLD During Covid Joint Principles on SLD Hubley & Zumbo, 2011 BP (Found) Chp. 22	Welcome and check-in BB tour Discuss video/readings	Response to discussion questions
1/28	Week 2: Problem Solving & Case Conceptualization	Watch: Instructor video Read: Zaheer & Farmer, 2020 P&C Chps. 1-2	Mock case conceptualization activities	Quick Write
2/4	Week 3: aimswebPlus	Watch: aimswebPlus Remote Assessment overview Instructor aimswebPlus report overview video (how to access)	aimswebPlus report interpretation- breakout activity Group Q&A- sample reports	Quick Write

		<p>Read: Telepractice and aimswebPlus overview (click and read drop downs)</p> <p>Review: aimswebPlus administration videos Early Literacy Early Numeracy Math/Reading Grade 2+</p>		
2/11	Week 4: Record Review, Interviews, Rating Scales	<p>Watch: BASC webinar</p> <p>Review: <i>Assessment Plan</i> <i>Record Review Protocol</i> <i>Interview Forms</i> <i>(McConaughy)</i></p> <p>Read: BP (DBDM) Chps. 19, 21 P&C Chp. 3</p>	<p>Mock parent interview (group)</p> <p>Draft assessment plan based on mock case</p>	Quick Write
2/18	Week 5: Assessment of English/Dual Language Learners and African American Students	<p>Watch: WestEd video Hintze video</p> <p>Read: BP (Found) Chps. 5 & 6 Harris et al., 2015 Frisby & Henry, 2016</p> <p>Additional Resources: Lau & Blatchley, 2009 Powers et al., 2004</p>	<p>Discuss video/readings</p> <p>Mock case conceptualization for English/Dual Language Learner</p> <p>Draft assessment plan based on mock case</p>	Response to discussion questions
2/25 Week of NASP	Week 6: Clinic Orientation	<p>Log in and verify access: Pearson Q Global, aimswebPlus</p> <p>Read: NASP Telehealth Recs</p> <p>Community Clinic Telehealth Manual</p>	<p>Clinic Orientation</p> <p>Review emergency procedures for sessions</p>	Quick Write

		APA Telepsychology Guidelines Farmer et al., 2020		
3/4	Week 7: Report Writing	Watch: Carriere video Instructor recorded video Review: <i>Report Template</i> <i>Report Rubric</i> <i>Sample Report</i> Read: Lichtenstein, 2013 BP (DBDM) Chp. 28	Evaluate sample report	Quick Write Extra credit assignment
3/11	Week 8: Clinic Case Conceptualization	Review: Client file Complete: <i>Record Review Protocol</i> <i>Assessment Plan</i> Read: P&C Chp. 6	Assessment plan review (supervision and feedback)	Record Review Protocol and Assessment Plan to SharePoint
3/18	Week 9: Clinic Session 1	Review: Client data and revise case conceptualization	Clinic - Interview & distribute rating scale(s)	Session Notes 1 to SharePoint
3/25	Week 10: Clinic Session 2	Review: Client data and revise case conceptualization Start: Draft Clinic Report #1 Read: P&C Chp. 4	Clinic – observation, using modified BOSS (watch client doing homework for 15-20 minutes) and start aimswebPlus (Early Literacy or Reading)	Interview notes (from Clinic Session 1) and Session Notes 2 to SharePoint
Spring Break	Week 11: No class or clinic			
4/8	Week 12: Clinic Session 3	Review:	Clinic- continue aimswebPlus (Early	Session Notes 3 and

		Client data and revise case conceptualization Read: P&C Chp. 5	Literacy or Reading) and start Math	Draft Clinic Report #1 to SharePoint
4/15	Week 13: Clinic Session 4	Review: Client data and revise case conceptualization	Clinic- finish aimswebPlus Math (if needed)	Session Notes 4 to SharePoint
4/22	Week 14: Getting ready for parent conferences	Review: <i>Parent Conference Rubric</i>	Roleplay parent conference with your report and provide verbal peer feedback	Draft Clinic Report #2 to SharePoint
4/29	Week 15: Individual Check-ins and feedback (no clinic)		No whole group Zoom; individual supervision meetings at scheduled time to review reports	
5/6	Week 16: Parent Conference	Address and finalize all report feedback	Clinic Parent Conferences	Final Clinic Report to SharePoint
5/13	Finals Week	Sign Final Clinic Report sent via DocuSign		

Course Evaluation Components and Grading

Attendance and Participation in Synchronous Class Sessions (2 points per session x 11 class sessions=22 pts.)

Students are expected to actively attend and participate in each class session and complete all assigned readings and activities prior to class. To receive full attendance and participation points, students must be regularly observed contributing to whole-class and small-group discussion and activities, such as asking and answering instructor and peer questions; connecting experiences, readings, and activities to class content; making thoughtful comments to advance a discussion; and showing interest in and respect for others' views.

Points will be awarded as follows:

- Attendance in each class session unless arranged with the instructor or documentation of an extenuating circumstance, such as internet connectivity problems, illness, etc. (1 point)
- Participation in class sessions, as described above (1 point)

Attendance, Preparation, and Participation in Clinic Sessions (3 points per session x 5 clinic sessions=15 pts.)

During clinic client sessions, students are expected to attend all clinic sessions be prepared to effectively engage with the student-client and/or their family. Effective engagement includes ongoing rapport-building

with the student-client and family/guardians; reviewing records prior to the first clinic session; preparing interview questions; and demonstrating proficiency in administering selected assessment tools.

Student-clinicians will be assigned a peer to observe for a minimum of 30 minutes during each clinic session they are not meeting with their client. Student-observers will provide both written and oral feedback to their peer within 24 hours of each clinic session, which may include information regarding rapport building, assessment selection and administration, data interpretation, and recommendations for future clinic sessions and final report.

Feedback will be provided via an Observation Log on SharePoint and points will be assigned as follows:

- Attendance in each clinic session unless arranged with the instructor or documentation of an extenuating circumstance (e.g., internet connectivity problems, illness; 1 point)
- Preparation and participation in clinic sessions, as described above (1 point)
- Peer observation and feedback, as described above (1 point)

Participation in Asynchronous Class Activities (3 points x 7 weekly modules = 21 points)

Based on the readings, videos, and/or webinars for the week, students will prepare written response in one of the following formats (specified by week on the Course Outline) and submit their response via BeachBoard. Students should be prepared to discuss their written responses during synchronous class sessions.

- *Response to discussion questions*
- *Quick Write*: students will prepare a written reaction to the week's content (e.g., readings, webinars, instructor topic videos, etc.) that includes three big ideas (at least 1 paragraph for each big idea) from the content, discussion about how content relates to your pre-existing knowledge base, and at least one question for the instructor/group.

Clinic Logs (20 points)

Students will be expected to collect and maintain data related to all assessment activities and complete appropriate corresponding documents (all templates will be provided by the instructor) on a weekly basis. Points are assigned based on timeliness and thoroughness; 2 points will be deducted for each late, missing, and/or incomplete document. The following must be completed and stored in your individual *SharePoint* file:

- Record Review Protocol
- Assessment Plan
- Student-client/parent/guardian interview notes
- Session Notes (1-4; save as "Session Plan #_CLIENTID_DATE")
- All test-specific computer-generated reports (i.e., aimswebPlus, BASC, etc.)
- Zoom video downloads (4)

Clinic Report (30 points)

Students will write a problem-solving clinic report summarizing assessment results and intervention recommendations from their client case. Two report drafts (*Draft Clinic Reports #1* and *#2*) will be submitted for instructor and peer feedback. The final report will be provided to the student-client family and clinic that includes corrections and edits from the instructor (*Final Clinic Report*). As a reminder, student-client identifying information must not be stored on your personal computer; you can either start and complete your draft files entirely on *SharePoint* or draft the document offline without identifying information and add it once you have uploaded the file to *SharePoint*. Please see descriptions below.

Draft Clinic Report #1 (5 points)

Using the *Report Template*, submit in a Word file to the secure clinic SharePoint. The first draft report should include at a minimum, the following data: client demographics, background information, referral question(s), parent-guardian/student interview, a list of data collection tools used or to be used, and a data table and write-up of at one assessment tool administered and scored. Please use the *Report Writing Rubric* to guide the content of the report.

Draft Clinic Report #2 (5 points)

Submit a Word file to the secure clinic SharePoint. The second draft report should include a complete description of all data collected, including a summary of findings and recommendations, as outlined in the *Report Template*. Please use the *Report Writing Rubric* to guide the content of the report.

Final Clinic Report (20 points)

Submit a Word file to the secure clinic SharePoint with all feedback addressed and all data included using the *Report Template*. Clinic staff will convert the file to PDF after your conference and send you the final copy via DocuSign for your signature.

Parent/Guardian Conference (21 points)

Student clinicians will meet with their client and parent/guardian to review assessment results and present the results in their clinic report. Please see the *Parent Conference Rubric* for a description of information to be covered in the conference.

Extra Credit (5 points)

If attending NASP, attend a Live Session or On-Demand session that connects to a topic in the course and/or your work in the clinic. Write a 2-page paper on how you will use this information to guide your work as a school psychologist. Include a copy of the session handout with your submission.

Suggested presentations:

- (On-demand) The impact of data on SLD identification and decision-making (Maki, McGill, & Fefer)
- (Live) Teleassessment with children: Strategies for success (Morera, Sisson, & Lee)
- (Live) Assessment of Dyslexia and Specific Learning Disabilities (Good)

If not attending NASP, watch the [School Psyched Podcast](#) featuring Amanda VanDerHeyden on “Why Do School Psychologists Cling to Ineffective Practices? Let's Do What Works.” Write a 2-page paper on how you will use this information to guide your work as a school psychologist.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Due Date
Attendance and participation in synchronous class	22	varies
Attendance and participation in clinic	15	varies
Participation in asynchronous activities (Discussion Questions and Quick Writes)	21	varies
Clinic Logs	20	varies
Draft #1 Clinic Report	5	4/6-4/8
Draft #2 Clinic Report	5	4/20-4/22
Final Clinic Report	20	5/4-5/6
Parent Conference	21	5/4-5/6
Total	129	

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Participation in asynchronous participation activities is also required. In addition to synchronous and asynchronous participation in class, participation in all clinic activities is expected. As a result, 45% of your overall course grade is based on participation. Student participation will be monitored through attendance at Zoom class and clinic sessions, and through entries submitted to BeachBoard and SharePoint. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Information Security

In this course, students will be collecting information on a K-12 student-client experiencing difficulties. ***All oral and written references to student-clients, parents, teachers, etc. in any document should be made without identifying information unless it is a document submitted to the clinic SharePoint.*** All other electronic communication (i.e., email, BeachBoard, cloud storage, etc.) is not secure. Case notes and reports on the clinic *SharePoint* should include all identifying information. Client identifying information should not be stored on your personal computer or cloud; you can either start and complete report drafts and notes on *SharePoint* or draft documents offline without identifying information and later, add identifying information once uploaded to *SharePoint*.

Clinic Expectations

Student clinicians are to follow all procedures outlined in the **CSULB Community Clinic Manual for Telehealth Services**, including recording formal notes for each clinic session. If a student clinician anticipates an excused absence, it is the student clinician's responsibility to contact clinic staff via email (copy the instructor) and inform them of their absence as soon as possible. If needed, make up sessions should be verified with the course instructor for supervision and rescheduled with the family and clinic staff. More than one unexcused absence from clinic will result in a failing grade. If the client is absent, student-clinicians will observe other student-clinicians engaged in clinic activity. Student-clinicians should dress in business casual when meeting clients or client families.

The Ethical and Telehealth guidelines of APA and NASP must be followed at all times. Appropriate parent/guardian permission must be obtained, as well as specific permission for videotaping (if applicable). Ensure that parameters regarding confidentiality are understood by all parties involved. Please ensure that your role as a school psychologist trainee is clear to all parties involved. Please be professional at all times and keep in mind you are representing the profession of school psychology and CSULB.

Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are late. Please note that students are expected to turn in assignments on time when absent and to catch-up on information missed in class from BeachBoard and classmates. Lecture notes, handouts, and information regarding assignments should be obtained from fellow classmates and BeachBoard. However, if a student is having difficulty completing assignments and activities or experiences an unexpected challenge(s) that may prevent a student from completing an assignment or activity, please contact the instructor at your earliest convenience so arrangements can be made to support your success in the course.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC may be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.

4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.



CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Education
Advanced Studies in Education and Counseling

EDP 527: Advanced Assessment for Intervention - Fall 2020
Mondays 7:00-9:45
Alternative Mode of Instruction

Instructor: Erin McGowan Ed.S., NCSP, LEP
Email: Erin.mcgowan@csulb.edu
Phone: 714-455-9853
Office Hours: By appointment

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

Prerequisites: EDP 579. Advanced assessment and intervention with children ages 3-5, secondary students, and students with moderate to severe disabilities. Topics include identifying useful and appropriate assessments, developing and implementing empirically-validated interventions, and issues and challenges in serving these specific populations. Letter grade only (A-F).

REQUIRED READINGS

- Articles posted on BeachBoard (see Table of Assigned Articles)
- Morningstar, M.E. & Clavenna-Deane, B. (2018). *Your complete guide to transition planning and services*. Baltimore, Maryland: Brookes.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Service on campus.

If a student does not have an identified disability but may need certain considerations that may preclude their full participation in the course, please arrange to speak with the instructor at your earliest convenience.

CSULB ACADEMIC DISHONESTY POLICY

Students are expected to comply with the California State University, Long Beach Policy on Academic Integrity. Any student suspected of violating this obligation for any reason will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

CSULB ATTENDANCE POLICY

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course.

Faculty members must include their guidelines for assigning grades in the syllabus. The syllabus must make clear whether any portion of the grade is based on attendance and/or participation. It is the students' responsibility to make themselves aware of each faculty member's guidelines by carefully reading the syllabus. (PS 04-05)

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. Faculty members may require students to provide documentation for excused absences.

There are numerous classes offered on campus where attendance is crucial since student participation is essential. Absence from these courses may impact the work and participation of other students. Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

The earliest possible notification is preferred. In some circumstances, it may be possible for the student to notify the faculty member of anticipated absences (e.g. for religious reasons or for scheduled athletic events) during the first week of enrollment. Advance notification (minimally one week in advance) is required for the following absences:

1. Jury duty and other government obligation
2. Religious reasons
3. University sanctioned or approved activities

The California Education Code (section 89320) requires "each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution."

It is the responsibility of the student to make advance notification, contact the faculty member to make arrangements to make up any academic work that may be missed, submit assignments on time, and to make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.

If a student does not notify the faculty member one week in advance of the date of absences for these reasons (jury duty, governmental service, religious observances, or University sanctioned activities), the instructor is not required to adjust the class schedule or to allow for make-up activities, tests, or exams. Students shall not, however, be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g. student is engaged in a University sanctioned event such as a performance, tournament, or playoff which cannot be anticipated).

A student who expects to be absent from the University for any valid reason, and who has found it difficult to inform the instructor, should notify the academic department office. The department office shall notify the student's instructors of the nature and duration of the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work missed. In circumstances where an actual assignment, some specific class work, an activity, a quiz, or an exam cannot reasonably be made up, it is the instructor's option to assign alternative work. (PS01-01)

COURSE LEARNING OBJECTIVES (CLO): After successful completion of this course, students will be able to:

CLO 1: Apply a problem-solving approach to assessment and intervention with **diverse**, young children and transition- age youth with disabilities, **including English and Dual Language Learners**

CLO 2: Demonstrate proficiency in selecting and administering assessments that lead to empirically-based, instructionally-relevant information for **diverse**, young children and transition- age youth with disabilities, **including English and Dual Language Learners**

CLO 3: Write useful and relevant data-based, psychoeducational and transition planning reports that include implications for planning and implementing empirically-validated interventions for **diverse** young children and transition- age youth with disabilities, **including English and Dual Language Learners**

CLO 4: Show knowledge and successful application of a tiered service delivery system to meet the academic needs of **diverse** young children and transition- age youth with disabilities, **including English and Dual Language Learners**

CLO 5: Discuss research pertaining to early childhood intervention and prevention, and transition planning needs of students with disabilities for post-secondary success

CLO 6: Describe the influence of cultural, linguistic, ethnic, and socioeconomic factors that may influence the learning and behavior of **diverse** young children and transition- age youth with disabilities, **including English and Dual Language Learners**

MODE OF INSTRUCTION

This class has been converted to a Distance Education Class, in which our communication will occur primarily via academic technology. During our allotted class time, Monday's 7:00-9:45 pm, we will utilize a variety of modalities to keep in touch. See course schedule for specific dates and information. This course will consist of asynchronous online work, in-person or remote fieldwork assignments, telehealth clinic sessions, small group work sessions, large group informational sessions, and individual check-in's.

COMMUNICATION POLICY

Please direct communication to my CSULB email address. Under most circumstances, you can expect that I will return your e-mails and phone calls within 1 regular business day of receipt. If your question is simple, I will likely be able to respond sooner! If your issue is urgent please reach out to me by phone or text message. Please do not hesitate to reach out again and resend the message if I have not gotten back to you within 48 hours. Grading response times vary with the size and nature of the assignment; however, I attempt to return most assignments within two weeks of the due date.

COURSE EXPECTATIONS

- a. Regular class attendance and active participation is required. Active participation is defined as contributing to live and online discussions via asking questions regarding assigned reading content, stating opinions, responding to teacher and peer questions, responding to peer and teacher comments, and engaging in small and whole group activities.
- b. Type and proofread all written assignments for grammatical and spelling errors.

- c. References (oral and written) of children and youth ages 3-23, and their teachers and parents should be made without identifying information.
- d. Use of "Person First" language e.g., student with a learning disability, teacher of students with intellectual disabilities.

- e. Complete course activities and turn in assignments on the scheduled due date.

COURSE REQUIREMENTS

Online Content Modules

Students are expected to read, view, and/or listen to all posted materials each week and complete all online activities and work. The assignments are designed to promote learning through interacting with course content and your peers, as well as demonstrate how well you are learning the weekly material. In these assignments, students are expected to apply the ideas presented in our modules. Students should take notes on reading assignments, lectures, and videos as you would during a course lecture. These notes will help you later in discussions, quizzes, activities, and exams. In order to stay on track, students should complete each module by the following Monday at 7:00 pm.

Participation and Attendance (3 points per x 10 sessions = 30 points)

Students are required to attend all live whole class sessions. To receive full points, students must be observed actively contributing to whole-class and small-group discussions and activities. Participation is defined as *active and thoughtful contributions to class activities and discussion, thoughtful feedback to peers, and displaying professional behavior* (e.g., collaborative and respectful interactions with instructor and peers; timeliness in coming to class; attentiveness). Excused absences must have a doctor's note or other verification to make-up participation points. The instructor should be notified as soon as possible of foreseeable absences (e.g., work-related commitments, religious holidays, etc.).

Please note: if there is reason to believe a student is not actively engaged in the course during live class sessions (e.g. appears to be checking email, surfing the internet, chatting, etc.), a warning will be given and if student continues to engage in other activities during the live class, 50% of points from that class will be deducted and a meeting will be held with the student notifying them.

Quizzes (5 points x 5 = 25 points)

A total of five quizzes will be integrated throughout the course modules. Quizzes are designed to ensure that the learner is on the right track and provide formative data to the instructor.

Activities (6 points x 5 = 30 points)

A variety of activities will be integrated throughout the course modules. Activities will vary from reflections to report grading and peer editing. Directions for each activity will be included in the drop-box folder. The Activity Rubric (see Appendix C) will be utilized to grade select activities; directions will specify how full points can be earned if not utilizing the rubric.

Discussions (8 points x 6 = 48 points)

Discussion posts will be utilized throughout this course in a variety of ways. Make sure to review the grading criteria in the rubric (Appendix D). Discussions must be completed during the week they are assigned. Initial posts and replies should be completed no later than Monday 7:00 p.m. each week. If students are not seen posting their initial thread with enough time for others to respond, an initial posting deadline will be established. Initial posts must be well developed with relevance to the topic and demonstrate knowledge of the material. Students are expected to reply to at least one peer with an engaging comment or question. Posts should continue a conversation and provide opportunities for additional continuous dialogue. Posts that contain, "I agree", "Great Post", and "Thank you", will not be accepted as being well developed. Initial post and reply should contain a minimum of 100 words. Include proper source citations when applicable to help support your argument. When posting, use proper language, spelling and grammar that you would use in a professional environment.

Early Childhood Observation, Interview, and Reflection (20 points)

Students will be expected to complete and write up an observation of a young child (3-6), conduct an interview, and write a reflection on the experience. Due to the limitations of distance learning and COVID-19, students can pick one of the below options. Observations can take place via video conferencing software, in-person, or recorded video,

depending on the state of your district and/or what you have available to you. The options are listed below in order of preference. Observations should be between 30-60 minutes in length. Observation and interview should be written in narrative form and use clear/observable terms. Use a pseudonym when referring to the child in your write-up. Describe the child's age and gender; indicate if the child has a known disability. Each portion (observation, interview, reflection) should be at least one paragraph; this assignment should not be more than 3-pages of typed text, double-spaced, with 12-point font. Use APA headings and format. **This assignment is due by end of day 9/28/2020.**

Options:

1. Observe a pre-school assessment team assessing a child and interview the school psychologist
2. Observe a student with an IEP in a preschool or kindergarten classroom and interview their teacher
3. Observe a student reported to be struggling in a preschool or kindergarten classroom and interview their teacher
4. Observe any child in a preschool or kindergarten classroom and interview their teacher
5. Observe a young child playing (alone or with a peer) and interview their parent

Early Childhood Case Study (30 points)

Students will be placed into groups of 2-3, each member of the group will be expected to pick up an early childhood assessment instrument (Battelle Developmental Inventory-3 Screener [BDI-3], Early Literacy Individual Growth and Development Indicators [myIGDIs], iSTEEP) and protocol from the Community Clinic. Each group will practice (virtually) administering the assessments with each other during class time. Each group will write **a problem-solving assessment report (template provided) with intervention recommendations** based off of raw information given to them. Teams will sign up to practice presenting report to instructor on Monday 10/12 and 10/19. **The final early childhood case study report is due Monday 10/12 by 11:59 pm.**

EC Case Study Point Breakdown:

- 10 points = Preparation; Team Work
 - 5 points - Preparation (active engagement during assessment practice; submitting practice protocols)
 - 5 points - Team work (work divided appropriately; responsibilities shared)
- 20 points = EC Report (graded for data based reasoning, interpretation, synthesis and application, and style/clarity of communication – see Appendix B: Report Writing Rubric)

Take-Home Midterm and Final Exams (30 points each)

This is an open-book, open-note exam. You may use resources from other courses as well as other relevant readings and information from reliable websites. APA format is required (e.g., active voice, references in text, reference page, etc.). Grading is based on the quality of your responses, completeness in answering questions, demonstrated understanding of important concepts, synthesis of information, and application of concepts to novel situations. Student responses should not exceed 3-double-spaced pages, with 12-point font; thus, responses should be concise. Students must sign and submit the "Take-Home Exam Agreement Form" via dropbox prior to taking the exam. **Exams will be posted on Beachboard at 5:00 p.m. on Friday and will be due in dropbox at 5:00 p.m. on Sunday. See course schedule for dates.**

Transition Agency Visit & Presentation (20 points)

In groups of 2-3 of your own choosing, students will sign up and arrange to research, interview, and gather information on a (new to you) community agency that provides transition-related services to young adults with disabilities. Each person will write a 1-page, double-spaced, 12-point font, typed reflection based on what you learned (5 points). Each team will create a PowerPoint presentation to present to the class and share a brochure or flyer of the agency if able to access one (15 points). **Transition Agency Reflection will be due to the dropbox folder by end of day on 11/2/2020. Groups will sign up to present on 11/2, 11/9, and 11/16.**

At a minimum, the presentation should have the following information described in detail:

- What transition services are provided and by whom
- Where transition services are provided

- Client eligibility requirements to receive services

- How the transition agency is accessed by clients and their families
- Specific transition planning assessments conducted and administered by the transition agency

Transition Planning Clinic (35 points)

In groups of 2-3, students will complete a transition planning assessment and plan via telehealth sessions with a 16-22 year old student with disability. A total of five clinic sessions will be held: the first four sessions will be devoted to rapport building, assessment, and planning with the client; the final meeting will be held with the client and his/her support team (e.g., parents, case managers, siblings, etc.) focusing on the results of the transition assessment and resulting transition plan. At least one assessment tool discussed in class in each area of transition planning (i.e., education, employment, independent living skills) will be administered. A report of assessment findings and proposed transition plan will be provided to the client and family. A report template will be provided. **A draft report will be turned in on 12/4/2020 by 5:00 pm; grades will be given on this report.**

Transition Planning Clinic Point Breakdown:

- 15 points = Professionalism, Preparation, Team Work
 - 5 points - Professionalism (on time, dressed appropriately, polite with clients/families)
 - 5 points - Preparation (brings materials to clinic, uses time wisely, selects appropriate instruments)
 - 5 points - Team work (work divided appropriately; responsibilities shared)
- 20 points = Transition Planning Final Report (graded for data based reasoning, interpretation, synthesis and application, and style/clarity of communication – see Appendix B: Report Writing Rubric)

Coursework

Quizzes 5 x 5 points	25 points
Discussions 6 x 8 points	48 points
Activities 5 x 6 points	30 points
Attendance & Participation 10 x 3 points	30 points
Midterm	30 points
EC Observation, Interview, & Reflection	20 points
EC Case Study Preparation, Team Work	10 points
EC Case Study Report	20 points
Transition Planning Professionalism, Preparation, Team Work	15 points
Transition Plan Report	20 points
Transition Agency Assignment	20 points
Final	30 points
<hr/>	<hr/>
Total Points Possible	298 points

A = 298-269
B = 268-239
C = 238-209

****NOTE: Course assignments and dates are subject to change and may be modified. Modifications of this syllabus may be made at any time at the Instructor's discretion.**

COURSE SCHEDULE			
DATE	TOPIC	GRADED ACTIVITIES	CLASS FORMAT
Week 1 8/24	The History of Early Childhood Education & Intervention	Module 1 Discussion Are We Crazy About Our Kids Activity	Whole class session – Welcome/Orientation
Week 2 8/31	Intervention and Special Education in Early Childhood	Module 2 Quiz	Instructor available for questions/individual appointments during class time
Week 3 9/7	Early Childhood Social-Emotional Development	Module 3 Discussion	Labor Day NO CLASS SESSION
Week 4 9/14	Early Literacy	Module 4 Quiz	Whole class session – early childhood behavior management
Friday 9/18	Assessment/Protocol Pick-Up Day – 9:00 am-2:00 pm		
Week 5 9/21	Early Numeracy	TEN Training Module Activity	Whole class session – practice administering academic assessments virtually
Week 6 9/28	Developmental Assessments	Module 6 Quiz Early Childhood Observation, Interview, and Reflection due on 9/28 by 11:59 pm	Whole class session – practice administering BDI-3 virtually
Week 7 10/5	Writing Recommendations, Report Writing, and Presenting	Peer Editing Activity *Share draft report with peers	Instructor available for questions/individual appointments during class time
Week 8 10/12	Social Justice in Early Childhood	Module 8 Discussion Early Childhood Case Study Report due on 10/12 by 11:59 pm	Timeslots for groups to present EC Report
Friday 10/16	MIDTERM EXAM posted to BeachBoard at 5:00 pm 10/16 due 10/18 by 5:00 pm		
Week 9 10/19	Introduction to Transition Planning	Module 9 Discussion	Timeslots for groups to present EC Report

Week 10 10/26	Preparing for Post-Secondary Education & Employment	Working with a Disability Activity	Whole class session - Clinic Orientation 7:00 pm
Week 11 11/2	Preparing for Independent Living & Interpersonal Engagement Week 1 Clinic Session	Module 11 Quiz Transition Agency Reflection due on 11/2 by 11:59 pm	Whole class session Round 1 of Transition Agency Presentations
Week 12 11/9	Goal Writing, Person Centered Planning, & Cultural Competence in Transition Planning Week 2 Clinic Session	Goal Writing Activity	Whole class session Round 2 of Transition Agency Presentations
Week 13 11/16	Evidence Based Practices for Transition Aged Youth & Week 3 Clinic Session	Week 13 Discussion	Whole class session – Goal Writing Round 3 of Transition Agency Presentations
Week 14 11/23	No Class Session - Thanksgiving Break		
Week 15 11/30	Interagency Collaboration Week 4 Clinic Session	Module 15 Quiz Peer Editing Activity *Share draft report with peers	Instructor available for questions/individual appointments during class time
Friday 12/4	DRAFT Transition Report due by Friday 12/4 at 5:00 pm		
Week 16 12/7	TP Client/Parent Meeting Sessions	Module 16 Discussion	Whole group session – Wrap-up/Closing
Friday 12/11	FINAL EXAM Posted to BB Friday 12/11 at 5:00 pm due 12/13 at 5:00 pm		

WEEK	ASSIGNED ARTICLES/PODCASTS
Week 1	<p>Shonkoff, J. P., & Meisels, S. J. (1990). Early childhood intervention: The evolution of a concept. In S. J. Meisels & J. P. Shonkoff (Eds.), <i>Handbook of early childhood intervention</i> (p. 3–31). Cambridge University Press.</p> <p>Temple, J. A., & Reynolds, A. J. (2007). Benefits and costs of investments in preschool education: Evidence from the Child–Parent Centers and related programs. <i>Economics of Education Review</i>, 26(1), 126-144.</p> <p>Duncan, G. J., & Magnusson, K. (2014). Early childhood interventions for low-income children. <i>Institute for Research on Poverty</i>, 31(2), 1-5.</p>
Week 2	<p>Magnuson, K., & Votruba-Drzal, E. (2009). Enduring influences of childhood poverty. <i>Changing Poverty, Changing Policies</i>, 153-179.</p> <p>Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005) Early Childhood Interventions: Proven Results, Future Promise - Executive Summary. Santa Monica, CA: RAND Corporation, https://www.rand.org/pubs/research_briefs/RB9145.html</p> <p>Dubner, S. (Host). (2015, November 19). Does early education come way too late? (No. 228) [Audio podcast episode]. In <i>Freakonomics</i>. http://freakonomics.com/podcast/does-early-education-come-way-too-late-a-new-freakonomics-radio-podcast/</p> <p>Slentz, K. (2010). Early childhood disabilities and special education in Canter, A., Paige, L. Z., & Shaw, S. (Eds.), <i>Helping children at home and school III: Handouts for families and educators</i>. Bethesda, MD: National Association of School Psychologists.</p> <p>National Association of School Psychologists (2015). <i>Early Childhood Services: Promoting Positive Outcomes for Young Children</i> [Position Statement]. Retrieved from: https://www.nasponline.org/x32403.xml#:~:text=NASP%20believes%20that%20school%20psychology,grounded%20in%20evidence%2Dbased%20practice.</p>
Week 3	<p>Gilliam, W. S. (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten systems. New Haven, CT: Yale University Child Study Center.</p> <p>Gilliam, W. S., Maupin, A. N., & Reyes, C. R. (2016). Early Childhood Mental Health Consultation: Results of a Statewide Random-Controlled Evaluation. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 55(9), 754-761.</p> <p>Bayat, M., Mindes, G., & Covitt, S. (2010). What Does RTI (Response to Intervention) Look Like in Preschool? <i>Early Childhood Education Journal</i>, 37(6), 493-500.</p> <p>Kelly-Vance, L., & Ryalls, B. O. (2014). Best practices in play assessment and intervention. In P. Harrison & A. Thomas, (Eds.), <i>Best practices in school psychology: Data-based and collaborative decision making</i>. National Association of School Psychologists. Bethesda, MD.</p> <p>Optional: Comizio, R., Donnelly, R. & Elias, E. (Hosts). (2019, November 3). Early childhood (No. 92) [Audio podcast episode]. In <i>School Psyched Podcast</i>. https://schoolpsychedpodcast.wordpress.com/2019/11/03/spp-92-early-childhood/</p>

Week 4	<p>National Early Literacy Panel (NELP). (2008). <i>Developing early literacy: Report of the National Early Literacy Panel – Executive Summary</i>. Retrieved from https://lincs.ed.gov/publications/pdf/NELPSummary.pdf</p> <p>Good, R. H., & Kaminski, R. A. (1996). Assessment for Instructional Decisions. <i>School Psychology Quarterly</i>, 11(4), 326-336.</p> <p>Hagans-Murillo, K. (2005). Using a Response-to-Intervention Approach in Preschool to Promote Literacy. <i>The California School Psychologist</i>, 10(1), 45-54.</p> <p>McConnell, S. R., Wackerle-Hollman, A. K., Roloff, T. A., & Rodriguez, M. (2015). Designing a Measurement Framework for Response to Intervention in Early Childhood Programs. <i>Journal of Early Intervention</i>, 36(4), 263-280.</p> <p>Coyne, M.D., & Harn, B. A. (2006). Promoting beginning reading success through meaningful assessment of early literacy skills. <i>Psychology in the Schools</i>, 43(1), 33-43.</p>
Week 5	<p>Clarke, B., Baker, S., Smolkowski, K., & Chard, D. J. (2008). An Analysis of Early Numeracy Curriculum-Based Measurement. <i>Remedial and Special Education</i>, 29(1), 46-57.</p> <p>VanDerHeyden, A. M., Broussard, C., & Cooley, A. (2006). Further development of measures of early math performance for preschoolers. <i>Journal of School Psychology</i>, 44(6), 533-553</p> <p>Skwarchuk, S. (2009). How Do Parents Support Preschoolers’ Numeracy Learning Experiences at Home? <i>Early Childhood Education Journal</i>, 37(3), 189-197.</p>
Week 6	<p>BDI-3 Examiner’s Manual</p> <p>Elbaum, B., Gattamorta, K. A., & Penfield, R. D. (2010). Evaluation of the Battelle Developmental Inventory, 2nd Edition, Screening Test for Use in States’ Child Outcomes Measurement Systems Under the Individuals With Disabilities Education Act. <i>Journal of Early Intervention</i>, 32(4), 255-273.</p> <p>National Association of School Psychologists (2015). <i>Early Childhood Assessment</i> [Position Statement]. Retrieved from: https://www.casponline.org/pdfs/pdfs/nasppp1.pdf</p>
Week 7	<p>Hass, M., & Carriere, J. A. (2014). How do I make my reports more useful to consumers? In <i>Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports</i> (1st ed.) (p. 37-64). US: Wiley. Retrieved from: https://ebookcentral.proquest.com/lib/csulb/detail.action?docID=1662684#</p>
Week 8	<p>Albritton, K., Anhalt, K., & Terry, N. P. (2016). Promoting Equity for Our Nation's Youngest Students: School Psychologists as Agents of Social Justice in Early Childhood Settings. <i>10</i>(3), 237-250.</p>
Week 9	<p>“Your Complete Guide to Transition Planning and Services” Chapters 2 & 5</p> <p>Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Assessing Transition Skills in the 21st Century. <i>TEACHING Exceptional Children</i>, 47(6), 301-309.</p>
Week 10	<p>Transition Planning & Services Ch 8 & 9</p>

	<p>Brand, B., Valent, A., & Danielson, L. (2013). Improving College and Career Readiness for Students with Disabilities. College and Career Readiness and Success Center, 2013-03.</p> <p>Newman, L., Wagner, M., Knokey, A. M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Swarting, M. (2011). The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2) (NCSE 2011-3005) – Executive Summary. Menlo Park, CA: SRI International. Retrieved from: https://nlts2.sri.com/reports/2011_09_02/nlts2_report_2011_09_02_complete.pdf</p> <p>Mazzotti, V. L., Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. L. (2016). Predictors of Post-School Success. <i>Career Development and Transition for Exceptional Individuals</i>, 39(4), 196-215</p>
Week 11	<p>Transition Planning & Services Ch 10 & 11</p> <p>Martin, J. E., & Williams-Diehm, K. (2013). Student Engagement and Leadership of the Transition Planning Process. <i>Career Development and Transition for Exceptional Individuals</i> 36(1) 43–50. Retrieved from: https://shareok.org/bitstream/handle/11244/25506/10.1177.2165143413476545.pdf?sequence=1&isAllowed=y</p>
Week 12	<p>Transition Planning & Services Ch 3</p> <p>Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., & Coyle, J. L. (2013). Triangulated IEP Transition Goals. <i>TEACHING Exceptional Children</i>, 45(6), 46-57.</p> <p>Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H, Kohler, P. D., & Kortering, L. J. (2009). Linking Transition Assessment and Postsecondary Goals. <i>TEACHING Exceptional Children</i>, 42(2), 44-51.</p> <p>Sawyer, S. (2020). Secondary Transition Planning: The Basics. <i>CA Transition Alliance</i>. Retrieved from: https://6abb391c-dbc9-4e2e-9cd4-f10c9c4bb967.filesusr.com/ugd/c055a4_f1b186d9ab24411eb8971d6583e849b5.pdf *FOCUS ON PAGES 16-30</p> <p>Suk, A. L., Sinclair, T. E., Osmani, K. J., & Williams-Diehm, K. (2020). Transition Planning: Keeping Cultural Competence in Mind. <i>Career Development and Transition for Exceptional Individuals</i>, 43(2), 122-127.</p> <p>Povenmire-Kirk, T. C., Bethune, L. K, Alverson, C. Y., & Kahn, L. G. (2015). A Journey, Not a Destination. <i>TEACHING Exceptional Children</i>, 47(6), 319-328.</p>
Week 13	<p>Transition Planning & Services Ch 4, 6 & 7</p> <p>Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., . . . Kortering, L. (2009). Evidence-Based Practices in Secondary Transition. <i>Career Development for Exceptional Individuals</i>, 32(2), 115-128.</p> <p>Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi Study to Operationalize Evidence-Based Predictors in Secondary Transition. <i>Career</i></p>

	<i>Development and Transition for Exceptional Individuals, 38(2), 113-126.</i>
Week 14	No readings this week.
Week 15	Transition Planning & Services Ch 12
Week 16	No readings this week.

Appendix A: Early Childhood Observation, Interview, and Reflection Questions/Examples

OBSERVATION (8 points)

Testing Observation

Describe the child's observable behavior during the assessment session. Note willingness to engage in assessment, interactions with examiners, parent, compliance, modifications made to the assessment, and behavioral strategies utilized.

Example: During the assessment session, Pamela engaged willingly in activities, as demonstrated by smiling and looking at the adults in the room as she gave her responses. At times, toys and/or people in the room distracted her, but she was easily redirected back to tasks when prompted. Pamela established rapport with the assessors quickly, as demonstrated by playing with the adults in the room without hesitation. She also separated from her parents easily and followed the assessors to the testing room calmly with a smile. Eye contact, attention, and social skills were deemed age appropriate. Overall, Pamela's motivation and participation were good; test results appear to be an accurate reflection of Pamela's current functioning.

Classroom Observation

Describe the date, time, and setting. Indicate how many children and/or adults were present. Describe what the class is working on and/order of events. Describe child's observable behavior. Compare child's behavior to others in the class.

Example: Jose was observed in the natural environment of his community preschool setting on 01/12/2019 for 30 minutes from 10:11 to 10:41. There were 15 children and two adults present in the classroom, one teacher and one teacher's assistant. Upon arrival, Jose was standing at a U-shaped table in the teacher spot with a teacher behind him. His peers were standing along the outside of the table. All students were working on a coloring and tracing worksheet. Jose was observed tapping the crayon to the paper and occasionally scribbling. Letters had been traced in marker on the page, and per the teacher she had helped him trace the first two and he attempted the second two. Jose began smelling the crayon, putting it in his nose. He then leaned forward and banged his head lightly on the table. His teacher stopped him. She stayed standing where he was helped him attend and stay at the table. The students were given a direction to give the teacher the paper and put their pencil boxes away. They did so and received a small cookie as a reward. Jose indicated he wanted one by repeating "cookie" several times, and the teacher prompted Jose to say, "All done" before providing a cookie. He was instructed to get a book but instead wandered to a toy shelf and looked at a container of colored plastic toys. The bell rang for the students to go to the carpet for reading time, but Jose walked around the carpet until his shoe fell off. He did not ask for help, but a teacher noticed and helped him put the sandal back on. He again was prompted to go to the carpet, but he returned to the toys. The main classroom teacher took him by the hand and seated him at her feet, away from the peers. According to the teacher, he is better able to attend, and as he has had instances of biting/pushing peers and this position stops him from doing so. While sitting for the book, he attended to the teacher for a period, then looked around, played with his shoe, opened and closed his mouth, flicked his tongue in and out, vocalized sounds, and sat on his hands. Overall, Jose's behavior was found to be more off-task than others in the class.

Play Observation

Describe the date, time, and setting. Indicate how many children and/or adults were present. Describe what the child is doing and/or order of events. Describe child's observable behavior. Compare what was observed with what is deemed typical for that age.

Example: Oliver was observed playing with his sibling via video conferencing software on 9/16/2019 from 11:30 am to 12:15 pm. When his brother approached him, Oliver walked to the other side of the room where he stood and made facial grimaces before he began to lay on the ground. He then started to play with a nearby trashcan; he flipped the lid, back and forth until his parent stopped him. His parent assisted him in grabbing three bins of toys, which he lined up next to each other. He lined up the bins in order of smallest to largest. When his brother sat down near him, he pushed his

brother's toys away and moved away from him. Oliver grabbed some toy cars out of the bins and drove them around on the floor making "vroom" noises. Oliver engaged in this activity repetitively for approximately 20 minutes. Oliver did not engage in cooperative play with his brother throughout the observation. He was not observed to engage in pretend play; he was seen using the toy cars in a realistic manner.

INTERVIEW (8 points)

School Psychologist

- Was what I observed typical of a preschool assessment? If no, probe regarding what made it different.
- How was the child referred for assessment?
- What are the referral concerns?
- What will you do next?
- What is the area of suspected disability you are thinking of after completing this assessment?
- What information do you still need?
- How will the results be shared with the family? What is that process like?
- Any other questions you want to know.

Teacher

- Was this observation reflective of the child's typical behavior? If no, probe further to find out what was different.
- What are the student's strengths?
- What are the concerns, if any?
- Gain information on the child's engagement in class, compliance with adults/peers, ability to work independently/in groups, general social-emotional state, and behavioral triggers (if any).
- Any other information you deem pertinent.

Parent

- Was this observation reflective of the child's typical behavior? If no, probe further to find out what was different.
- What are your child's strengths?
- Do you have any concerns regarding your child's behavior or pre-academic/academic learning?
- Does anything about your child worry you?
- What are your child's independent skills in the areas of feeding, sleeping, dressing, toileting?
- How would you describe your child's general health? Have there been any medical concerns?
- Does your child have regular playmates? Siblings? A preferred friend?
- How does your child's development compare to siblings and/ or same-aged friends, in the areas of talking, listening, walking/running/climbing?
- Is or has your child been exposed to structured play settings, such as preschool/elementary school, child-care, play-groups, church/temple?
- Any other natural questions that come up or that you want to know to understand more about the child.

REFLECTION (4 points)

Note initial thoughts prior to observation – what were you expecting to see? What did you think would happen? Indicate anything you learned or realized throughout the process.



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 528 Introduction to School Psychology

Fall 2021

Department of Advanced Studies in Education and Counseling

School Psychology Program

Course Information

<p>Instructors: Kristi Hagans, Ph.D., NCSP David Saveau, Ed.S., NCSP</p>	<p>Email: Kristi.Hagans@csulb.edu David.Saveau@csulb.edu</p>
<p>Virtual Office Hours: Hagans: Thursdays 2:00-3:00 p.m. Saveau: Thursdays 4:00-5:00 p.m.</p> <p>In-Person Office Hours: Hagans: By appointment</p>	<p>Virtual Office Hours: Hagans: Office Hours Zoom Link Saveau: https://csulb.zoom.us/my/david.saveau1</p> <p>In-Person Office Hours: Hagans: ED2-190</p>
<p>Class Days/Times: Wednesdays 4:00-6:30 p.m. In-Person: 8/25; 9/22; 10/20; 11/17; 12/8 Virtual: all other sessions (see course schedule)</p>	<p>Class Location: In-Person: LA1-210 Virtual: Zoom Link</p>

Catalog Course Description

Introduction to the practice of school psychology, including history of the field, school psychologist roles and functions, and common service delivery models. Also included are federal and state laws, ethical standards, and literature and research informing the practice of school psychology. Letter grade only.

Course Student Learning Outcomes and Goals

1. Students will demonstrate an understanding of psychological foundations, including the following:
 - a. Human learning and motivation
 - b. Individual differences in learning
 - c. Social and cultural influences on learning
2. Students will demonstrate an understanding of educational foundations, including the following:
 - a. Organization and operation of schools
 - b. Programs to promote learning and prevent problems
 - c. Collaboration between parents and educators to enhance student learning and development
 - d. Social and cultural influences on home-school collaboration
3. Students will demonstrate an understanding of legal, ethical, and professional foundations in school psychology, including the following:
 - a. History and foundations of school psychology
 - b. Service delivery models and roles and functions of school psychologists
 - c. Legal mandates that relate to student rights to and eligibility for special education and 504 services, and the processes that protect student rights
 - d. Codes of ethics and service delivery standards (e.g., National Association of School Psychologists) and state professional organizations (e.g., California Association of School Psychologists)
4. Students will demonstrate an understanding of professional skills and training of school psychologists by describing school psychological services, including the following:
 - a. Data-based decision making
 - b. Consultation with parent, teachers, and other school personnel
 - c. Behavioral and mental health services at the individual, group and system levels
 - d. Academic assessment and intervention at the individual, group, and system levels
 - e. Psychoeducational assessment
 - f. Research and evaluation

Required Texts/Course Materials:

1. Harrison, P. L. & Thomas, A. (2014). Best Practices in School Psychology-VI (Eds). Washington, DC: National Association of School Psychologists. May be ordered from [NASP](#).
2. American Psychological Association (2020). Publication Manual of the American Psychological Association, Seventh Edition. May be ordered from [Amazon](#).
3. Readings available on BeachBoard and via link

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and synchronous learning via Zoom. Students will access the course material and activities on [BeachBoard](#) and are required to participate in virtual class meetings via [Zoom](#) and in-person classes at the regularly scheduled time on the following days: 8/25; 9/22; 10/20; 11/17; 12/8. In-person meetings will take place in LA1-210. To access BeachBoard and Zoom, participate in synchronous classes, and complete assignments and exams, all students must have access to a computer or other device with Internet functionality. Students must also have access to Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Documents in this course are available to you primarily in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

COURSE SCHEDULE		
Week	Topics	Assignments/Readings Due
1 - 8/25 <i>In-person</i> Saveau/Hagans	Welcome! Introductions Review syllabus	Assignment: <i>NASP EDI</i> Podcast Read: <ul style="list-style-type: none"> • How to Email Your Professor • <i>Communique Vol, 45, No. 5: Thriving in Graduate School</i> • <i>Communique Vol. 38, No. 6: Two Tricks to Make Graduate School More Meaningful</i>
2 – 9/1 Zoom Hagans	Writing Your Research Paper	Assignment: APA Academic Writing Tutorial Read: Three sample research papers on BB
3 – 9/8 Zoom Saveau	NASP Practice Model	Assignment: <ul style="list-style-type: none"> • Quiz • <i>NASP Practice Model</i> Video Read: <ul style="list-style-type: none"> • BP (DBDM) Chapter 1 • BP (Foundations) Chapter 3 • NASP Advocacy Roadmap: Key messages about NASP Practice Model • NASP Advocacy Roadmap: Examining the landscape of school reform and the impact of the NASP Practice Model • NASP Practice Model Examples (see zip file)
4 – 9/15 Zoom Hagans	MTSS & Problem Solving	Assignment: <ul style="list-style-type: none"> • Quiz • Paper Draft #1 Read: <ul style="list-style-type: none"> • Gutkin (2012) • BP (DBDM) Chapter 2
5 – 9/22 <i>In-person</i> Saveau	MTSS & Problem Solving (cont'd)	Assignment: IRIS Module 1 Read: <ul style="list-style-type: none"> • <i>Communique Vol. 49, No. 1: Leveraging MTSS to Advance, Not Suppress, COVID-related...</i> • <i>Communique Vol. 49, No. 3: Leveraging MTSS to Advance, Not Suppress, COVID-related...</i>

<p>6 – 9/29 Zoom Saveau</p>	<p>History of School Psychology Midterm Q & A</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • Paper Draft #2 • <i>Tom Fagan</i> Podcast • Bring questions regarding content covered <p>Read:</p> <ul style="list-style-type: none"> • BP (DBDM) Chapter 4 • BP (Foundations) Chapter 29
<p>10/1-10/5</p>	<p>Complete Midterm Exam on BB</p>	
<p>7 – 10/6 Zoom Saveau</p>	<p>Consultation</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • IRIS Module 2 • <i>George De Paul</i> Video <p>Read:</p> <ul style="list-style-type: none"> • BP (DBDM) Chapter 29, 30, 39 • Newman et al. (2018)
<p>8 – 10/13 Zoom Hagans</p>	<p>Diversity</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • <i>This American Life</i> Podcast • Paper Draft #3 <p>Read: Ladson-Billings & Tate (1995)</p>
<p>9 – 10/20 In-person Hagans</p>	<p>Diversity (cont'd)</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • <i>NASP Social Justice</i> Podcast <p>Read:</p> <ul style="list-style-type: none"> • Communique Vol. 48, No. 1: <i>Demystifying Social Justice for School Psychology Practice</i> • Communique Vol. 48, No. 2: <i>LIEM as a Matter of Social Justice: Foundational Knowledge</i>
<p>10 – 10/27 Zoom Hagans</p>	<p>Science vs. Pseudoscience</p>	<p>Assignment: <i>NASP De-Implementing</i> Podcast</p> <p>Read:</p> <ul style="list-style-type: none"> • Lilienfeld, Ammirati, & David (2012) • BP (Foundations) Chapter 21 • Burns et al. (2016) • Cuevas (2015) • Just a Label?

11 – 11/3 Zoom Saveau	System and School-Wide Practices	Assignment: <ul style="list-style-type: none"> • IRIS Module 3 • Complete quiz Read: <ul style="list-style-type: none"> • BP (DBDM) Chapter 3 • BP (Systems) Chapter 1 • Sugai & Horner (2009) • Sullivan et al. (2015)
12 – 11/10 Zoom Saveau	Preventive and Responsive Schools	Assignment: Complete quiz Read: <ul style="list-style-type: none"> • BP (DBDM) Chapter 30 • BP (System) Chapter 10
13 – 11/17 Zoom Hagans	Law and Ethics	Assignment: <ul style="list-style-type: none"> • School Psychologist Interview • <i>NASP EDI</i> Podcast • Ethics Activity (in-class activity) Read: <ul style="list-style-type: none"> • NASP Principles for Professional Ethics • BP (Foundation) Chapters 31-32
14 – 11/24	FALL BREAK – NO CLASSES	
15 – 12/1 Zoom Saveau	Family and School Collaboration	Assignment: Final Paper Read: <ul style="list-style-type: none"> • BP (System) Chapters 30 & 34 • Bingham & Okazaki (2012)
16 – 12/8 <i>In-person</i> Hagans	Wrap-Up Final Exam Q & A	Assignment: <ul style="list-style-type: none"> • IRIS Module 4 • Bring questions regarding content covered
12/10-12/15	Complete Final Exam on BB	

Course Evaluation Components and Grading

The following activities and assignments are required:

Student Attendance and Participation (2 points/class x 15 class sessions = 30 points).

During in-person and synchronous instruction via Zoom, students will have opportunities to engage in small group discussions and activities related to PreK- 12 education and school psychology. To actively engage in these activities, required assignments (e.g., readings) need to be completed by due dates. *Points are based on your attendance during in-person and synchronous Zoom meetings, active and thoughtful contributions to activities, providing thoughtful feedback to colleagues, and displaying professional behavior* (e.g., collaborative and respectful interactions with the instructors and peers, etc.). If you anticipate being absent from a an in-

person or synchronous Zoom class session, please notify the instructors as soon as possible. If your absence is unexpected, please contact the instructors at your earliest convenience

Student Response to Material (40 points)

To check for understanding, students will take a short quiz, write a short reflection on a podcast, and/or post a response and/or reply to a discussion thread. Requirements and due dates for these activities can be found under the Content tab on BeachBoard each week. Activities are as follows:

- APA Academic Writing Tutorial (screenshot of completion; 5 points)
- NASP Practice Model Quiz (5 points)
- Five Podcast Reflections (3 points each = 15 points)
- Ethics Activity (5 points)
- MTSS/Problem-Solving Quiz (5 points)
- System and School Wide Practices Quiz (5 points)

School Psychologist Interview (20 points)

In addition to obtaining general information regarding their current position (e.g., how long have they worked as a school psychologist, how many schools do they serve, etc.), students will develop at least five questions related to the NASP Practice Model domains and interview a school psychology practitioner regarding how their work connects to each domain. Report your findings in a 3-page summary.

IRIS Modules (5 points each = 20 points)

In lieu of completing ~8 hours in a school setting, which are counted toward the 450-hours of required practica, please complete the following IRIS Modules, answer the questions on the “Assessment” tab, and submit to Dropbox:

1. [Developing high-quality IEPs](#) (3 hours)
2. [Accessing the general education curriculum](#) (1.5 hours)
3. [Creating an inclusive school environment](#) (2 hours)
4. [Perceptions of disability](#) (1 hour)

Research Paper (5-7 pages; 21 points + 9 points for drafts = 30 points)

Students will select a specific problem in PreK-12 education they are interested in examining, e.g., curbing high school drop-out; academic outcomes of English learners; racial and ethnic disparities in school discipline; overrepresentation of Black students in special education; bullying in schools; rise of depression and anxiety in youth; readiness of youth with disabilities for post-secondary success; involvement of historically underserved families in schools; evaluating the value of school psychologists; transition of youth involved in the juvenile justice system to school; school safety, etc.

Your paper should follow APA publication guidelines (7th Edition; <https://apastyle.apa.org/>) and must include 5-8 research and literature citations to support your assertions and conclusions. Citations should include a balance of original research (primary resources) and summary content (secondary resources, such as peer reviewed literature reviews, text books, etc.). The inclusion of a reference page is required.

Read more about the differences between [primary and secondary resources](#).

Once students have chosen a problem to examine, they will gather the following information. Please use the following **headers** to organize your paper.

1. **The Problem:** identify and describe a researchable problem in PreK-12 education. Reference and include statistics from reputable sources (e.g., [Condition of Education](#), [Nation's Report Card](#), [NCES](#)

- [Fast Facts](#), [U.S. Department of Education](#), [Census Bureau](#), [TIMMS](#), [SAMHSA](#), [NICHD](#), [NIMH](#), [Kids Count](#), [OSEP Fast Facts](#), [NAMI](#), etc.) to document and describe the significance, prevalence, and magnitude of the problem and make clear why this problem should be investigated (1 page; 5 points)
2. **Theoretical Orientation** (ecological, behavioral, humanistic, etc.): describe a theoretical perspective from which to view the identified problem [Ecological systems theory explores human development as occurring within multiple ecosystems that range in proximity to the developing person, etc.]; and include 1-2 paragraphs describing how this perspective impacts your understanding of the topic [Exploring school dropout from an ecological perspective means examining environmental factors that protect students from dropout such as creating personalized learning environments (Adelman & Taylor, 2011) and mentorship (Christenson, Thurlow, & Hurley, 2009)]. (1-2 pages; 4 points)
 3. **Literature Review**: based on your identified problem, describe at least peer-reviewed, primary source, research studies investigating the problem. The following should be identified: (a) problem the study is addressing; (b) theoretical support for the study; (c) purpose of the study; (d) how the authors set out to address or examine the problem; (e) study findings; and (f) limitations. Please note that these references must be original research, not a summary of research or opinion piece (2-3 pages; 5 points)
 4. **Research Questions**: develop at least three research questions derived from the research you reviewed that could be empirically examined [Based on the results of the Check and Connect study (Christenson et al.), the following research questions are posed: (a) Do English Learners randomly assigned to receive the C & C program have higher rates of engagement and school persistence than ELs assigned to the control?] 1-page; 3 points)
 5. Adherence to APA guidelines and quality of writing (4 points)

Portions of the paper will be submitted throughout the semester for instructor feedback and to ensure students are on the right track. Each draft is worth 3 points:

- Draft #1: See #1 & #2 above
- Draft #2: See #3 above
- Draft #3: See #4 above

Please note: This assignment should be completed independently; this is not a group project. Assistance with writing assignments can be found at the [Writer's Resource Center](#) and [Graduate Student Resource Center](#).

Exams (20 points each = 40 points)

A midterm and non-cumulative final exam will be administered during the semester. Test items will include multiple choice, matching, and short answer.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Attendance and Participation	30	17%
Student Response to Material	40	22%
School Psychologist Interview	20	11%
Research Paper	30	17%
IRIS Modules	20	11%
Midterm Exam	20	11%
Final Exam	20	11%
Total	180	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all in-person and Zoom class sessions) and active participation are essential to your success in this class. Participation is **17%** of your grade and will be monitored through attendance at Zoom and in-person class sessions. Non-participation in virtual or in-person aspects of the course will negatively impact your grade. Please notify the instructor of any anticipated absences.

Assignment Policies

Late assignments will automatically be reduced one point per calendar day they are not posted to BeachBoard at the end of the day (5:00 p.m.) on the assigned due date. All information regarding course assignments and requirements are posted in the syllabus and/or on BeachBoard. If you have questions regarding assignments, first - please contact peers for clarification of requirements. If you continue to need assistance, please email the instructor with questions if a short response is sufficient. Otherwise, please attend the instructor's virtual office hours or schedule an in-person or virtual appointment via email.

One assignment may be revised for credit if 40% or more of the total points are deducted from the assignment. Please calculate your total points and verify with the instructor that you are eligible to resubmit the assignment. The revised assignment must be submitted the week following the distribution of the graded assignment, and the original assignment must be submitted with the resubmitted paper. The final grade for the assignment will be an average of the grade on the original assignment and the grade on the resubmitted assignment. Tests and quizzes cannot be retaken for a higher grade.

Opportunities to earn extra credit points are typically not available but may be given at the instructor's discretion.

Students who would like to dispute a grade on an assignment must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. Submitted documentation will be reviewed by the instructor and the student will be notified in writing within one week regarding the dispute.

Please adhere to the recommended page length for assignments and requirements as described in the syllabus and/or assignment rubric. All written assignments must be typed, double-spaced, spell-checked, with 12-point font, and 1" margins. Points will be deducted from assignments that are substantially shorter or

longer than the prescribed page length, and/or those that contain numerous spelling/grammar errors. Please do not include a coversheet with your submitted assignment.

It is very important for students to contact the instructor if they are falling behind on the readings and/or anticipate not meeting assignment deadlines. Oftentimes, arrangements can be made to support the student in meeting course expectations.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

<http://www.cla.csulb.edu/natb/>) and has been approved by the campus advocate and the Title IX Office.]

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 536 Collaborative Consultation in Schools (Seminar) Fall 2021

Course Information

Instructor: Arturo Garcia, M.A., Ed.S.	Email: Arturo.Garcia@csulb.edu
Virtual Office Hours Days/Times: Wednesdays, 3:30-4:30pm	Office Hours Zoom Link: https://csulb.zoom.us/j/96334282391
Class Days/Times: Wednesdays, 7:00 – 9:30pm	Class Zoom Link https://csulb.zoom.us/j/98668003635

Catalog Course Description

The theory and practice of collaborative consultation in the schools. Models, roles and skills will be discussed, rehearsed during in-class simulations, and practiced in field settings. Field experiences are required¹.

Course Student Learning Outcomes and Goals

As a result of taking this course, students will:

- Demonstrate knowledge of theories of consultation as they apply to practice in the schools.
- Demonstrate skill in the core areas of communication, problem solving and interpersonal sensitivity.
- Demonstrate an understanding of how consultation is practiced in the schools.
- Demonstrate the ability to gain entry, diagnose problems, implement recommendations, and achieve closure on cases involving individual consultees.
- Demonstrate the ability to help school personnel understand process and content issues related to school functioning, and assist school staff in developing a “systems improvement” project.
- Demonstrate the ability to organize and carry-out an in-service presentation suitable for staff development in the schools.
- Demonstrate the ability to synthesize research findings in the area of consultation in the schools.
- Understand the legal and ethical issues related to the practice of consultation in the schools.
- Based on the College’s Mission to prepare students for a diverse world, demonstrate they ability to rule in or rule out challenges with diversity (e.g. age, gender, class, ethnicity, race, status etc.)

¹ Due to concerns related to Covid-19, students will be permitted to acquire field experiences remotely in order to follow county recommendations.

Required Texts/Course Materials:

- Kampwirth, Thomas J. & Powers, K. (2016). *Collaborative Consultation in the Schools*. (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Sprick, Randy, and Howard, Lisa, (2012) [*The Teacher's Encyclopedia of Behavior Management*](#). Eugene, OR: Pacific Northwest Publishing.

Recommended Consultant Resources for Instruction & Intervention

- Burns M., Riley-Tilman C., Rathvon N. (2017) *Effective School Interventions* (3rd edition). Guilford Press
- Burns M., Riley-Tilman C., VanDerHeyden A. (2012) *RTI Applications: Academic and Behavioral Interventions (Volume 1)*. Guilford Press
- Vogt, M., & Echevarria J. (2006) *99 Ideas and Activities for Teaching English Language Learners with the SIOP Model*.

General Course Requirements

1. Regular class attendance is required and participation in all class meetings is expected. Active participation requires readings and other assignments to be completed before class meetings. Students are expected to participate in all small and whole group class activities. Please notify the instructor via email of anticipated absences or late arrivals.
2. Please have ready all required readings and notes about those readings to each class as specified.
3. All oral and written references of students and teachers should be made without identifying information. Full confidentiality should be maintained at all times.
4. Students are expected to use "Person First" language (e.g., "Student with a learning disability, teacher of students with intellectual disabilities...").
5. It is critical that students maintain on-going and open communication with the instructor, especially in cases where a student is struggling or there are circumstances that might impact their success in the course. Please contact the instructor during office hours, either in person or by phone, or email.

Assignment Policies

1. Late assignments will automatically be reduced 20% when they are not received on the assigned due date. Late work will not be accepted after one week. Students are expected to turn in assignments on time when absent (i.e., via email or the ASEC office), and to catch-up on information missed in class from BB and classmates. Lecture notes, handouts, and information regarding assignments should be obtained from fellow classmates and BB.
2. Participation points missed due to an excused absence may be made-up with an alternate assignment when arranged by the student with the instructor. See attendance policy below.
3. Except where otherwise noted, all assignments should be electronically through BeachBoard.
4. Opportunities to earn extra credit points are typically not available, but may be given at the instructor's discretion.
5. Students who would like to dispute a grade on an assignment must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. The instructor will review submitted documentation and the student will be notified in writing within one class meeting regarding the dispute.
6. Please adhere to the recommended page length for assignments and requirements as described in the assignment rubrics and syllabus. All written assignments must be typed, double-spaced, spell-checked,

with 12-point font, and 1” margins. Points will be deducted from assignments that are substantially shorter or longer

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development’s [Zoom Etiquette for Students @ the Beach](#).

University Resources for Students

Following COVID-19, many student resources continue to be available, but service providers may have changed in their delivery models. It is recommended that students visit resource websites or call prior to visiting any physical location.

Computer Access

Two open access computer labs are available for current CSULB students at the [Spidell Technology Center](#), located in the Library and the [Horn Center](#), located in lower campus. Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities](#) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please visit the [Student BeachBoard Support website](#) or contact the Technology Help Desk using their [online form](#) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120, if open.

Student Affairs Services and Programs for Students

The Division of Student Affairs supports the holistic development of students to enter, progress through, and graduate from CSULB by providing programs and services and utilizing high-impact practices that encourage access and retention, health and wellness, and engagement for all students. Through these core efforts, the Division promotes inclusive excellence to remove barriers, cultivate the well-being of students, and provide co-curricular learning opportunities for student engagement. <https://web.csulb.edu/divisions/students/>

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

University Policies

The following are policies applicable to all students at CSULB.

Attendance

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is ~8.5% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. Please refer to the [University's attendance policy](#).

Plagiarism

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

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Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

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COVID-19 - Health and Safety Video for Students in Clinical Practice

All students involved in any sort of clinical practice (online, hybrid, or face-to-face) must view this CSULB video on precautions for COVID-19. The video will not be tracked and there is no quiz for accountability. The campus sees this as an essential information resource for students and wants to treat students as responsible adults. Therefore, CSULB is encouraging programs with students engaged in clinical practice to view the video and find ways to integrate or embed the video in student orientations and classes, where possible.

<https://www.youtube.com/watch?v=wTgRqUuoD9o&feature=youtu.be>

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3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Course Evaluation Components

Collaborative Consultation is a process in which a trained school-based consultant, working in an egalitarian, nonhierarchical relationship with a consultee or as a member of a team, assists that person or team in their efforts to make decisions and carry out plans that will be in the best educational interest of their students (Kampwirth & Powers, 2016).

Terms to Know

For the direct consultation assignment in this course, you will be the **consultant**. According to Kampwirth & Powers (2016), in collaborative consultation, a consultant is a trained professional. Consultants work in various professions and can include special education teachers, general education teachers, mentor teachers, school counselors, school psychologists, administrators, and non-school personnel. In addition to their own area of expertise, a consultant is able to engage in a problem-solving process.

For the direct consultation assignment in this course, a teacher or parent will most likely be your **consultee** (with some exceptions) and they (not you) will be responsible for directly delivering the intervention to the student/client. Consultees that engage in collaborative consultation provide a referral problem that they are struggling to solve. Their difficulty in solving this problem may in part be due to lack in knowledge, skill, confidence and/or objectivity. The topic of consultee “lacks” is discussed extensively in Chapter 2 of the textbook.

Direct Consultation Assignments (65 Points)

You, as a consultant, will become knowledgeable and competent in utilizing a problem-solving process to support a consultee as they address a client/student problem. With your site supervisor’s help, you’ll need to choose a consultee (e.g., teacher or parent) within your fieldwork setting. Thereafter, alone or with supervision, you’ll need to spend *a minimum of 4 sessions* with that consultee to complete a consultation case. The case should center around a student exhibiting an academic, behavioral or socio-emotional problem that appears to not be easily remedied with a brief solution.

Case Study Identification (CSI; 10 pts)

For this first assignment you will need to identify a consultee (e.g., teacher or parent) and student for your direct consultation assignment. In a 1-3 page paper, discuss the following:

- Identify a possible consultee and student for your consultation case. Describe your initial understanding of the referral problem (e.g., behavior or academic challenges)?
- Include information about the student and school demographics.
- Become familiar with the student’s cumulative records. Provide a *brief* summary of the student’s history as it pertains to the referral concern (e.g., reasons for office disciplinary referrals, report card comments, intervention history, etc.). No need to include tables or lists at this point.
- Over the course of 4+ consultation sessions, what are some challenges that you or your supervisor believe will arise in helping your consultee achieve the desired goal?

Consultation Logs (CL1, CL2, CL3 & CL4; 20 pts)

You are required to complete a minimum of 4 consultation sessions with a consultee (e.g., teacher or parent). For each consultation session, you will need to submit a log entry. *It is recommended that you complete your log entry immediately after a consultation session.* Your log entries should include the following:

- **Summary.** Provide a summary of what was discussed during your consultation session. If you created a meeting agenda, consider attaching it as an appendix. You can also include any meeting notes that were collected during or immediately after a consultation session.
- **Reflection.** Provide a reflection and analysis of each consultation session (e.g., your performance, flow of interaction between the consultee and consultant, degree of consultee commitment, etc.). What made the session go well? What didn't go well and what can you do differently next time?
- **Data.** In summarizing your session, indicate what type of behavioral or academic data may need to be collected to determine changes in the student's skill(s). If no data was collected for an entry, provide an explanation as to why that is the case and how you plan to incorporate data collection in the near future. Beginning with consultation log 2 (CL2), include graph or figure of your data as an appendix, even if it's just a baseline. Your graph or data should be easily understood by your consultee.
- **Problem Solving Stage.** Prior to completing this section, please refer to the case study report (CSR) in the subsequent section of this syllabus (also see Fig. 3.1 in KP textbook). Use the questions from the CSR assignment when discussing the problem-solving stage for each log.
 - If your first session only involved contracting (as described in pages 30-31 in the KP textbook), there is no need to answer any questions from the CSR.
 - Please use a subheading for each problem-solving stage. Include new stages as you progress in the problem-solving process for each log. APA format is preferred.
 - You are *not* required to address each bullet point from the CSR for log submissions. Simply answer missed questions in subsequent logs.
- **Formatting:** In APA format, create headings for the following sections: Summary, Reflection, Data & Problem-Solving Stage (+subsections).
- **Provide proof for each consultation session.** One option is to have your supervisor sign your consultation log for each session. Alternatively, you can attach an appendix demonstrating emails between you, your site supervisors, and/or the teacher.

Case Study Report (CSR; 25 pts)

Note: If questions for an area of the problem-solving model were previously addressed in your consultation log, you are allowed to copy and paste from your previous assignment.

The case study report is an overview of the consultation service you've provided through the course of the semester. Using APA format, your paper should have the following sections: Problem identification, problem analysis, intervention, intervention evaluation, and final reflection. For each section, provide a response to each bullet point below. If you are unable provide a response for a bullet point, discuss how you can address it in the future or discuss why it may not be applicable.

- **Problem Identification (6 points)**—Identify the problem and its severity, using the following guidelines:
 - Define the student's behavior in the context of appropriate grade and/or peer expectations (e.g., local norms).
 - Was the problem collaboratively defined? How so?
 - Explain how there was a discrepancy between current desired behavior level of performance at the onset of the consultation process. Be sure to quantify the behavior or the academic skill in terms of current and desired outcomes.
 - Use data to establish a baseline of student behavior. If possible, this should include peer/grade norms and expectations with computed trend lines.

- Explicitly identify the skill and/or performance deficit.
- Discuss how both parents and teachers were involved in the problem identification process?
- **Problem Analysis (3 points)**—Analyze the problem and discuss the methods for determining the success or failure of the intervention.
 - For Behavior: Develop a hypothesis for the function of the behavior, and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom and home. Consider using the FAAB (available in BeachBoard) to guide questions for teachers and/or parents.
 - For Academics: Discuss the academic skills that may need to be targeted. What skills deficit is suspected or known. How was this deficit identified?
 - Discuss what data was or will be collected to monitor student progress.
 - Discuss issues of diversity (e.g., physical, social, linguistic, cultural)
- **Intervention (8 points)**—First, describe the intervention developed for your case. If the answer to any of the following question is a “no,” discuss in hindsight how you could have approached the case differently to meet the criteria. If the answer to any of the following is “yes,” then provide a reflection on how it did or did not benefit your particular case study.
 - Was the intervention linked to an observable measurable goal statement?
 - Was the intervention linked to a selection based on data from problem analysis and hypothesis?
 - Was the intervention evidence-based (e.g., research literature, functional analysis, single case design)?
 - Was the intervention developed collaboratively?
 - Did the intervention(s) reflect sensitivity to individual differences, resources, classroom practices, and other system issues?
 - Were logistics of setting, time, resources and personnel included in the intervention plan?
 - Were the limitations of the intervention considered?
 - Was the intervention monitored? Was data provided to ensure implementation?
- **Intervention Evaluation (3 points)**—evaluate the effectiveness of the intervention that was implemented. Evaluate the current success of your intervention by discussing the following:
 - Was progress monitoring data collected? If so, attach as an appendix.
 - Did the student show improvement relative to their baseline performance? Or are they currently showing improvement?
 - How will your data inform further problem solving and decisions made to support the student in the future?
 - What strategies were collaboratively developed for generalizing outcomes to other settings?
 - How/when will the effectiveness of the intervention be shared with parents, teachers and other personnel?
 - What plans have been developed/implemented for supporting/monitoring the student in the future?
- **Final Reflection (2 points)**. Provide a final reflection on how your consultation skills have progressed from beginning to end. Were you successful in improving a consultee “lack” and did your consultee perceive this improvement?
- **Consultee Evaluation (3 points)**. At the end of or during the consultation process, ask your consultee to evaluate your consultation skills. Review the evaluation and discuss what you

learned from having your consultation skills evaluated. Was it a fair evaluation, why or why not? Include the evaluation form as an APA-style appendix. The form is posted on BeachBoard.

- Your report should be submitted as one document.

Final Oral Report (FOR; 10 Pts)

After completing the final case study (CSR) assignment, you will need to complete an oral presentation of your consultation case using FlipGrid. In your presentation, you'll need to describe (1) the original referral problem, (2) the behavior or academic skill that was ultimately targeted, (3) what data was collected and what trends emerged, (4) your impressions as to whether or not the consultation sessions impacted a consultee lack, and (5) what you intend to do differently in the future. During your presentation, remember to *protect client and consultee confidentiality* by omitting the use of real names. Oral presentations should be between 5 to 10 minutes. It is extremely important that the oral presentation be clear and audible, so be sure to listen to it before submitting.

Weekly Quizzes (45 points)

Students are required to read assigned chapters listed within the course schedule. In addition, students are also required to read articles assigned by weekly presenters as described in the following section. Quizzes will test your knowledge/understanding of textbook chapters and/or other assigned readings. The purpose of quizzes is not to test your achievement of the student learning outcomes (SLO), but rather to ensure that you are carefully completing the assigned reading that will ultimately allow you to participate in course discussions and complete course activities that will assess your application of core concepts. Each quiz is worth 5 points.

Leading Class Discussion (20 pts)

Historically, seminars were designed for students to talk about topics in research related to an area of study, so that you could take an active part in the academic debate. While we will strive to have you acquire practical experiences in collaborative consultation, you will also need to become intimately familiar with much of the latest research in collaborative consultation, as is required of any good practitioner. In this course, I will initially lead discussions within the seminar, but will assign students to present and lead class discussions, beginning with the third session.

Presentation Requirements

Each group of presenters will be responsible for (1) assigning an additional research article and (2) leading the class discussion on the textbook & articles readings. Additionally, the use of engaging activities that facilitate discussion and interaction are required. A group's presentation should last about 45-60 minutes. Please refer to the presentation rubric on BeachBoard for additional requirements. In addition, please also review the section in this syllabus outlining student expectations before, during & after student presentations.

Presentation Deadlines

Presentation articles must be emailed to the professor at least *10 days prior* to the presentation, as articles need to be approved and then made available to all students, as early as possible. Please also submit a copy of your presentation slides (e.g., PowerPoint) at least *1 day prior* to the presentation.

Expectations before, during & after presentations

Before the seminar

- Be ready to talk. In a typical seminar course, students are doing about 80% of the talking.
- **Presenters**—Whether you're doing a presentation with others or on your own, you'll need to create a discussion plan. Don't write down everything you're going to say, but do create notes you can refer to easily. In this seminar course you'll also be asked to create a PowerPoint, or something like it, to help guide the group discussion.
- **Group Presenters**—If you're presenting with others, communicate at least a week in advance to divide the research you need to do. Communicate again a few days before the seminar to plan who will present each part. Practice your presentation for other people a day or so before the seminar and get their feedback. This will not only make it clearer for your audience, but also make you more confident when presenting it.
- **Presentation Participants**—Even if you're not presenting yourself, find out the topic of the seminar from the course schedule, and complete all required readings in advance. Prior to the presentation, make notes about the readings and jot down any specific points you want to discuss.

During the seminar

- **Presenters:** If presenting, speak clearly and confidently. Activities that promote high engagement and interaction is highly encouraged. Attempt to find ways to have classmates discuss/debate hot topic issues within the literature. Presenters should signal when it's time to ask questions or start a group discussion.
- **Participants:** If you're listening to a presentation: Actively listen, ask questions, and take notes. Once a discussion starts, it's very important to contribute. It's ok to disagree with others, but please be polite and give your opinion without demeaning another person.
- Remember that the whole point of a seminar is to share ideas, solutions and discuss alternative positions on issues. In discussing alternative positions, we are collectively seeking to have the best interpretation of the literature emerge. In science, all theories are falsifiable, meaning that something can be right today and wrong tomorrow. Arguments in science aren't about "winning," they're about finding the better truth. If you are worried about sharing your positions or being wrong, [this TED talk by the Daniel Cohen may be helpful](#):

After the seminar

Are you taking comprehensive exams? If yes, then it is especially in your best interest to do the following:

- Type up, edit and systematically file any notes you've made during the seminar.
- While not a requirement in the course, it is recommended that students taking comprehensive exams create annotated bibliographies. When I was a graduate student, I used the program [EndNote](#) to create annotated bibliographies, which I later used to create in-text citations and reference pages during comprehensive exams.

Grading

Course Grade Percentages

A=90-100% B=80-89% C=70-79% D=60-69% F < 60%

Assignment Points

The following list provides of some of assignments that will contribute to your overall grade in this course.

Attendance/Participation	15
Case Study Identification (CSI)	10
Consultation Logs (CL)	20
Case Study Report (CSR)	25
Final Oral Report (FOR)	10
Quizzes	45
Leading Class Discussion	20
Module Discussion Boards	20
ESTIMATED TOTAL	165

COURSE SCHEDULE

Session	Date	Topics & Activities	Readings Due ²	Assignments Due ³
1	8/25	- Review Syllabus - Intro to school-based consultation	Syllabus	
2	9/1	- Models of Consultation - Quiz 1	KP ⁴ Chapters 1 & 2	
3	9/8	- Multicultural framework for consultation - Quiz 2	Articles 1, 2 & 3	
4	9/15	- Small Group Case Discussions - A (7:00); B (7:45); C (8:30)		Case Study Investigation
5	9/22	- Consultation with an MTSS framework - Identifying fieldwork interventions - Quiz 3	KP Chapter 3 + Articles	
6	9/29	- Communication/Interpersonal Skills - Resistance - Culturally/Linguistic Diverse Settings - Quiz 4	KP Chapter 4 + Articles	
7	10/6	- Small Group Case Discussions - A (7:00); B (7:45); C (8:30)		Consult Log 1
8	10/13	- Behavior & Socio-emotional issues - Group work - Quiz 5	KP Chapter 6 + Articles	
9	10/20	- Academic Issues - Group work/Case Consultation - Quiz 6	KP Chapter 7 + Articles	
10	10/27	- Small Group Case Discussions - A (7:00); B (7:45); C (8:30)		Consult Log 2
11	11/3	- Consultation Strategies with Families - Quiz 7	KP Chapter 8 + Articles	
12	11/10	- Organizational Change - Quiz 8	KP Chapter 9 + Articles	
13	11/17	- Small Group Case Discussions - A (7:00); B (7:45); C (8:30)		Consult Log 3
Thanksgiving Week – No Class				
14	12/1	Case Studies - Quiz 9	KP Chapter 10	
15	12/8	- Small Group Case Discussions - A (7:00); B (7:45); C (8:30)		Consult Log 4
16	12/15	View Oral Presentations (Asynchronous)		Final Oral Report & Final Case Report

² Reading list does not include required article readings that will be assigned by student presenters

³ Assignments should be completed while following recommendations of your local public health department (e.g., [LA County](#); [Orange County](#)).

⁴ KP – Kampwirth and Powers

Articles readings that are due each week are listed in the following pages. Due to the nature of this seminar, articles readings that are due each are subject to change. For each presentation, student presenters will have the option to replace an article or add another.

Syllabus Articles

Session 3 – Multicultural Framework for Collaborative Consultation

1. Ingraham, C. (2000). Consultation Through a Multicultural Lens: Multicultural and Cross-Cultural Consultation in Schools. *School Psychology Review*, 29 (3), 320-343.
2. Clare, M.M. (2009). Decolonizing Consultation: Advocacy as the Strategy, Diversity as the Context. *Journal of Educational and Psychological Consultation*, 19 (1), 8-25.
3. Mary Henning-Stout (1994) Thoughts on Being a White Consultant. *Journal of Educational and Psychological Consultation*, 5 (3), 269-273.

Session 5 – Coaching & PD support for MTSS Implementation

4. Wood, C.L., Goodnight, C.I., Bethune, K.S., Preston, A.I., Cleaver, S.L., et al., (2016) Role of professional development and multi-level coaching in promoting evidence-based practice in education. *Learning Disabilities: A Contemporary Journal*. 14 (2), 159-170.
5. Glover T.A. (2017) A Data-Driven Coaching Model Used to Promote Students' Response to Early Reading Intervention, *Theory Into Practice*, 56 (1), 13-20. DOI: 10.1080/00405841.2016.1260401.

Session 6 – Countering consultee resistance

6. Knoff, H.K. (2013) Changing Resistant Consultees: Functional Assessment Leading to Strategic Intervention, *Journal of Educational and Psychological Consultation*, 23:4, 307-317. DOI: [10.1080/10474412.2013.845496](https://doi.org/10.1080/10474412.2013.845496)
7. Butler, T. S., Weaver, A. D., Doggett, R. A., & Watson, T. S. (2002). Countering teacher resistance in behavioral consultation: Recommendations for the school-based consultant. *The Behavior Analyst Today*, 3(3), 282-288. <http://dx.doi.org/10.1037/h0099983>.

Session 8 – Strategies for improving implementation of behavioral interventions

8. Hagermoser Sanetti, L. M., Williamson, K. M., Long, A. C. J., & Kratochwill, T. R. (2018). Increasing in-service teacher implementation of Classroom management practices through consultation, implementation planning, and participant modeling. *Journal of Positive Behavior Interventions*, 20(1), 43–59. <https://doi.org/10.1177/1098300717722357>
9. Dart, H.E., Cook, C.R., Collins, T., Gresham F.M., et al., (2012) Test driving interventions to increase treatments integrity and student outcomes. *School Psychology Review*. 41 (4), 467-481.

Session 9 – Strategies for improving implementation of academic interventions

10. Gilbertson, D., Witt, J. C., Singletary, L. L., & VanDerHeyden, A. (2007). Supporting teacher use of interventions: Effects of response dependent performance feedback on teacher implementation of a math intervention. *Journal of Behavioral Education*, 16(4), 311–326. <https://doi.org/10.1007/s10864-007-9043-0>
11. Fallon, L. M., Kurtz, K. D., & Mueller, M. R. (2018). Direct training to improve educators' treatment integrity: A systematic review of single-case design studies. *School psychology quarterly: The official journal of the Division of School Psychology, American Psychological Association*, 33(2), 169–181. <https://doi.org/10.1037/spq0000210>.
12. Gansle, K. A., & Noell, G. H. (2008). Consulting with teachers regarding academic skills: Problem solving for basic skills. *International Journal of Behavioral Consultation and Therapy*, 4(2), 199-211. <http://dx.doi.org/10.1037/h0100843>.

Session 11 – Facilitating Parent involvement in transition & intervention planning (e.g., 504s, IEPs, etc.)

13. Cavendish, W., Connor, D.J., & Rediker, E. (2017). Engaging Students and Parents in Transition-Focused Individualized Education Programs. *Intervention in School and Clinic*. 52 (4), 228-235.

Session 12 – Consulting with professional learning communities to facilitate systemic change

14. Preast, J.L. & Burns, M.K. (2019) [Effects of Consultation on Professional Learning Communities](https://doi.org/10.1080/10474412.2019.1644444). *Journal of Educational and Psychological Consultation*, 29 (2), 206-236.
15. Kratochwill, T.R., Volpiansky, P., Clements, M. & Ball, C. (2007) Professional development in implementing and sustaining multitier prevention models: Implications for response to intervention, *School Psychology*



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 560: Functional Behavior Assessment and Positive Behavioral Support

Spring 2021

ASEC Department, School Psychology Program

Course Information

Instructor: Cat Geraghty Jenkinson, Ph.D., BCBA	Email: ca.geraghtyjenkinson@csulb.edu Phone: (909) 709-9861 (cell)
Virtual Office Hours Days/Times: Monday 3:00-4:00, Thursday 4:00-5:00, by appointment	Office Hours Zoom Link
Class Days/Times: Monday, 4-6:45PM	Class Zoom Link Link to Drive

Catalog Course Description

Functional Behavior Assessment and Positive Behavior Support: covers designing, implementing, monitoring, and evaluating comprehensive behavior support plans based on functional behavior assessment data. Developmental and mental health factors impacting the behavior of students with autism, emotional disturbance, and severe cognitive disabilities are included. Letter grade only (A-F).

Prerequisites: ED P 405. Admission to the Preliminary Education Specialist Credential Program or School Psychology Graduate Program. Some courses may be reserved for specific student cohorts. Department consent.

Course Student Learning Outcomes and Goals

1. Identify, define, and apply behavioral methods and principles of human behavior and learning to practical problems in schools.
2. Design and implement relevant and useful behavioral assessment procedures to collect baseline, progress monitoring data, evaluation, and intervention validity data.
3. Employ functional behavioral assessment and analysis procedures to identify the function of an identified maladaptive behavior. Additionally, understand how to conduct a comprehensive behavioral assessment and address potential eligibilities (e.g., Emotional Disturbance, Other Health Impairment, Autism).
4. Design, implement, and monitor comprehensive behavior support plans appropriate to an identified problem behavior based on data collected.

5. Evaluate the efficacy and efficiency of implemented behavior support plans.
6. Demonstrate understanding of state and federal regulations regarding the assessment and intervention of students with disabilities who display problem behaviors.

This course includes content across several NASP Domains of Practice (2020):

Domain 1: Data-Based Decision Making
Domain 2: Consultation and Collaboration
Domain 4: Mental and Behavioral Health Services and Interventions
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Services to Promote Safe and Supportive Schools
Domain 7: Family, School, and Community Collaboration
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice

Required Texts

(M) Miltenberger, R. G. (2015). *Behavior modification: Principles and procedures, 6th edition*. Boston, MA: Cengage Learning.*

(O) O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K. & Sprague, J. R. (2014). *Functional assessment and program development for problem behavior: A practical handbook, 3rd edition*. Boston, MA: Cengage Learning.*

*you may purchase an online account with [Cengage Unlimited](#), which will provide you with access to both books (and all other texts on their platform).

Additional Resources

[IRIS Center Resource Library](#)

- [Classroom Management \(Part 1\)](#)
- [Classroom Management \(Part 2\)](#)
- [Functional Behavioral Assessment](#)

[National Professional Development Center](#)

Behavioral Observation of Students in Schools (BOSS) manual

Mode of Delivery and Technical Requirements

Course activities will use the following format:

- 1) Students are responsible to review asynchronous modules **prior to each virtual class meeting**. Weekly modules are located under the BeachBoard Content tab and typically include: readings from your course texts and articles, an instructor video, webinars, and brief activity. Links will be provided within modules for assignment submission; all submission folders can also be accessed under the Dropbox tab.
- 2) Students will attend a [synchronous class meeting Mondays at 4PM](#) via Zoom and will conduct services through Zoom.

ASEC/CED Information on AMI:

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Technical Requirements

- PC or Mac
- Cable or DSL Internet
- Latest Firefox or Chrome browser
- PDF Reader
- Word Processing Software (i.e., Word or Pages)
- Slide Presentation Software (i.e., Powerpoint)
- Webcam with microphone
- Student Zoom account through Single Sign On for synchronous class meetings
- Student Assistant (SA) account and Zoom Telehealth log in (provided through the Community Clinic) for client sessions
- [Helpdesk links and information](#)

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Students can pose questions or get support individually (via email or virtual office hours), have a discussion as a group (BeachBoard Forum: **Student Lounge**), or ask the instructor questions the whole group can see (BeachBoard Forum: **Questions for Instructor**). *Please note that the Student Lounge and Questions for Instructor forums are public; do not include personal or client-related information in these forums.*

Student Expectations and Professional Guidelines

1. Regular class attendance via Zoom, participation in class discussions (via Zoom and discussion boards), and timely submission of assignments is expected. Students are training to provide ethical and professional services, therefore this expectation is regarded highly. Please notify the instructor in advance (when possible) via email if circumstances affect this expectation. More university information on attendance, participation, and late work policies is provided in the sections below.
2. All written assignments must be typed and proofread for grammatical and spelling errors. Please use APA format when indicated.
3. Students are expected to use “Person First” language (e.g., student with a learning disability, teacher of students with an intellectual disability, etc.).
4. The ethical guidelines of APA and NASP must be followed at all times. Appropriate parent permission and student assent must be obtained, and specific permission for videotaping (if applicable) must also be obtained. Ensure that parameters regarding confidentiality are understood to all involved parties (if applicable).
5. Please be professional at all times and keep in mind you are representing the profession of school psychology and CSULB.

Course Evaluation Components and Grading

Evaluation Components

1. **Behavior Case Study (30 points total) (see program rubric on BB and in your Drive folder)** – you will conduct a behavior case study, which includes a functional behavioral assessment, identification of an intervention, and evaluation of plan effectiveness. Due to COVID-19 restrictions you may not have access to a case study student. If you do not have access to a student, you may use yourself as the case study subject (e.g., increase water consumption). The case study will be reviewed three times prior to final submission. The reviews shall proceed as follows. The points are based on the rubric provided. The final report includes all previous sections and previously identified areas of need can be revised for full credit on the final submission. We will work on one version in your individual drive folder, so that changes can be tracked. If you are done prior to the due date, please ping the instructor so that review can commence.
 - a. **Review 1:** complete the Problem Identification portion of the case study
 - b. **Review 2:** revise previous sections complete the Problem Analysis portion of the case study
 - c. **Review 3:** revise previous sections complete the Intervention portion of the case study
 - d. **Final Submission:** revise previous sections and finish the Evaluation portion of the case study
2. **Breakout Room Discussion Questions** - students will engage in small group discussion regarding an assigned topic and answer questions about the topic. Responses will be collaboratively gathered via [padlet](#) and stored in Drive. Groups may determine who will take notes, but it is suggested that the roles shift each week. You will choose your group using the [sign-up sheet](#) in Drive. Groups should be between 4 and 5 people. We can discuss a possible change in group members after a few weeks of breakout sessions. **(8 breakout room discussions; 40 points total; 5 points each)**
3. **Classroom Activities** – most weeks (see syllabus), the class will engage in a whole group discussion about topics from that week. Depending on the activity a group document will be created for your reference and to aide with your individual case study. It is expected that all students participate either verbally or nonverbally and contribute to the shared document. **(11 classroom activities; 22 points total; 2 points each)**

Course Grading

Grades will be calculated based on assignment rubrics (available via BeachBoard). Work that does not meet course standards will result in a lowered grade or be required to repeat/resubmit.

Activity	Points	Due Date
Breakout Room Participation (8 total)	40	See course outline
Classroom Activities (11 total)	22	See course outline
Review 1	10	2/18/21 by 11:59PM
Review 2	5	3/18/21 by 11:59PM
Review 3	16	4/22/21 by 11:59PM
Final Report	43	5/13/21 by 11:59PM
TOTAL	136	

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is approximately 20% of your grade and will be monitored both through attendance at Zoom sessions and through BeachBoard discussion boards. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Students should make every effort to submit work on time. If you are struggling to meet an assignment due date, please notify the instructor via email to problem-solve. Late work submitted without instructor notification/excuse will result in an automatic drop in one letter grade on the assignment before points based on performance are calculated.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to

campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Course Outline

Date	Week and Module	Asynchronous Content (complete <i>BEFORE</i> we meet)	Class Activities via Zoom	Assignment(s) Due (post <i>BEFORE</i> we meet)
1/25	Week 1: Course Overview and AMI Orientation	Review our course page on BB and make sure you can access the Google Drive Read the syllabus Set up your BB notifications to receive updates via email Watch: Classroom Management (Part 1)	Welcome and check-ins BB tour Q&A Breakout room: discussions on Classroom Management (Part 1)	Post in the Intro for 560 forum (classroom participation credit) Help on how Discussions in BB work here .
2/1	Week 2: Introduction and Recording Behavior	Watch: Week 2 Lecture (on BB) Read: M – Chapters 1 & 2; O – Chapter 1 Review: Behavioral Observation of Students in Schools (BOSS) manual (on BB)	Q&A Breakout room: discussions on Recording behavior Classroom activity: conducting a classroom observation (BOSS)	Identify your case study subject (can be yourself) and identify the target/interfering behavior. Begin to fill out your case study (in your individual Drive folder).
2/8	Week 3: Interviewing and Graphing Data	Watch: Week 3 Lecture (on BB) Read: M – Chapter 3; O – Chapter 2 Review: Sample rating scales (on BB); sample Excel spreadsheets	Q&A Breakout room: practice using indirect methods of data collection (i.e., behavior rating scales) Classroom activity: interpreting rating scale data; practice graphing	Record baseline data for the interfering and replacement behavior – input data into your case study.
2/15	Week 4: Review of Direct Observation Methods (ABC Analysis) Introduction to Determining Function	Watch: Week 4 Lecture (on BB) Read: M – Chapter 13; O – Chapter 3 Review: ABC Analysis Chart (on BB)	Q&A Peer feedback: review case study with peer	Conduct indirect rating scale data – input data into your case study. You should have a good draft of the Problem Identification portion of your case study completed for peer review.

			Classroom activity: interpreting ABC data; practice summarizing indirect/direct methods	Case Study Review #1 DUE: 2/18/21 by 11:59PM
2/22	Week 5: Individual feedback meetings #1	Review: Sample Case Study (on BB) and written feedback (in your Drive folder) Watch: Classroom Management (Part 2)	Individual meetings (see sign-up sheet on Drive)	Individual meetings
3/1	Week 6: Reinforcement, Punishment, and Extinction	Watch: Week 6 Lecture (on BB) Read: M – Chapters 4-6	Q&A Breakout room: analyzing an escalation cycle and planning for extinction Classroom activity: calculating and comparing rates of reinforcement	Collect direct observation data (e.g., ABC data) and start to generate functional hypotheses – input data into case study
3/8	Week 7: Extinction and Differential Reinforcement	Watch: Week 7 Lecture (on BB) Read: M – Chapters 14 & 15 Watch: Functional Behavioral Assessment Review: Sample FBA and Technical Adequacy Evaluation Tool (TATE) (on BB)	Q&A Breakout room: use the TATE to evaluate the sample FBA; identify what you would have done differently Classroom activity: develop a plan for implementing differential reinforcement using sample FBA case	Summarize indirect and direct data – input data into case study.
3/15	Week 8: Stimulus and Antecedent Control	Watch: Week 8 Lecture (on BB) Read: M – Chapters 7 & 16 Review: Sample case studies and be thinking about intervention ideas (on BB) Review: National Professional Development Center (use this as a resource when thinking about intervention)	Q&A Peer feedback: review case study with peer Classroom activity: planning for intervention	You should have revised the Problem Identification portion of your case study and have a good draft of the Problem Analysis portion of your case study completed for peer review. Case Study Review #2 DUE: 3/18/21 by 11:59PM

3/22	Week 9: Individual feedback meetings #2	Review: Sample Case Study (on BB) and written feedback (in your Drive folder)	Individual meetings (see sign-up sheet on Drive)	Individual meetings Start to generate intervention ideas and identify how progress data will be collected – input information into case study
3/29	Spring Break – no class			
4/5	Week 11: Behavior Support/Intervention Plans	Watch: Week 11 Lecture (on BB) Read: M – Chapters 22 & 23; O – Chapter 4 Review: Sample BIP and Technical Adequacy Evaluation Tool (TATE) (on BB)	Q&A Breakout room: use the TATE to evaluate the sample BIP; identify what you would have done differently Classroom activity: discuss how to support a teacher with BIP implementation (e.g., token economy)	Implement intervention and track data – input data into case study
4/12	Week 12: Behavior Support/Intervention Plans, continued; Shaping and Chaining	Watch: Week 12 Lecture (on BB) Read: M – Chapters 9 & 11; O – Chapter 5 Review: Sample BIP and Technical Adequacy Evaluation Tool (TATE) (on BB)	Q&A Breakout room: use the TATE to evaluate the sample BIP; identify what you would have done differently Classroom activity: Shaping and Chaining activity	Implement intervention and track data – input data into case study
4/19	Week 13: Punishment & Generalization	Watch: Week 13 Lecture (on BB) Read: M – Chapters 17, 18, & 19	Q&A Classroom activity: pitfalls of punishment; consultation with teachers/parents regarding punishment Peer feedback: review case study with peer	You should have revised the Problem Identification/Analysis portions of your case study and have a good draft of the Intervention portion of your case study completed for peer review. Case Study Review #3 DUE: 4/22/21 by 11:59PM
4/26	Week 14: Emotional Disturbance, Other Health Impairment, and Autism	Watch: Week 14 Lecture (on BB) Review: eligibility handout and sample reports (on BB); review sample case study for generalization issues	Q&A Breakout room: review the case study and identify ways to plan for	Develop a plan for generalization and start to summarize progress data – input information into case study

			<p>generalization; evaluation of progress monitoring data</p> <p>Classroom activity: discuss reports and eligibility</p>	
5/3	Week 15: Individual feedback meetings #3	Review: Sample Case Study (on BB) and written feedback (in your Drive folder)	Individual meetings (see sign-up sheet on Drive)	Individual meetings; finish case study
5/10	<p>Finals Week – finish final edits on case study (due 5/13 by 11:59PM)</p>			



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 579 Curriculum-Based Assessment and Academic Interventions

Fall 2021

Course Information

Instructor: Alex Leonard, M.A., NCSP	Email: Alexandra.Leonard@csulb.edu
Office Hours Days/Times: By Appointment	Office Hours Venue: By Appointment
Class Days/Times: Mondays 5:00pm - 9:45pm Wednesdays 5:00pm - 7:00pm	Class Venues: In Person: 5:00-6:45 in LA1 Rooms 204 and 207 7:00-9:45 in COB Room 140 Online: Class Zoom Link Meeting ID: 832 1905 4124 Passcode: 573275

Catalog Course Description

Prerequisites: EDP 524

Evidence-based interventions for diverse learners, including students with disabilities, elementary and secondary students, and English Language/Dual Language Learners. Theories and application of curriculum-based assessments and data-based intervention development, implementation and evaluation.

Course Student Learning Outcomes and Goals

Students will demonstrate theoretical knowledge and applied skills in:

1. academic assessment strategies including curriculum-based assessment and other measures of academic performance to develop appropriate and measureable academic goals;
2. implementing a variety of data-based and evidence-based academic interventions (with an emphasis on teaching reading) to achieve academic and cognitive goals;
3. evaluating and improving the effectiveness of interventions through progress-monitoring, data-based decision making, and collaboration/consultation;

4. writing intervention plans and summary reports (including present levels of performance, goals, response to interventions, visual display of progress monitoring data);
5. academic assessment and intervention for special populations (e.g., English learners, secondary students, students with disabilities); and
6. making learning disability decisions under State and Federal laws, in congruence with best practices, including response-to-intervention (RtI).

Required Texts/Course Materials:

- Bursuck, W. D., & Damer, M. (2015). *Teaching Reading to Students Who Are At Risk or Who Have Disabilities, 3rd Ed.* Boston: Pearson.
- Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A.M. (2012). *RTI applications: Academic and behavioral interventions. Vol 1.* New York: Guilford Press
- Coddling, R.S., Volpe, R.J., & Poncy, B.C. (2017). *Effective Math Interventions: A Guide to Improving Whole-Number Knowledge.* New York: Guilford Press
- Additional journal articles, webinars/videos, lecture notes, etc. posted on BeachBoard

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and online learning (both asynchronous and synchronous) online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#) or in person, as applicable. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to the Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Date (Format)	Lecture Topics	Clinic Activity	Due Dates/Deadlines (See BeachBoard for detailed assignments)
8/23 In-Person	Course Overview, Problem Solving Model, and Curriculum-Based Measures	N/A	
8/30 Online	Effective Instruction & Intervention and Evidence Based Interventions	N/A	Assigned Readings & Activities
9/6 Labor Day - No Class			
9/13 In-Person	Reading Assessment & Intervention (Phonological Awareness & Phonics)	N/A	Assigned Readings & Activities EBI Presentations
9/20 In-Person	Reading Assessment & Intervention (Fluency, Comprehension, & Vocabulary)	N/A	Assigned Readings & Activities EBI Presentations
9/27 In-Person	Math Assessment & Intervention Clinic Prep	Clinic Orientation & Review Client File	Assigned Readings & Activities EBI Presentations
10/4 Online	Clinic Prep, BEA, & Review	Client Assessment	Assigned Readings & Activities
10/11 In-Person	Progress Monitoring & Goal Setting	Client Assessment	Assigned Readings & Activities Intervention Plan due 10/15 by 11:59pm Observation/Consultation Log due 10/15
10/18 Online	Treatment Fidelity & Intensity	Intervention	Assigned Readings & Activities Midterm due 10/22 by 11:59pm Observation/Consultation Log & Lesson Plan due 10/22
10/25 Online	Review & Conferences	Intervention	Assigned Readings & Activities Observation/Consultation Log & Lesson Plan due 10/29
11/1 In-Person	EL/Dual Language Learner Assessment, Instruction, & Intervention	Intervention	Assigned Readings & Activities Observation/Consultation Log & Lesson Plan due 11/5
11/8 Online	EL/Dual Language Learner Assessment, Instruction, & Intervention (cont.)	Intervention	Assigned Readings & Activities Observation/Consultation Log & Lesson Plan due 11/12

11/15 Online	Communicating Assessment Results	Intervention	Assigned Readings & Activities Observation/Consultation Log, & Lesson Plan due 11/19 Summary Report due 11/21 by 11:59pm
11/22	Thanksgiving Break - No Class		
11/29 In-Person	RTI & SLD Eligibility	Intervention	Assigned Readings & Activities Observation/Consultation Log due 12/3
12/6 Online	Final Wrap-Up & Review	Parent Conference	Assigned Readings & Activities Observation & Effect Size Spreadsheet due 12/10
Finals Week	Final Exam due Monday, 12/13, by 11:59pm		

Course Evaluation Components and Grading

Evaluation Components

Academic Intervention Clinic Requirement

Beginning October 4, the Academic Intervention Clinic will be from 5:00pm-7:00pm on Mondays and Wednesdays. Students will provide 16 hours of direct service to an assigned intervention client and work in consultation pairs for feedback and improving instructional practices. Based on clinic client availability and referral concerns, students may be assigned to work as partners in delivering intervention services.

On Mondays from 5:00pm-6:00pm students will either provide direct instruction to a client (i.e., tutor) or observe a student (i.e., consultant) in our class while they provide direct instruction. From 6:00pm-7:00pm, students will switch roles, the consultants will become tutors and the tutors will become consultants. Consultants and the course instructor will observe implemented instruction and provide feedback to the tutor. On Wednesdays, students will meet with their intervention client at their assigned time (either 5:00-6:00 or 6:00-7:00; same time as Monday). Observation of clinic partners is optional on Wednesdays.

Clinic sessions will be a blend of in-person and virtual instruction. On Mondays half of the tutor/client pairs will meet in-person for their session, while the other half of the pairs will meet virtually. On Wednesdays the tutor/client pairs will flip, and those that met in-person on Monday will meet virtually and those that met virtually on Monday will meet in-person. All observations by the clinic partner/consultant will be done virtually.

Students will complete a form letter (found on BeachBoard) and give it to parents/guardians at the start of the first clinic session. The letter provides the parent/guardian with the appointment times and dates (including any adjustments due to campus closures), the tutor's name, and clinic contact information.

If a client fails to keep an appointment, students are not required to make up the missed session. If the graduate student misses a session, the session must be rescheduled. **More than two unexcused absences**

from the clinic will result in a failing grade. If you will be absent for a clinic session you must inform the client, course instructor, and work with the clinic staff to schedule the make-up. Clinic contact: CED-Ccces@csulb.edu or (562) 985-4991.

Evidence-Based Intervention Plan

Students will prepare an evidence-based intervention (EBI) plan report that details the following:

- Identifying information: client (pseudonym), parents (pseudonym), tutor's name, DOB, grade level, gender, and current educational placement.
- Problem Identification: reason for referral, general findings based on file review (present level of performance, previous interventions – including a summary of any prior clinic services if applicable, previous/current Special Education/504 eligibility, medical diagnoses, etc.), interview with student and parent (FAAB), and specific assessments conducted
- Problem Analysis: summarize error analysis and BEA (written summary and visually display results) to identify instructional targets for interventions, conditions associated with the client's best performance, and implications for intervention
- Intervention Plan: baseline/present level of performance in targeted skill areas, intervention goals/objectives, intervention strategies to be used to achieve this goal, and a plan to monitor student progress and implementation fidelity

Review Information Security section under Course Policies for instructions on maintaining client privacy. The NCSP Case Study Rubric will be used to grade the EBI plan, which is due on Friday, October 15 by 11:59pm on Dropbox. If you would like feedback on your plan prior to grading, submit your draft to the instructor via email by 11:59pm on Friday, October 8.

Consultation Efficacy

All students will act as consultant to one or two peers. The consultants will observe their consultees during the Monday session (Wednesday session if needed and possible). During the weekly observation, the consultant will complete the observation portion of the problem-solving consultation log. The consultant will meet with their consultee(s) after the Monday clinic sessions (from 7:00-7:30pm) to discuss the intervention effectiveness (based on observation, lesson plans, client data, etc.) and brainstorm possible strategies/intervention/resources that can be implemented to improve the lesson. The consultant will complete the action plan portion of the problem-solving consultation log.

Consultants will submit the problem-solving consultation logs weekly, which will be used to evaluate consultant effectiveness. All documents are to be submitted via Dropbox each Friday by 11:59pm, starting the week of October 4.

Interventionist Efficacy

A lesson plan that describes both lessons for the upcoming week are to be developed and submitted via Dropbox each Friday by 11:59pm, starting the week of October 18. Interventionist efficacy will be based on the course instructor's observations in the clinic sessions and these lesson plans. The instructor will provide feedback electronically on clinic sessions and lesson plans. Lesson plans should include the dates of the lessons, an identified target behavior, baseline/goals/weekly objectives, visual representation of the data, a description of the instructional strategies that will be used, and an analysis of any adjustments to the intervention plan or goal based on the progress-monitoring data.

The interventionist should provide the lesson plan to their consultant prior to the clinic session in order for use in observation and monitoring fidelity. Interventionists and consultants should review lesson plans weekly and make modifications as needed, based on data.

After the final intervention session, the interventionist will complete an excel spreadsheet with intervention data (baseline, progress monitoring, Cohen's d effect size, etc.) and submit it to the course instructor prior to final exams. The excel spreadsheet to be completed will be posted on BeachBoard.

EBI Summary Report

Students will prepare an Evidence-Based Intervention (EBI) summary report to provide an analysis of client progress, intervention effectiveness, and recommendations for future intervention during the academic intervention clinic. The course instructor will review and provide feedback to students prior to their presentation to parents/guardians. The final report will be presented to parents on December 6 during your scheduled clinic session time. The final report will be electronically signed by the clinician and the course instructor and a copy will be provided to the clinic and to parents. The EBI summary report will objectively present the following information:

- Intervention plan (revised according to instructor's feedback and presented in past tense)
- Description of client's progress including pre-intervention results (baseline), post-intervention results, graphic display of results (using Excel), and performance relative to the intervention goal and same-aged peers.
- Response to intervention: number and duration of intervention sessions, instructional strategies attempted and their effects, modifications that were made, adherence to implementation fidelity
- Recommendations for continued intervention and the next skill(s) to be targeted
- Conclusion that refers to the progress, or lack of progress, made during the intervention (be sure to reference the graph)
- Signature of the student and the course instructor

Review Information Security section under Course Policies for instructions on maintaining client privacy. The NCSP Case Study Rubric will be used to grade the EBI summary report, which is due on Sunday, November 21 by 11:59pm on Dropbox. If you would like feedback on your plan prior to grading, submit the draft to the instructor via email by 11: 59pm on Friday, November 12.

Evidence-Based Intervention Presentations

In groups of 2 or 3, prepare a 10-minute oral presentation/demonstration of an assigned evidence-based intervention or program. The presentation should include a description of the strategy, objectives, populations to be served, and an evaluation of the empirical support for the strategy or program (including results from the [What Works Clearinghouse website](#)).

Midterm and Final Exams

Students will complete two take-home, open-book, open-note exams. Grading will be based on the quality of your responses, demonstrated understanding of important concepts, synthesis of information (thorough responses vs. listing out information), and application of concepts to novel situations. Responses should include at least 3 references for each question. Please refer to the literature reviewed in this course, as well as resources from other courses, relevant readings, and information from reliable websites.

Student responses should be concise and not exceed 4-pages, double-spaced with 12-point font. APA format is required, and students should provide a reference page. Students must sign and submit the "Take Home Exam

Agreement form via Dropbox prior to taking the exam. The midterm exam will be posted on BeachBoard on Monday, October 18 by 10:00pm and will be due in Dropbox Friday, October 22 by 11:59pm. The final exam will be posted on BeachBoard on Thursday, December 9 by 10:00pm and will be due in Dropbox on Monday, December 13 by 11:59pm.

Evaluation Components and Weight

Evaluation Component	Weight
Participation	10%
EBI Presentation	5%
Evidence-Based Intervention Plan	15%
Midterm	15%
Consultation Efficacy	10%
Interventionist Efficacy	10%
EBI Summary Report	20%
Final Exam	15%
Total	100%

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored through attendance at both Zoom/in-person sessions, actively engaging in discussions (both in-class and the online discussion boards), and completion of assigned class activities (both prior to class and in-class activities). Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. The instructor should be notified as soon as possible of foreseeable absences (e.g., work related commitments, religious observances, etc.) and arrangements to turn-in assignments or participate in in-class activities should be made in advance.

Assignment & Grading Policies

Just as with attendance and active participation, completing assignments are essential to your success in this class. Assignments not received on the assigned due date will automatically be reduced one point per calendar day. Students are expected to turn in assignments on time when absent via BeachBoard or email, and to catch up on missed in-class assignments and information from BeachBoard, the instructor, and/or fellow classmates. In-class, graded work/activities missed due to an excused absence may be made-up with an

alternative assignment when arranged by the student with the instructor. Students are encouraged to be proactive in reaching out to the course instructor with any concerns they have in completing assignments, falling behind, or anticipated absences.

One assignment (not including the midterm or final) may be revised if a grade of 'C' or lower is given. The revised assignment must be submitted the week following the distribution of the graded assignment, and the original assignment with instructor feedback must be submitted with the resubmitted assignment. The grade earned on the original and resubmitted assignments will be averaged for a final grade.

Students who would like to dispute a grade on an assignment or test must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. The instructor will review submitted documentation and will notify the student in writing within one class meeting regarding the rationale.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

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Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

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College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

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1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
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5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

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EDP 641A Practica in School Psychology

Fall 2021

Advanced Studies in Education and Counseling - School Psychology

Course Information

Instructor: <i>Kristin Lomeli</i>	Email: kristin.lomeli@csulb.edu
Office Hours Days/Times: Thursdays 6:45 - 7:45 and by appointment	Office Hours Venue: EED—041 (in-person weeks) Virtually during Zoom meeting weeks: https://csulb.zoom.us/j/8947102809 Additionally, appointments outside of office hours can be made by contacting me.
Class Days/Times: Thursdays 4:00 - 6:45	Class Venue: In-person meeting room: EED - 041 Zoom meeting room: https://csulb.zoom.us/j/8947102809

Catalog Course Description

Prerequisites: Admission to school psychology program, EDP 524A, EDP 524B, and EDP 528. Prerequisite/Corequisite: EDP 579. Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week, with a minimum of 4 weeks and maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only.

Course Student Learning Outcomes and Goals

1. Students will assess the ecological factors that affect school learning at a given school, including student characteristics (e.g., poverty, language proficiency, disability) and school system processes (e.g., discipline practices, interventions for school failure, special education eligibility practices).
2. Students will apply an 8-step problem-solving model to negotiating ethical dilemmas.
3. Students will demonstrate data-based decision making in meeting the academic or behavioral needs of a student at-risk for school failure.
4. Students will describe the various roles of a school psychologist in K-12 settings.

5. Students will demonstrate beginning level (or greater) competency in all NASP domains of training and practice.
6. Students will learn to improve their professional practices through reflection and analysis of current practices.

Required Texts/Course Materials:

Jacob, S. & Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th Ed.). Hoboken, New Jersey: John Wiley & Sons, Inc. (JDT)

Required Readings

The following readings can be found on BeachBoard or via link provided in the course schedule:

1. Successfully Navigating School-Based Training Experiences
2. Leung, B. P., & Hass, M. (2020, Spring). RIOT Revisited: Considerations for tele-psychoeducational assessment for school psychologists. *CASP Today*. California Association of School Psychologists
3. NASP Graduate Education Committee (2020). Innovations in practicum and internship: Field experiences in distance learning
4. *Communiqué* (2011), 40, 3: Testing versus assessment: Reflections on moving beyond the gatekeeper role.
5. OSEP Virtual IEP Meetings (3 documents)
6. *Communiqué* (2010), 38, 7: Ethical dilemmas during training: Students' perspectives.
7. *Communiqué* (2016), 45, 4: Legal cases that shape school psychology practice.

Course Expectations

1. Regular class attendance is required and participation in all synchronous class meetings and asynchronous activities is expected. Please notify the instructor via email of anticipated absences or late arrivals.
2. All written assignments must be typed (including reflections) and proofread for grammatical and spelling errors.
3. All oral and written references of students, parents, teachers, etc. in your fieldwork settings will be made without identifying information. Full confidentiality of subjects should be maintained at all times.
4. Students are expected to use "Person First" language (e.g., student with a learning disability, teacher of students with intellectual disabilities, etc.)
5. Unless otherwise noted, assignments are turned-in via Dropbox by midnight of the due date.
6. Email is the best way to contact the course instructor, which will be returned within 24-48 hours.

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and asynchronous (or synchronous as applicable) online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#), or in person, as applicable. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during the 2020-21 academic year and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Week	Topics, Readings and Assignments	Due Dates/Deadlines
Week 1 8/26 All - Zoom	Topics: Overview of course and supervision, Practica during COVID, "Entering" your school Readings: <i>Syllabus, Readings 1 & 3</i>	None
Week 2 9/2 Group 1 In person	Topics: SPED Assessment during COVID, Check-Ins Readings: SPED Evaluation Telehealth NASDSE , Reading 2	Weeks 0-1 Logs School Analysis
Week 2 9/9 Group 2 In person		
Week 3 9/16 Group 1 Zoom	Topics: Problem Solving & Case Conceptualization Check-in Readings: Ax and Intervention NCII - FAQ Reading 4, BP (DBDM) Ch. 2	Weeks 2-3 Logs View & Respond #1
Week 3 9/23 Group 2 Zoom		
Week 4 9/30 Group 1 In person	Topics: Ethics in School Psychology & Check-ins Readings: <i>JDT Chapter 1, BP (Foundation) Ch. 33, Reading 6</i>	Weeks 4-5 Logs Supervisor Interview
Week 4 10/7 Group 2 In person		
Week 5 10/14 Group 1 Zoom	Topics: Law and School Psychology (A) Check-in (S) Readings: <i>JDT Ch. 2, Reading 7</i>	Weeks 6-7 Logs
Week 5 10/21 Group 2 Zoom		

Week	Topics, Readings and Assignments	Due Dates/Deadlines
Week 1 8/26 All - Zoom	Topics: Overview of course and supervision, Practica during COVID, "Entering" your school Readings: <i>Syllabus, Readings 1 & 3</i>	None
Week 2 9/2 Group 1 In person	Topics: SPED Assessment during COVID, Check-Ins Readings: SPED Evaluation Telehealth NASDSE , Reading 2	Weeks 0-1 Logs School Analysis
Week 2 9/9 Group 2 In person		
Week 6 10/28 Group 1 In person	Topics: IDEA (A) Check-in (S) Readings: <i>JDT Ch. 4, BP (Foundation) Ch. 31, Reading 5</i>	Week 8-9 Logs
Week 6 11/4 Group 2 In person		
11/11	Veteran's day Campus Closed	None
Week 7 11/18 Group 1 Zoom	Topics: Informed Consent and Confidentiality (A) Check-in (S) Readings: <i>JDT Ch. 3</i>	Week 10-11 Logs
11/25	Fall Break Campus Closed	None
Week 7 12/2 Group 2 Zoom	Topics: Informed Consent and Confidentiality (A) Check-in (S) Readings: <i>JDT Ch. 3</i>	Week 12-13 Logs SST & IEP Observations
Week 8 12/9 Group 1 Zoom	Topics: Section 504 and ADA (A) Check-in (S) Readings: <i>JDT Ch. 5</i>	Week 14-15 Logs Final Reflection & Plan Supervisor Evaluation
Week 8 12/16 Group 2 Zoom		

Course Evaluation Components and Grading

The following activities and assignments are required:

Student Attendance and Participation in Synchronous Class Meetings

Synchronous class meetings will primarily be devoted to discussion related to practica experiences, e.g., PreK-12 student cases; district and school service delivery models; and any issues, concerns or questions students may have. Synchronous discussions will include whole class and small group using breakout rooms. To actively engage in these activities, assignments and readings need to be completed by due dates. *Points are based on your attendance during synchronous meetings, active and thoughtful contributions to activities, providing thoughtful feedback to colleagues, and displaying professional behavior* (e.g., collaborative and respectful interactions with instructor and peers, etc.). See information

and rubric on BeachBoard regarding synchronous class participation. If you anticipate being absent from a synchronous meeting, please notify the instructor as soon as possible. If your absence is unexpected, please contact the instructor at your earliest convenience.

Student Response to Material

To check for student understanding, students will take a short quiz, or post a response and/or reply to a discussion thread. Requirements and due dates for these activities can be found under the Content tab on BeachBoard each week. See information and rubric regarding asynchronous activity on BeachBoard.

Practica Logs

Log all practicum hours and activities using the Excel Practica Log. Submit weekly logs to the appropriately labeled folder in Dropbox (Week 0-1, Week 2-3, etc.) by Friday of each week. A total of 15 logs totaling 150 hours is expected. Students may include hours accrued from their work on training grants and thesis.

View and Respond

Students will view the following webinars and provide a written, typed response in no more than 2 pages. Responses should be submitted to Dropbox.

1. Watch the NASP webinar on [Supporting Teachers Delivering Remote Instruction](#). Based on the webinar, select two strategies you could implement to support teachers. Describe in detail how you would implement the support, ensure the support is evidence-based, and increase the probability the support will be implemented by teachers.
2. Watch the NASP webinar on [Legal and Ethical Considerations for Remote SP Services](#). Based on the webinar, describe three considerations for the delivery of remote school psychology services. How is your supervisor adapting the services they provide?
3. Download and watch the [Telehealth Webinar 7: Consent, Confidentiality, & Mandated Reporting](#) hosted by the CA School-Based Health Alliance from August 11, 2020. Based on the webinar, develop 3-4 questions you would like to know about your school's virtual learning policies/procedures. Review district/school policy and/or interview your supervisor and/or administrator to obtain the information.

School Analysis

In 2-3 pages, conduct an analysis of one of your school site practica placements to become familiar with your site's student population, resources, and strengths and needs. Students will also gain awareness of how school psychologists contribute to problem solving at the school-wide level. This assignment also will familiarize students with local, state, and federal accountability requirements. Much of the information may be found at [Ed Results](#) (click on K-12 Metrics) and your school or district website. Please do not simply insert a table with numbers; describe and summarize the numbers in text.

1. Total number of students and demographics by percent (e.g., ethnicity, free/reduced cost lunch, ELLs, students with disabilities).
2. School's overall and subgroup performance (e.g., ethnicity, SES, language, ability) on the California Assessment of Student Performance and Progress (CAASPP) for the most recent year in English Language Arts (ELA) and math, and compare and contrast to similar schools' overall subgroup performance for the same year.
3. Peruse your school site's website and SARC (School Accountability Report Card), and note any district or school initiatives, goals, parent and student resources, and special programs that are available (see School Expenditure Plan, Continuous Improvement Expenditure/Work Plan, Intervention Plan, etc.).
4. Summarize your findings above by answering the following questions:
 - a. What are your general impressions of your school site?
 - b. In what areas is your school doing particularly well?
 - c. In what areas does your school likely need improvement?
 - d. Are the resources available adequate in meeting the likely and identified needs of the school's population? Provide examples and be specific.
 - e. List one area of need that, based on student data, should be addressed. Propose a potential (realistic) solution and describe the skills, knowledge, experience, expertise, and resources needed to adequately address this need.
 - f. Based on your knowledge of school psychology, what relevant skills, knowledge, and expertise does the

school psychologist likely need to assist in problem solution?

School Psychologist Supervisor Interview

interview your supervising psychologist, or lead district psychologist, and write a 2-3 page report as follows:

1. *Background and Training:* where and when did your supervisor receive their school psychology training? How long have they been a practitioner? Did they have a career prior to becoming a school psychologist? If so, what? How has their previous career helped in their current position? Thinking back when they were a beginning school psychologist, what were they most excited about? Most concerned about? What are the most important things they have learned in the field? What were the most important things they learned in their university training program? In what areas do they wish they had more or different training?
2. *Nature of the Job:* What do they like best about their job? What would they like to do, or do more of, on the job if they had more time at this school? What are they looking for when they do an evaluation for LD? ID? ED? What instruments do they usually use for these assessments and what is the rationale for each? How do they resolve a disagreement, if it occurs, with an administrator or the IEP team?
 - a. *Expectations:* What are they hoping you will do as a practicum student at their school site? What are they hoping you will not do?
 - b. *School and District Policies:* Describe the usual procedure for triennial evaluations and the rationale for it. Is their district/school implementing or moving toward implementation of RtI/MTSS to meet academic and/or behavior needs of all students? For SLD eligibility? What specifically is being implemented, if anything? How have school psychologists been involved? What is their opinion, experience, etc. on RtI/MTSS?

SST and IEP Observations and Reflections

Attend at least one Student Success Team (SST) meeting and one IEP meeting. Write a 1-2 page reflection that includes a brief description of activities observed and perceived effectiveness, such as professionalism, preparedness, teamwork, parent participation, mutual respect, etc. Attendance may be virtual or in-person depending upon your district/school COVID-19 procedures.

Final Reflection and Plan for EDP 641B

Review your practicum logs for the percent of time devoted to each NASP domains for the past semester and write a 2-3-page reflection of your experiences. Draft a plan regarding activities/experiences you will engage in EDP 641B, and how you will obtain these experiences. Opportunities for professional development also should be considered. Questions to address may include:

1. What skills do you feel more comfortable engaging in right now? Why do you feel more comfortable with these activities?
2. What skills do you need to further develop?
3. What types of experiences do you need to engage in to develop these skills?
4. How will you make these experiences happen?

Formal Evaluations

Each student's fieldwork supervisor will complete the *Site Supervisor Evaluation of Practica Student* via Qualtrics at the end of the semester to assess students' skills based on the NASP Practice Model.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight

Assignments	Points
Student Attendance and Participation in Synchronous Class Meetings	20
Student Response to Material	30
View and Respond (5 points each)	15
Excel Practica Logs (2 points each)	30
School Analysis	15
School Psychologist Supervisor Interview	15
SST & IEP Observations and Reflections (10 points each)	20
Site Supervisor Evaluation of Practica Student	10
Final Reflection	10
Total	165

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom [or in-person, as applicable] sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are not posted to BeachBoard at the end of the day (5:00 p.m.) on the assigned due date. All information regarding course assignments and requirements are posted in the syllabus and/or on BeachBoard. If you have questions, please contact peers first with questions. If you continue to need assistance, please email the instructor with questions that require a short response. Otherwise, please attend the instructor's office hours or schedule a virtual appointment via email.

One assignment may be revised for credit if 40% or more of the total points are deducted from the assignment. The revised assignment must be submitted the week following the distribution of the graded assignment, and the original assignment must be submitted with the resubmitted paper. The final grade for the assignment will be an average of the grade on the original assignment and the grade on the resubmitted assignment. Tests and quizzes cannot be retaken for a higher grade.

Opportunities to earn extra credit points are typically not available but may be given at the instructor's discretion.

Students who would like to dispute a grade on an assignment must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. Submitted documentation will be reviewed by the instructor, and the student will be notified in writing within one week regarding the dispute.

Please adhere to the recommended page length for assignments and requirements as described in the assignment rubrics. All written assignments must be typed, double-spaced, spell-checked, with 12-point font, and 1" margins. Points will be deducted from assignments that are substantially shorter or longer than the prescribed page length, and/or those that contain numerous spelling/grammar errors.

Please reach out to me as soon as possible should you feel you are falling behind or anticipates absences or missed work.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

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Advanced Studies in Education & Counseling

Vision:

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Mission:

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641B Practica in School Psychology

Spring 2021

Advanced Studies in Education & Counseling / School Psychology

Course Information

Instructor: Erin McGowan, Ed.S., NCSP, LEP #4052	Email: erin.mcgowan@csulb.edu
Virtual Office Hours Days/Times: By appointment only	Office Hours Zoom Link: Personal Meeting Room Meeting ID: 654 530 1815
Class Days/Times: Thursdays 7:00 pm	Class Zoom Link: 641B Zoom Link Meeting ID: 899 2717 0944 Passcode: 641B

Catalog Course Description

Prerequisites: [EDP 641A](#). Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week, with a minimum of 4 weeks and maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only.

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Required Text:

Jacob, S. & Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th Ed.). Hoboken, New Jersey: John Wiley & Sons, Inc. (JDT) ISBN: 9781119157069

Required Readings:

The following readings can be found on BeachBoard.

Lichtenstein, R. (2013). Writing psychoeducational reports that matter: a consumer-responsive approach. *Communiqué (National Association of School Psychologists)*, 42(3), 1.

Lichtenstein, R. (2013). Psychoeducational reports that matter: a consumer-responsive approach, part 2. *Communiqué (National Association of School Psychologists)*, 42(4), 1.

Lichtenstein, R. (2014). Psychoeducational reports that matter: a consumer-responsive approach, part 3. *Communiqué (National Association of School Psychologists)*, 42(6), 1.

Self-Care Is Best Practice: Q&A WITH PAULA GILL LOPEZ. (2018). *Communiqué (National Association of School Psychologists)*, 47(4), 31.

Lopez, P. G. (2016). Self-care: the missing link in best practice-Part I. *Communiqué (National Association of School Psychologists)*, 45(4), 1.

Lopez, P. G. (2017). Self-care: the missing link in best practice part II. *Communiqué (National Association of School Psychologists)*, 45(5), 4.

Lopez, P. G. (2018). Self-Care Is Best Practice. *Communiqué (National Association of School Psychologists)*, 47(4), 31–32.

The Alliance, Minneapolis, MA, & Consortium for Appropriate Dispute Resolution in Special Education, Eugene, OR. (2004). Facilitated IEP Meetings: An Emerging Practice. In *Consortium for Appropriate Dispute Resolution in Special Education (CADRE)*. Consortium for Appropriate Dispute Resolution in Special Education (CADRE).

Mueller, T. Gershwin, V., & Moriarity, A. (2019). An Investigation of Facilitated Individualized Education Program Meeting Practice: Promising Procedures That Foster Family–Professional Collaboration. *Teacher Education and Special Education*, 42(1), 67–81. <https://doi.org/10.1177/0888406417739677>

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Zoom Etiquette

Students should review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Dates	Synchronous/Asynchronous Topics	Readings	Assignments Due
1/21 All	Overview of course Report Writing	Syllabus Lichtenstein articles	Logs until 1/15/21
1/28 All	Triennial Assessments (A) Check-In (S)	NASP Position Statement on Triennials	
2/4 Group 1	Self-Care (A) Cases - 4 (S)	Lopez articles	Logs for 1/18-1/29 Discussion #1
2/11 Group 2			
2/18 Group 1	Ethics in Psychoed Assessment (A) Cases - 4 (S)	JDT Ch 6	Logs for 2/1-2/12
2/25	NASP Week – No Meeting		
3/4 Group 2	Ethics in Psychoed Assessment (A) Cases - 4 (S)	JDT Ch 6	Alternative Assignment due Discussion #2
3/11 Group 1	Ethics in Intervention (A) Cases - 4 (S)	JDT Ch 7	Logs for 2/15-3/5 Discussion #3
3/18 Group 2			
3/25 Group 1	Ethics and working with teachers/parents (A) Mock Tri Reporting – 4 (S)	JDT Ch 8	Logs for 3/8-3/19
4/1	Spring Break – No Meeting		
4/8 Group 2	Ethics and working with teachers/parents (A) Mock Tri Reporting – 4 (S)		Discussion #4
4/15 Group 1	Challenging IEPs (A) Mock Tri Reporting – 4 (S)		Logs for 3/22-4/2 Discussion #5

4/22 Group 2			
4/29 Group 1	Leadership in Schools (A) Mock Tri Reporting – 4 (S)		Logs for 4/5-4/16 Discussion #6
5/6 Group 2			
5/13	No class meeting Last day to turn in logs Supervisor Evaluation via Qualtrics	None	Logs for 4/19-5/7+ Final Reflection & Plan Supervisor Evaluation

S=Synchronous Class Meeting

A=Asynchronous Class Activity

Course Assignments

Student Attendance and Participation in Synchronous Class Meetings

Synchronous class meetings will primarily be devoted to discussion related to practica experiences, e.g., PreK-12 student cases; district and school service delivery models; and any issues, concerns or questions students may have.

Synchronous discussions will include whole class and small group using breakout rooms. To actively engage in these activities, assignments and readings need to be completed by due dates. *Points are based on your attendance during synchronous meetings, active and thoughtful contributions to activities, providing thoughtful feedback to colleagues, and displaying professional behavior* (e.g., collaborative and respectful interactions with instructor and peers, etc.). See information and rubric on BeachBoard regarding synchronous class participation. If you anticipate being absent from a synchronous meeting, please notify the instructor as soon as possible. If your absence is unexpected, please contact the instructor at your earliest convenience.

Online Content Modules

Students are expected to read, view, and/or listen to all posted materials each week and complete all online work. The assignments are designed to promote learning through interacting with course content and your peers, as well as demonstrate how well you are learning the weekly material. In these assignments, students are expected to apply the ideas presented in our modules.

Discussions

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. The criteria found in the rubric below will be used to assess the quality of your initial postings, and responses to the postings and comments of peers in online discussions. Initial posts must be well developed with relevance to the topic and demonstrate knowledge of the material. Students are expected to reply to at least one peer with an engaging comment or question. Posts should continue a conversation and provide opportunities for additional continuous dialogue. Requirements and due dates for these activities can be found under the Content tab on BeachBoard each week. See information and rubric regarding asynchronous discussions on BeachBoard.

Practica Logs

Log all practicum hours and activities using the Excel Practica Log. Submit weekly logs to the appropriately labeled folder in Dropbox (1/18-1/29, 2/1-2/12 etc.) **by the following Thursday**. For example, the logs for hours accumulated during the weeks of 1/18-1/29 should be submitted by end of day (11:59 pm) 2/4/2021. A minimum of 16 logs totaling 150 hours is expected. Students may include hours accrued from their work on training grants and thesis.

Alternative Assignment Options

During the week of NASP 2021, no class sessions or additional content will be provided. Two options are available to earn points for that week. **For students virtually attending NASP**, attend one live session or two on-demand sessions and write a 1.5-2 page essay on how the knowledge gained will inform your future practice as a school psychologist. Plan

to share information learned with your peers in the following week’s synchronous class session. **For students not participating in the NASP conference**, complete the following [IRIS module on assistive technology](#) and turn in assessment results to the corresponding Dropbox Folder.

Case Conceptualization Presentation

Students will present a case from their practica site to your small group (Group 1 or Group 2) you will describe the problem and as a group we will walk through the case conceptualization document and examine the case through the problem-solving model.

Mock Triennial Reporting

Students will select a Triennial assessment that they have worked on with their supervisor and present results of Triennial report to mock IEP team. The following information should be described in detail:

1. Referral concerns from parent, teacher and/or child
2. Present level of functioning
3. Data on the effectiveness of the current program (accountability)
4. Suggestions for improving the effectiveness of the current program (planning)
5. If you examined eligibility provide a rationale for examining eligibility (even if it is just that is the SELPA requirement or my supervisor made me do it).

Plan on a 15-minute presentation and 5-minute Q & A. Presentations should be accessible (i.e., easily understood by parents) and focused on functional assessment results and evidence-based interventions. See Triennial Report Rubric.

Final Reflection and Plan for EDP 642A

Review your practicum logs for the percent of time devoted to each NASP domains for the past semester and write a 2-3-page summary reflection of your practicum experience. Draft a plan regarding activities/experiences you hope to engage in during your first semester of internship, and how you will obtain these experiences. Opportunities for professional development also should be considered. Questions to address may include:

1. What skills do you feel more comfortable engaging in right now? Why do you feel more comfortable with these activities?
2. What skills do you need to further develop?
3. What types of experiences do you need to engage in to develop these skills?
4. How will you make these experiences happen?

Formal Evaluations

Each student’s fieldwork supervisor will complete the *Site Supervisor Evaluation of Practica Student* via Qualtrics at the end of the semester to assess students’ skills based on the NASP Practice Model. Students will complete an *Evaluation of Site Supervisor* via Qualtrics as well.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Points

Assignments	Points
Student Attendance and Participation	20
Discussions (6 points x 6)	36

Excel Practica Logs (2 points x 16 logs)	32
NASP Week Alternative Assignment	5
Case Conceptualization Presentation	5
Mock Triennial Reporting	20
Site Supervisor Evaluation of Practica Student / Evaluation of Supervisor	10
Final Reflection & Plan for Internship	10
Total	138

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation in both synchronous and asynchronous activities will be monitored both through attendance at Zoom sessions and through entries in online discussion boards. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. Please see synchronous and asynchronous rubrics posted on BeachBoard.

Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are not posted to BeachBoard at the end of the day (11:59 pm) on the assigned due date. All information regarding course assignments and requirements are posted in the syllabus and/or on BeachBoard. If you have questions, please contact peers first with questions. If you continue to need assistance, please email the instructor with questions that require a short response. Otherwise, please attend the instructor's virtual office hours or schedule a virtual appointment via email.

One assignment may be revised for credit if 40% or more of the total points are deducted from the assignment. The revised assignment must be submitted the week following the distribution of the graded assignment, and the original assignment must be submitted with the resubmitted paper. The final grade for the assignment will be an average of the grade on the original assignment and the grade on the resubmitted assignment. Quizzes cannot be retaken for a higher grade. Opportunities to earn extra credit points are typically not available but may be given at the instructor's discretion.

Students who would like to dispute a grade on an assignment must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. Submitted documentation will be reviewed by the instructor, and the student will be notified in writing within one week regarding the dispute.

Please adhere to the recommended page length for assignments and requirements as described in the assignment rubrics. All written assignments must be typed, double-spaced, spell-checked, with 12-point font, and 1" margins. Points will be deducted from assignments that are substantially shorter or longer than the prescribed page length, and/or those that contain numerous spelling/grammar errors.

Due to the extenuating circumstances of COVID-19, challenges in managing health, work, school, and life are expected. To the greatest extent possible, be proactive about reaching out if you are falling behind or anticipate absences or missed work. By maintaining an open line of communication, I will be better able to assist you in navigating your challenges.

Communication Policy

Please direct communication to my CSULB email address. Under most circumstances, you can expect that I will return your e-mails and phone calls within 1 regular business day of receipt. If your question is simple, I will likely be able to respond sooner. If your issue is urgent please reach out to me by phone or text message. Please do not hesitate to reach out again and resend the message if I have not gotten back to you within 48 hours. Grading response times vary with the size and nature of the assignment; however, I attempt to return most assignments within two weeks of the due date.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

IMPORTANT INFORMATION FOR CTC REVIEW TEAM

Our program is transitioning to the new School Psychology standards. Fieldwork details have been updated in this syllabus and will be implemented 2022-23.



CALIFORNIA STATE UNIVERSITY
LONG BEACH

**Advanced Studies in Education
& Counseling**

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 642A Fieldwork in School Psychology

Fall XXXX

Advanced Studies in Education & Counseling / School Psychology

Course Information

Instructor: Troya L Ellis, EdD	Email: troya.ellis@csulb.edu Phone Number: 323-481-2293
Office Hours Days/Times: Tuesdays 3-4pm	Office Hours Venue: My Zoom Room Meeting ID: 654 530 1815
Class Days/Times: Online synchronous class sessions Monday's 7:00-9:45 pm	Class Venue: EDP 642A Zoom Link Meeting ID: 845 0642 1569 Passcode: 642a

Catalog Course Description

Prerequisites: EDP 579; EDP 641B; concurrent enrollment in EDP 560; approval of program coordinator. Students complete 200 hours of supervised school psychology fieldwork per unit for a maximum of 3 units (600 Hours). Placements should include at least 300 hours in a setting that serves at least 50% culturally and linguistically diverse students.

Course Description

The State of California Commission on Teacher Credentialing (CTC) specifies that all school psychology credential programs require fieldwork in school psychology. The school psychology program at CSULB requires a minimum of 1200 hours of fieldwork/internship. At least 600 fieldwork hours must be in a school

setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Additionally, CTC requires fieldworkers to have experience in at least three settings. The settings referred to are preschool, elementary, middle school or junior high, and high school. Any three of those four are acceptable, as long as at least 200 hours are documented in a second and third setting. Finally, 1000 of the 1200 hours must be completed in a PreK-12 setting; up to 200 can be completed in other settings including clinics and relevant educational research or evaluation activities.

A total of 600 hours must be completed to receive course credit for ED P 642A. Preferably, students will complete their fieldwork experience in a full-time PreK-12 public education system. Internship¹ students are expected to participate in an array of activities including consultation, counseling, assessment, intervention planning and delivery, etc. Internship students are to be supervised by a school psychologist at the fieldwork placement who holds a valid California PPS credential and has at least 3 years of school psychology experience in the setting in which they are working. Students are to receive a minimum of 2-hours per week of on-site supervision from a person who holds a PPS credential in school psychology. Exceptions to the school psychology PPS credential can be made for clinical settings by consent of the instructor. The supervisor and the fieldworker are expected to develop a close working relationship wherein the supervisor is aware of all the activities of the fieldworker. The supervisor will evaluate the intern at the end of each semester. Insufficient ratings/remarks from the LEA/district/school supervisor may negate the hours served in that intern/fieldwork position and result in an “incomplete” for the class. Confirmed report of unprofessional or unethical behavior may result in failing/no credit for the course.

Our first class will focus on paperwork, policies, and procedures for fieldwork. The remaining classes will involve discussion of assigned readings, portfolio case studies, ethics case study, and general fieldwork cases and issues at your internship site(s). Each student is expected to be prepared to discuss or answer questions regarding a case or issue during in-person class meetings over the course of the semester.

The instructor will conduct a virtual site observation and district supervisor interview (via email, phone, or virtual) for each student. It is the students’ responsibility to schedule the observation so that the instructor can observe them engaged in a professional activity (e.g., counseling, consultation, academic intervention, staff development, interview, SST/IEP meeting, etc.). The instructor will contact the district supervisor regarding scheduling an interview.

Course Student Learning Outcomes and Goals

1. Students will assess the ecological factors that affect school learning at a given school, including student characteristics (e.g., poverty, language proficiency, disability) and school system processes (e.g., discipline practices, interventions for school failure, special education eligibility practices).
2. Students will apply an 8-step problem-solving model to negotiating ethical dilemmas.
3. Students will demonstrate data-based decision making in meeting the academic or behavioral needs of a student at-risk for school failure.
4. Students will describe the various roles of a school psychologist in K-12 settings.
5. Students will demonstrate beginning level (or greater) competency in all NASP domains of training and practice.

¹ The term “internship” and “fieldwork” are used interchangeably in the program. CTC defines interns as those w/ intern credentials and fieldworkers as those who do not have an intern credential.

6. Students will learn to improve their professional practices through reflection and analysis of current practices.

Required Texts/Course Materials:

Jacob, S., Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th Ed.). Hoboken, New Jersey: John Wiley & Sons, Inc. (JDT)

Required Readings

The following readings/podcast can be found on BeachBoard under their assigned week:

1. *CSULB School Psychology Internship Handbook*
2. NASP Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring
3. NASP & ACSA School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health
4. National Association of School Psychologists. (2020). Providing effective social–emotional and behavioral supports after COVID-19 closures: Universal screening and Tier 1 interventions [handout]. Author.
5. National Association of School Psychologists. (2021). Child and adolescent mental health during the COVID-19 Pandemic [Research summary]. Bethesda, MD: Author.
6. National Association of School Psychologists. (2020). The pandemic’s impact on special education evaluations and SLD identification [handout]. Author.
7. National Association of School Psychologists. (2020). Considerations for academic assessments and interventions upon a return to school [handout]. Author.
8. National Association of School Psychologists. (2021). Guidance on the Use of Grade Retention and Special Education Eligibility to Address Instructional Loss [handout].
9. NASP Essential Ethics for Early Career School Psychologists
10. NASP Ethical Problem-Solving Worksheet
11. VanDerHeyden, A. M., (2018). Why do school psychologists cling to ineffective practices? Let’s do what works. *School Psychology Forum*, 12, 44-52.
12. School Psyched Podcast Episode 81 - Why do school psychologists cling to ineffective practices? Let’s do what works
13. NASP Position Statement: Identification of Students with SLD
14. Fletcher, J. M., & Miciak, J. (2017). Comprehensive cognitive assessments are not necessary for the identification and treatment of learning disabilities. *Archives of Clinical Neuropsychology*, 32, 2-7.
15. McGill, R. J., & Busse, R. T. (2017). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology*, 21, 10-18.
16. Cristo, C., D’Incau, B. J., & Ponzuric, J. (2017). Response to McGill and Busse, “When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology*, 21, 19-22.

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Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

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Student Expectations

1. Regular class attendance is required and participation in all synchronous class meetings and asynchronous activities is expected. Please notify the instructor via email of anticipated absences or late arrivals.
2. All written assignments must be typed (including reflections) and proofread for grammatical and spelling errors.
3. All oral and written references of students, parents, teachers, etc. in your fieldwork settings will be made **without identifying information**. Full confidentiality of subjects should be maintained at all times.
4. Students are expected to use "[Person First](#)" language (e.g., student with a learning disability, teacher of students with intellectual disabilities, etc.)
5. Unless otherwise noted, assignments are turned-in via Dropbox by midnight of the due date. Email is the best way to contact the course instructor. I will return emails within 24-48 hours.

Course Schedule

Dates	Synchronous/Asynchronous Topics	Readings	Assignments Due
Class 1: 8/23	Fieldwork during COVID (S)	1-2	Contact Sheet University-District Agreement
8/30	No Class Return to School Social- Emotional/Behavioral Needs (A)	3-5	Return to School Discussion Thread
9/6	Labor Day – No Class	--	--
Class 2: 9/13	Assessment & Intervention during COVID (A) Check-In (S)	6-8	Updated Logs DRAFT Training Plan School Analysis
Class 3: 9/20	Ethical Problem-Solving Model (A) Check-In (S)	JDT Chapter 1 9-10	Updated Logs Supervisor Interview Ethical Problem-Solving Worksheet
Class 4: 9/27	Ineffective Practices (A) Check-in (S)	12-13	Updated Logs FINAL Training Plan Ineffective Practices Discussion Thread Reflection #1
10/4	No Class	--	--
Class 5: 10/11	Check-In (S)	--	Updated Logs Reflection #2
Class 6: 10/18	A/B Case Study Update & Discussion (S)	--	Updated Logs DRAFT A/B Case Study
10/25	No Class	--	--
Class 7: 11/1	Revisiting SLD (A) Check-In (S)	14-16	Updated Logs PSW Talking Points Discussion Thread Ethics Case Study
11/8	No Class	--	--

Class 8: 11/15	Special Education Law (A) Check-In (S)	--	Updated Logs Special Education Law Discussion Thread Observation of Professional Engagement Activity
11/22	No Class	--	--
11/29	A/B Case Study Update & Discussion (A) By appointment		
Class 9: 12/6	Final Check-In (S)	--	Updated Logs Final A/B Case Study
Finals Week 12/13	No Class	--	Updated Logs Reflection #3 Supervisor Evaluation Intern Evaluation

S=Synchronous Class Meeting

A=Asynchronous Class Activity

A/B=Academic or Behavior

Course Evaluation Components and Grading

Student Attendance and Participation in Synchronous Class Meetings (20 points)

Synchronous class meetings will primarily be devoted to discussion related to internship experiences, e.g., PreK-12 student cases; district and school service delivery models; and any issues, concerns or questions interns may have. Synchronous discussions will include whole class and small group using breakout rooms. To actively engage in these activities, assignments and readings need to be completed by due dates. *Points are based on your attendance during synchronous meetings, active and thoughtful contributions to activities, providing thoughtful feedback to colleagues, and displaying professional behavior* (e.g., collaborative and respectful interactions with instructor and peers, etc.). See information and rubric on BeachBoard regarding synchronous class participation. If you anticipate being absent from a synchronous meeting, please notify the instructor as soon as possible. If your absence is unexpected, please contact the instructor at your earliest convenience.

Student Response to Material (30 points)

To check for student understanding, students will post a response and/or reply to a discussion thread and complete problem-solving worksheet. Asynchronous discussions enhance learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. The criteria found in the rubric will be used to assess the quality of your initial postings, and responses to the postings and comments of peers in online discussions. Initial posts must be well developed with relevance to the topic and demonstrate knowledge of the material. Students are **expected to reply to at least one peer** with an engaging comment or question. Posts should continue a conversation and provide opportunities for additional continuous dialogue; therefore if you receive a question or opposing statement, you are expected to reply.

Requirements and due dates for these activities can be found under the Content tab on BeachBoard each week. See specific assignment directions will be posted on BeachBoard. Assignments are as follows:

Return to School Discussion Thread (6 points)

Ethics Problem-Solving Worksheet (6 points)

- Ineffective Practices Discussion Thread (6 points)
- Special Education Law Discussion Thread (6 points)
- PSW Talking Points Discussion Thread (6 points)

Activity Logs

Students will use Google Docs to record activities related to internship (see Intern Handbook). Students are responsible for daily logging of internship hours and activities, and ensuring their Google Doc is up-to-date prior to each class meeting. Additionally, students must upload a completed and signed Weekly Fieldwork Supervisor Approval form to their Google Doc, which includes a signed statement that your supervisor approves the activities and hours accrued for that week.

Training Plan

Develop a Fieldwork/Intern Individualized Training Plan based on the NASP domains. NOTE: You will be reviewing and updating your progress on the plan at the end of the semester, and continuing the plan in the spring. See *Internship Handbook* for an example.

School Analysis

In no more than two, double-spaced, typed pages:

- a. Review the website of one of your sites, including the mandated accountability report card and LCAP Report, and provide a general description of your site (e.g., # and type of special education programs, prevention and intervention programs for students/families, school initiatives, etc.)
- a. Next, go to [Ed Results Data Portal](#) then K-12 Metrics and search for your site
- b. Describe your school's student demographics (e.g., race, ethnicity, FRPL, ELs, SWDs)
- c. Pick a grade (e.g., highest/lowest scoring grade level; transition grades such as 3rd, 5th, 8th, 10th) or use "All," and describe student performance on the CAASP by major demographic area in math and ELA for the most recent school year
- d. Describe how your site compares to the state for "All" students in math and ELA
- e. Discuss implications of your findings to current school initiatives, supervisor priorities, and your training plan

Please do not simply cut and paste tables and graphs into a document; this must be a description of your site and discussion of implications.

Supervisor Interview

In no more than 2-doubled-spaced typed pages, write-up interview results with your supervisor(s) on the following. If you have more than one supervisor, please interview both.

- a. Established day and time for formal weekly individual and/or group supervision
- b. Supervisor availability for as-needed consultation and how to access
- c. Preferred method of communication between supervisor and intern
- d. Supervisor methods and frequency for providing feedback to intern (e.g., practice, professional, interpersonal), not including end-of-semester university evaluation
- e. Situations supervisor should be immediately contacted when supervisor is on- and off-site
- f. Supervisor managerial style
- g. Anticipated structure of individual and/or group supervision meetings
- h. Supervisor expectations of intern during formal individual and/or group supervision
- i. Back-up plan for canceled supervision meetings or unavailability of supervisor

Ethics Case Study

Apply Koocher and Keith-Spiegel's 8-step problem-solving ethics model to a dilemma you encounter at one of your school sites and submit a report. See [Ethics Case Study Rubric](#) and [assignment directions](#) in the *Internship Handbook* for detailed information.

Observation of Professional Engagement

Students will be responsible for obtaining permission to video or audio-record themselves engaging in a school psychology-related activity, such as participating in an SST, IEP, or data meeting; providing consultation to an administrator, teacher, or parent; leading/co-leading a counseling group; delivering an in-service presentation; providing small group instruction, etc. Recordings will be submitted for grading. If District policy or difficulty obtaining permission prevents this from occurring, please notify the instructor and special arrangements will be made.

Supervisor Interview by Instructor

Additionally, I will interview your supervisor via email, telephone, or virtually to assess the quality of your fieldwork/internship experiences and activities.

Formal Evaluations

Each student's fieldwork supervisor will complete the *Site Supervisor Evaluation of Intern* via Qualtrics at the end of the semester to assess interns' skills based on the NASP Practice Model.

Each student will complete the *Intern Evaluation of Site Supervisor* for each of their supervisor(s) via Qualtrics to provide feedback on the quality of your fieldwork placement.

Academic or Behavior (A/B) Case Study

See Internship Portfolio in the *Internship Handbook* for detailed information. We will periodically discuss progress on your case study throughout the semester. Please note that **your internship supervisor is required to sign your case study rubrics** verifying supervision and completion of the academic and behavior case studies.

Reflections

Students will submit three reflections based on the following format. Requirements for Reflections 1 and 2 are as follows:

- a. Briefly describe an experience (e.g., novel, surprising, positive, disturbing, humbling): what happened; what you were thinking and feeling; what others might have noticed, thought, or felt; what someone else might have seen if they were an outside observer; what went well and not well, and why
- b. Connect your experience to a past experience; coursework; program philosophy; another discipline or perspective; legal, ethical, and professional responsibilities; and/or your values and beliefs, and those of others
- c. Identify insights attained because of the experience, such as how you relate to others or the way you think, learn, and act; your values and beliefs; what challenges you; your existing knowledge of school psychology; the role of the school psychologist; yourself as a future school psychologist
- d. Identify how you might approach a similar situation in the future, such as things you would change, and actions needed to move forward and progress in your chosen career

For Reflection 3, use your two previous reflections, activity logs, and training plan to analyze and reflect upon your internship experience thus far, as well as current professional skills. Specifically, describe your experiences and progress toward completing your proposed training plan activities, and how you plan to complete remaining targeted activities in the spring. Additionally, identify at least two professional competency areas, as described in the Fieldwork Supervisor Evaluation of Intern and Personal Competencies Review forms, that you and/or your supervisor have identified for improvement. Describe specific actions you will take to improve upon the competency area(s) in spring.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Points

Assignments	Points
Contact Sheet	5
DRAFT Academic or Behavior Case Study	5
DRAFT Training Plan	5
Effect Size Data (Excel file posted to Dropbox)	5
Intern Evaluation(s) of Supervisor (all supervisors)	5
School Analysis Report	5
Signed University-District Internship Agreement	5
Site Supervisor Evaluation of Intern (all supervisors)	5
Supervisor Interview	5
FINAL Training Plan	10
Observation of professional engagement activity	10
Reflections (5 points x 3 reflections)	15
Google Doc Logs (1 point each)	16
Ethics Case Study	20
Student attendance and participation in synchronous class meetings	20
FINAL Academic or Behavior Case Study	26
Student response to material	30
Total	189

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation in both synchronous and asynchronous activities will be monitored both through attendance at Zoom sessions and through entries in online discussion boards. Non-participation in either synchronous or asynchronous

aspects of the course will negatively impact your grade. Please see synchronous and asynchronous rubrics posted on BeachBoard.

Late Work

Late assignments will automatically be reduced one point per calendar day they are not posted to BeachBoard at the end of the day (5:00 p.m.) on the assigned due date. All information regarding course assignments and requirements are posted in the syllabus and/or on BeachBoard. If you have questions, please contact peers first with questions. If you continue to need assistance, please email the instructor with questions that require a short response. Otherwise, please attend the instructor's virtual office hours or schedule a virtual appointment via email.

One assignment may be revised for credit if 40% or more of the total points are deducted from the assignment. The revised assignment must be submitted the week following the distribution of the graded assignment, and the original assignment must be submitted with the resubmitted paper. The final grade for the assignment will be an average of the grade on the original assignment and the grade on the resubmitted assignment. Tests and quizzes cannot be retaken for a higher grade.

Opportunities to earn extra credit points are typically not available but may be given at the instructor's discretion.

Students who would like to dispute a grade on an assignment must submit a written request within one class meeting making explicit the problem(s) and rationale for the dispute. The original assignment must be attached to the written request. Submitted documentation will be reviewed by the instructor, and the student will be notified in writing within one week regarding the dispute.

Please adhere to the recommended page length for assignments and requirements as described in the assignment rubrics. All written assignments must be typed, double-spaced, spell-checked, with 12-point font, and 1" margins. Points will be deducted from assignments that are substantially shorter or longer than the prescribed page length, and/or those that contain numerous spelling/grammar errors.

It is very important for students to be proactive your expectations for students to be proactive about reaching out to you if they are falling behind or anticipate absences or missed work.]

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

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Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual

harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

IMPORTANT INFORMATION FOR CTC REVIEW TEAM

Our program is transitioning to the new School Psychology standards. Fieldwork details have been updated in this syllabus and will be implemented 2022-23.



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 642B Fieldwork in School Psychology

Spring XXXX

ASEC Department

School Psychology Program

Course Information

Instructor: Kristi Hagans, Ph.D., NCSP	Email: Kristi.hagans@csulb.edu
Virtual Office Hours Days/Times: Monday/Wednesday 1:30-3:00	Office Hours Zoom Link: Zoom Link
Class Days/Times: Mondays 7-9:45	Class Zoom Link: Zoom Link

Catalog Course Description

Students complete 200 hours of supervised school psychology fieldwork per unit for a maximum of 3 units (600 hours). Placements should include at least 300 hours in a setting that serves at least 50% culturally and linguistically diverse students.

Course Description

The State of California Commission on Teacher Credentialing (CTC) specifies that all school psychology credential programs require fieldwork in school psychology. The school psychology program at CSULB requires a minimum of 1200 hours of fieldwork/internship. At least 600 fieldwork hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Additionally, CTC requires fieldworkers to have experience in at least three settings. The settings referred to are preschool, elementary, middle school or junior high, and high school. Any three of those four are acceptable, as long as at least 200 hours are documented in a second and third setting. Finally, 1000 of the 1200 hours must be completed in a PreK-12 setting; up to 200 can be completed in other settings including clinics and relevant educational research or evaluation activities.

A total of 1200 hours must be completed to receive course credit for ED P 642B. Preferably, students will complete their fieldwork experience in a full-time PreK-12 public education system. Internship¹ students are expected to participate in an array of activities including consultation, counseling, assessment, intervention planning and delivery, etc. Internship students are to be supervised by a school psychologist at the fieldwork placement who holds a valid California PPS credential and has at least 3 years of school psychology experience in the setting in which they are working. Students are to receive a minimum of 2-hours per week of on-site supervision from a person who holds a PPS credential in school psychology. Exceptions to the school psychology PPS credential can be made for clinical settings by consent of the instructor. The supervisor and the fieldworker are expected to develop a close working relationship wherein the supervisor is aware of all the activities of the fieldworker. The supervisor will evaluate the intern at the end of each semester. Insufficient ratings/remarks from the LEA/district/school supervisor may negate the hours served in that intern/fieldwork position and result in an “incomplete” for the class. Confirmed report of unprofessional or unethical behavior may result in failing/no credit for the course.

Course Student Learning Outcomes and Goals

1. Students will assess the ecological factors that affect school learning at a given school, including student characteristics (e.g., poverty, language proficiency, disability) and school system processes (e.g., discipline practices, interventions for school failure, special education eligibility practices).
2. Students will apply an 8-step problem-solving model to negotiating ethical dilemmas.
3. Students will demonstrate data-based decision making in meeting the academic or behavioral needs of a student at-risk for school failure.
4. Students will describe the various roles of a school psychologist in K-12 settings.
5. Students will demonstrate beginning level (or greater) competency in all NASP domains of training and practice.
6. Students will learn to improve their professional practices through reflection and analysis of current practices.

Required Texts/Course Materials:

Readings and course documents posted on BeachBoard.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum

¹ The term “internship” and “fieldwork” are used interchangeably in the program. CTC defines interns as those w/ intern credentials and fieldworkers as those who do not have an intern credential.

of twice per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of twice per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Date	Topics & Activities (what we'll do <i>IN</i> class)	Readings & Assignments Due (what you'll do <i>BEFORE</i> class)
1/26	Check-in Review syllabus Site cases/issues Intern Supervision	See BB > Content for readings/assignment due
2/8	No Synchronous Class Meeting	See BB > Content for asynchronous activity/assignment due
2/22	Site cases/issues Cultivate your passion	See BB > Content for readings/assignment due
3/8	Site cases/issues Responses to questions	See BB > Content for readings/assignment due
3/22	Site cases/issues Podcast	See BB > Content for readings/assignment due
4/5	Site cases/issues Intersectionality	See BB > Content for readings/assignment due
4/19	No synchronous class session	See BB > Content for asynchronous activity/assignment due
4/26	PROVIDE QUALTRICS LINK TO SUPERVISOR(S)	
5/3	Site cases/issues Gender support plans	See BB > Content for readings/assignment due
5/10	LAST DAY TO TURN IN ALL OUTSTANDING ASSIGNMENTS	

Course Evaluation Components and Grading

Attendance and participation in synchronous class sessions (2 points per session x 6 class sessions=12 pts.)

Students are expected to actively attend and participate in each class session and complete all assigned readings and activities prior to class. To receive full attendance and participation points, students must be regularly observed contributing to whole-class and small-group discussion and activities, such as asking and answering instructor and peer questions; connecting experiences, readings, and activities to class content; making thoughtful comments to advance a discussion; discussion fieldwork cases and issues; and showing interest in and respect for others' views. Points will be awarded as follows:

- Attendance in each class session unless arranged with the instructor or documentation of an extenuating circumstance, such as internet connectivity problems, illness, etc. (1 point)
- Participation in class sessions, as described above (1 point)

Participation in Asynchronous Class Activities (3 points x 6 weekly modules = 18 points)

Based on readings, videos, and/or webinars for the week, students will prepare written responses in one of the following formats (specified by week on the Course Outline) and submit their response via BeachBoard. Students should be prepared to discuss their completed asynchronous assignments during synchronous class sessions.

- Respect On-line Module
- Cultivating Your Passions
- “Two Families” Podcast Response
- Intersectionality Response
- Gender Support Plan
- Transgender Etiquette Skit

Updated Contact Sheet(s) submitted to Dropbox (5 pts.)

Updated Supervisor Email on [Google sheet](#) (5 pts.)

Google Docs Logs (15 pts.)

Students are responsible for daily logging of internship hours and activities, and ensuring their Google Doc is up-to-date prior to each class meeting. Additionally, students must upload a completed and signed Weekly Fieldwork Supervisor Approval form to their Google Doc, which includes a signed statement that your supervisor approves the activities and hours accrued for that week.

Virtual Site Observation and Fieldwork Supervisor Interview (10 pts.)

It is the students’ responsibility to schedule the observation with the instructor. Observations may include the intern providing counseling; consultation with a teacher or parent; academic or social skills intervention; staff development; interviewing a student, teacher, or parent; or participating in an SST/IEP meeting. Field supervisor interviews will be conducted via phone or email and will be arranged by the instructor.

[Fieldwork Supervisor Evaluation of Intern](#) (5 pts.)

Fieldwork supervisors are required to complete the intern evaluation via Qualtrics at the end of the semester. Each supervisor is required to complete the evaluation. Please provide the link to your supervisor(s) the week of April 26th.

[Intern Evaluation of Site Supervisor](#) (5 pts.)

Interns are required to complete the supervisor evaluation via Qualtrics to provide us feedback on the quality of your fieldwork placement.

Reflections (5 pts. each = 10 pts.)

Students will write and submit two reflections to Dropbox based on the following format:

- a. Briefly describe an experience (e.g., novel, surprising, positive, disturbing, humbling): what happened; what you were thinking and feeling; what others might have noticed, thought, or felt; what someone else might have seen if they were an outside observer; what went well and not well, and why.
- b. Connect your experience to previous experience, coursework; program philosophy; another discipline or perspective; legal, ethical, and professional responsibilities; and/or your values and beliefs, and those of others.
- c. Identify insights attained because of the experience, such as how you relate to others or the way you think, learn, and act; about your values and beliefs; what challenges you; what you have learned about school psychology, the role of the school psychologist, and yourself as a future school psychologist.
- d. Identify how you might approach a similar situation in the future, such as what you might do differently given your experience.

Draft Academic/Behavior Case Study (5 pts.)

Submit for instructor feedback.

Internship Portfolio (ungraded)

See Internship Handbook for description.

Case Study Effect Size Data (ungraded)

Submit Excel file to DropBox.

Reflection and Professional Development Plan (ungraded)

To be included in the portfolio. Students will evaluate their current professional and interpersonal skills based on the following:

- a. Use your previous reflections and logs to identify, analyze, and reflect upon your experiences and the skills you feel confident in carrying out.
- b. Identify and describe 2-3 skill areas you believe (and/or your fieldwork or university supervisor have identified) need additional training and experience.
- c. Outline a brief but specific training plan for how you will improve upon these areas during your first year as a school psychology practitioner

Grading

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Component	Points
Attendance & participation in synchronous class activities	12
Participation in asynchronous class activities	18
Updated Contact Sheet	5
Updated Supervisor Email	5
Google Doc Logs	15
Virtual Site Observation & Supervisor Interview	10
Reflection #1 and #2	10
Draft Academic/Behavior Case Study	5
Total	80

Course Policies**Attendance and Participation**

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Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are late. Please note that students are expected to turn in assignments on time when absent and to catch-up on information missed in class from BeachBoard and classmates. Lecture notes, handouts, and information regarding assignments should be obtained from fellow classmates and BeachBoard. If a student is having difficulty completing assignments and activities or experiences an unexpected challenge(s) that may prevent them from completing an assignment or activity, please contact the instructor as soon as possible so arrangements can be made to support your success in the course.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

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During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

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Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information. Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

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